

Conference Proceedings
4th International Conference on Education
(ICEDU 2018)



5 – 7, April 2018

Bangkok, Thailand

Committee of the ICEDU- 2018

The International Institute of Knowledge Management (TIKM)

Tel: +94(0) 11 3132827

info@tiikm.com

Disclaimer

The responsibility for opinions expressed in articles, studies and other contributions in this publication rests solely with their authors, and this publication does not constitute an endorsement by the ICEDU or TIIKM of the opinions so expressed in them.

Official website of the conference

www.educationconference.com

Conference Proceedings of 4th International Conference on Education (ICEDU 2018)

Edited by Prof. Eugene P. Sheehan

ISSN 2424 - 6700 online

Copyright @ 2018 TIIKM

All rights are reserved according to the code of intellectual property act of Sri Lanka, 2003

Published by The International Institute of Knowledge Management (TIIKM), No: 531/18, Kotte Road, Pitakotte, 10100, Sri Lanka

Tel: +94(0) 11 3098521

Fax: +94(0) 11 2873371

Hosting Partner:

University of Northern Colorado, USA

Academic Partner:

Vytautas Magnus University, Lithuania

Organized By:

The International Institute of Knowledge Management (TIKM), Sri Lanka

ICEDU 2018 Committee

PROF. EUGENE P. SHEEHAN

(Conference Chair, ICEDU 2018)

*Dean, Professor of Psychological Sciences
College of Education and Behavioral Sciences,
University of Northern Colorado, USA*

DR. ALEXANDER SIDORKIN

(Keynote Speaker, ICEDU 2018)

Dean at California State University, USA

ASSOCIATE. PROF. MONTREE YAMKASIKORN

(Keynote Speaker, ICEDU 2018)

*Teacher Professional Development Institute
(TPDI), Ministry of Education, Thailand*

DR. MARTIN VALCKE

(Plenary Speaker, ICEDU 2018)

*Head of the Department of Educational Studies,
Ghent University, Belgium*

DR. SHEIKH TARIQ MEHMOOD

(Plenary Speaker, ICEDU 2018)

*Deputy Director, Directorate of Distance
Education, International Islamic University,
Pakistan*

DR. BRIAN BEITZEL

(Plenary Speaker, ICEDU 2018)

*Professor of Educational Psychology, State
University of New York College at Oneonta
(SUNY Oneonta), United States*

PROF. TERERA M. MCDEVITT

(Plenary Speaker, ICEDU 2018)

*University of Northern Colorado, United States
of America*

PROF. ANTOGNAZZA DAVIDE

(Session Chair, ICEDU 2018)

*University of Applied Sciences and Arts of
Southern Switzerland, Switzerland*

DR. BILAL AL.OMARI	(Session Chair, ICEDU 2018) <i>Al Buraimi University College, Oman</i>
DR. MARIA GLORIA DATINGUINOO	(Session Chair, ICEDU 2018) <i>Batangas State University, Philippines</i>
DR. JOWATI JUHARY	(Session Chair, ICEDU 2018) <i>National Defence University of Malaysia, Malaysia</i>
DR. MARIA CEQUENA	(Session Chair, ICEDU 2018) <i>Catholic Filipino Academy, Philippines</i>
DR. NUNO NODIN	(Session Chair, ICEDU 2018) <i>University of London, United Kingdom</i>
DR. EDGARDO M. SANTOS	(Session Chair, ICEDU 2018) <i>Bulacan State University, Philippines</i>
DR. RAFIQUE AHMED MEMON	(Session Chair, ICEDU 2018) <i>University of Sindh Jamshor, Pakistan</i>
DR. NADIA TAZI	(Session Chair, ICEDU 2018) <i>Arabian Gulf University, Bahrain</i>
DR. KAH LOONG CHUE	(Session Chair, ICEDU 2018) <i>Nanyang Technological University, Singapore</i>
DR. JASEM ALTAMMAR	(Session Chair, ICEDU 2018) <i>Kuwait University, Kuwait</i>
DR. AMEEN TALIB	(Session Chair, ICEDU 2018) <i>Singapore University of Social Sciences, Singapore</i>
DR. KAH LOONG CHUE	(Session Chair, ICEDU 2018) <i>Nanyang Technological University, Singapore</i>
DR. NOOKORN PATHOMMAPAS	(Session Chair, ICEDU 2018) <i>Udon Thani Rajabhat University, Thailand</i>
DR. RACHAEL M. RUDOLPH	(Session Chair, ICEDU 2018) <i>Webster University, Thailand</i>

DR. MATTHEW D. GEORGE	(Session Chair, ICEDU 2018) <i>Humphreys University, USA</i>
DR. RASA KIRLIAUSKIENA	(Session Chair, ICEDU 2018) <i>Lithuanian University of Educational Sciences, Lithuania</i>
DR. RHIA P. PEREZ	(Session Chair, ICEDU 2018) <i>Batangas State University, Philippines</i>
DR. ANTHONY W RHODES	(Session Chair, ICEDU 2018) <i>Zayed University, United Arab Emirates</i>
DR. CENK TEMEL	(Session Chair, ICEDU 2018) <i>Inonu University, Turkey</i>
DR. ELNI JEINI USOH	(Session Chair, ICEDU 2018) <i>Universitas Negeri Manado, Indonesia</i>
MR. ISANKA. P. GAMAGE	(Conference Convener, ICEDU 2018) <i>The International Institute of Knowledge Management, Sri Lanka</i>
MR. OSHADEE WITHANAWASAM	(Conference Publication Chair, ICEDU 2018) <i>The International Institute of Knowledge Management, Sri Lanka</i>
MR. SARANGA MEEPITIYA	(Conference Secretariat, ICEDU 2018) <i>The International Institute of Knowledge Management, Sri Lanka</i>

Editorial Board – ICEDU 2018

Editor in Chief

Prof. Eugene P. Sheehan, *Dean, Professor of Psychological Sciences College of Education and Behavioral Sciences, University of Northern Colorado, USA*

The Editorial Board is not responsible for the content of any research paper

Prof. Eugene P. Sheehan, *University of Northern Colorado, USA*
Prof. Oyaziwo Aluede, *Department Of Educational Foundations And Management, Ambrose Alli*
Dr. Farhan Abdul Rauf, *Our Own Public Health Institute (OOPHI), Pakistan*
Assoc. Prof. Sylvia Sao Leng Jeong, *University of Macau, China*
Dr. Tamer El Maaddawy, *United Arab Emirates University, UAE*
Dr. Ahmad Zabidi Bin Abdul Razak, *University of Malaya, Malaysia*
Dr. Shaheen Islam, *University of Dhaka, Bangladesh*
Dr. Sudeshna Lahiri, *University of Calcutta, India*
Dr. Fatimah Tambi, *The University of Nottingham Malaysia, Malaysia*
Dr. F.M. Nawastheen, *The Open University Sri Lanka, Sri Lanka*
Dr. Chen, Junjun, *The Education University of Hong Kong, Hong Kong*
Dr. Hong Chengwen, *Beijing Normal University, China*
Dr. Nafiza Ferdowshi, *University of Dhaka, Bangladesh*
Prof. Genute Gedviliene Vytautas, *Magnus University, Lithuania*
Dear Asst. Prof. Labrado, *De La Salle University, Philippines*
Prof. Dr. Nik Ahmad Hisham Ismail, *Kulliyyah of Education, Malaysia*
Asst. Prof. Dr. Faizah Idrus, *Kulliyyah of Education, Malaysia*
Assoc. Prof. Christy Moroye, *University of Northern Colorado, USA*
Dr. Christopher James Hill, *The British University in Dubai, UAE*
Dr. Burra Venkata Durga Kumar, *Nilai University*
Dr. Rennie Cajetas-Saranza, *Philippine Normal University, Philippine*
Dr. Montree Yamkasikorn, *Ministry of Education, Thailand*
Dr. Watsatree Diteeyont, *Kasetsart University, Thailand*
Dr. Chelsie Hess, *Colorado Mesa University, USA*
Dr. Valerie Sherman, *University of Northern Colorado, USA*
Dr. Alexander Sidorkin, *Sacramento State University, USA*
Mr. Michael Floren, *University of Northern Colorado, USA*
Ms. Hillary Frank, *University of Northern Colorado, USA*
Dr. Christy McConnell, *College of Education and Behavioral Sciences, University of Northern Colorado, USA*
Dr. Abu Nayeem Mohammad, *University of Dhaka, Bangladesh*

MESSAGE FROM THE HOSTING PARTNER ICEDU 2018



The University of Northern Colorado (UNC) is a proud hosting partner of the Fourth International Conference on Education to be held in Bangkok in April of 2018. This is our third time to collaborate with the International Institute on Knowledge Management to organize this important conference. The University is excited to be a part of a conference that allows scholars and practitioners in education from around the world, and especially South East Asia, to present their research and their practical ideas in order to enhance education.

We have a long tradition in education, having been founded in 1889 as a State Normal School to prepare elementary school teachers. Since then UNC has grown to become a comprehensive university of about 13,200 students that offers over 100 undergraduates programs and a wide range of graduate programs, especially in education. UNC prepares the largest number and broadest array of teachers in the Rocky Mountain Region of the United States. Our graduate programs, offered on campus and online, prepare educators for virtually every job in a school including superintendent, principal, teacher leader, teacher, educational coach, school psychologist, nurse, nutritionist, audiologist, and educators working with students with special needs, including the visually and hearing impaired.

UNC's education programs have earned a range of prestigious awards including the Christa McAuliffe Award for Excellence in Teacher Preparation. Some of our programs have been nationally ranked by US News and World Reports. Our faculty members publish in high quality journals and are regularly the recipients of large grants, such as a recent \$2.2Million grant to collaborate with rural school districts in Colorado, USA.

This International Conference on Education fits with the mission of UNC to improve scholarship and educational practice worldwide. We believe that researchers and practitioners, coming together at conferences such as this one, can advance the quality of education received by students worldwide.

More information about UNC and our programs can be obtained from our website (www.unco.edu) or by talking to Eugene Sheehan (eugene.sheehan@unco.edu), Dean of the College of Education and Behavioral Sciences and Conference Chair, or Teresa McDevitt (Teresa.mcdevitt@gmail.com), conference keynote speaker and emeritus professor.

MESSAGE FROM THE CONFERENCE CHAIR ICEDU 2018



College of Education and Behavioral Sciences

Office of the Dean

Hello and welcome to Bangkok, Thailand, and to the Fourth International Conference on Education.

It is my great pleasure to serve as conference chair for the third time for the International Conference on Education, organized by the International Institute of Knowledge Management (TIKM). The University of Northern Colorado (www.unco.edu), my home institution, is proud to be a hosting partner. I attended the first conference in Beijing and was chair for the last two conferences in Bangkok and Kuala Lumpur. Both conferences were lively events where education researchers and practitioners from around the world came together to discuss a wide array of important issues in education.

This year promises to be equally stimulating. The theme around *Sharing Knowledge, Building Dreams* is purposely broad so that we could have an eclectic array of papers ranging over a variety of themes including such topics as innovative educational practices, learning sciences, curriculum that works, and more. We will have about 150 papers from about 25 countries. So we are truly international.

I want to thank TIKM for organizing the conference and for attending to all the logistical details including the hotel, meals, program, and all aspects of conference planning.

I hope during your time at the conference that you take the opportunity to engage with your peers to discuss your ideas for research and practice and that you ask questions of the presenters. There will be plenty of opportunities for collaboration. We will all benefit from our combined participation at this Fourth International Conference on Education.

I also hope you spend some time exploring Bangkok, one of my favourite cities.

Conference Chair ICEDU 2018,

Eugene P. Sheehan,

Dean, College of Education and Behavioural Sciences,

University of Northern Colorado,

USA.

Table of Contents	Page No
01 A COMPREHENSIVE APPROACH: REVEALS CONSERVATION EDUCATION IN COLLEGE <i>Wisudani Rahmaningtyas, Hana Netti Purasani, Nina Oktarina, Inaya Sari Melati and Tusyanah</i>	1-7
02 THE USE OF COOPERATIVE INSTRUCTIONAL STRATEGIES TO CATER FOR THE LEARNING STYLE DIFFERENCES AMONG HIGH SCHOOL SCIENCE LEARNERS <i>Sakyiwaa Danso and Emmanuel Mushayikwa</i>	8-19
03 UNDERSTANDING THE POWER OF DIGITAL LITERACY AND FAMOUS ONLINE TRANSPORTATION FOR STUDENTS' SOCIAL BEHAVIOR <i>Ashomatul Fadlilah, Tusyanah, Nina Oktarina and Risma Nur Anissa</i>	20-27
04 EVALUATION OF COOPERATIVE LEARNING: DOES IT ENHANCE LEARNING AMONG THE GEN Z LEARNERS? <i>Teh Ya Yee and Moy Tow Yoon</i>	28-38
05 OVERSTAY TEACHER TRANSFERS IN PUBLIC SCHOOLS IN SRI LANKA: IMPACT ON SCHOOL MANAGEMENT AND PERFORMANCE <i>Ameesha Ramithanjalee Wijayatunga</i>	39-50
06 INFLUENTIAL FACTORS IN SELECTING A BACHELOR'S DEGREE FROM INTERNATIONAL DEGREE PROGRAMMES OFFERED IN SRI LANKA: PERSPECTIVES OF LECTURERS AND GRADUATES <i>K.A. Vidyanjalie Abeygunawardena</i>	51-61
07 DESIGNING CLASSROOM ACTIVITY: TO UNDERSTAND THE KEY PSYCHOLOGICAL PERSPECTIVES IN AN INTRODUCTORY COURSE <i>Rubayat Kabir</i>	62-68
08 THE PECULIARITIES OF SELF-REGULATION OF FUTURE MUSIC TEACHERS DURING THE PRACTICE <i>Rasa Kirliauskienė</i>	69-78

09	INTERNET USAGE AND JUVENILE DELINQUENCY OF HIGH SCHOOL STUDENTS IN SURABAYA INDONESIA	79-85
	<i>Herdina Indrijati, Endah Mastuti and Prihastuti</i>	
10	ENHANCING THE CAPACITY OF ORGANIZATIONS AND HIGHER EDUCATION INSTITUTIONS (HEIS) IN INCREASING GRADUATES EMPLOYABILITY SKILLS	86-96
	<i>Anisa Sultana</i>	
11	EXPLORATION OF PHYSICS PROBLEM-SOLVING SKILLS WITHIN PHENOMENON-BASED LEARNING IN SENIOR HIGH SCHOOL STUDENTS	97-103
	<i>Lia Yuliati and Parno</i>	
12	TEST ANXIETY, COMPUTER SELF EFFICACY, AND PERCEIVED EASE OF USE DURING COMPUTER-BASED TEST ON FIRST-YEAR STUDENTS	104-111
	<i>Endah Mastuti and Dewi Retno Suminar</i>	
13	TO LECTURE OR DISCUSS? TEACHING NON-NATIVE ENGLISH SPEAKERS STUDYING INTERNATIONAL RELATIONS AT WEBSTER UNIVERSITY, THAILAND	112-125
	<i>Rachael M. Rudolph</i>	
14	COMMUNICATIVE LANGUAGE TEACHING COMPARED TO THE TRAINING OF STUDENTS' PROFESSIONAL DIRECTION	126-132
	<i>Svetlana Gridneva</i>	
15	INTERCULTURAL TEACHING EXPERIENCES OF A SELECTED GROUP OF FILIPINO PRE-SERVICE TEACHERS IN AN OVERSEAS PRACTICUM IMMERSION	133-140
	<i>Florante D. Garcia</i>	
16	USING BOOKS IN ADDRESSING THE SOCIO-EMOTIONAL PROBLEMS OF CHILDREN WITH HEARING IMPAIRMENT	141-150
	<i>Rowena V. De La Cruz and Maria Corazon Colendrino</i>	
17	ENGLISH AS A MEDIUM OF INSTRUCTION IN SECONDARY SCHOOLS IN SRI LANKA: CHALLENGES	151-161
	<i>Ameesha Wijayatunga</i>	

A COMPREHENSIVE APPROACH: REVEALS CONSERVATION EDUCATION IN COLLEGE

Wisudani Rahmaningtyas^{1*}, Hana Netti Purasani¹, Nina Oktarina¹, Inaya Sari Melati¹
and Tusyanah¹

¹*Universitas Negeri Semarang, Indonesia*

Abstract: This research aimed to determine the application of conservation cadre in the Faculty of Economics, State University of Semarang. This research used qualitative descriptive method. Informants consisted of conservation group and 28 students majoring in economic education. Data collection techniques used observation, documentation, interviews and document analysis. Activities in data analysis were data reduction, display data, and conclusion drawing / verification. Data validity applied source and methodological triangulation. The findings of this research showed that the knowledge and understanding of the students about the Rector regulation of the State University of Semarang, Number 22 of 2009 about State University of Semarang as Conservation University and Rector Regulation Number 6 of 2017 about Spirit Conservation showed only 11.11%, other findings showed that students still threw inappropriate garbage, smoking in campus areas, not upholding courtesy culture, the use of motor vehicles within the campus and less cultivate energy efficiency.

Keywords: character, conservation education, ethics, culture

Introduction

The main objective of conservation, according to the "World Conservation Strategy", there are three namely; (a) maintaining essential ecological processes and life-support systems, (b) maintaining genetic diversity, and (c) ensuring sustainable use of species (species) and ecosystems (Irwanto, 2006). According to Handoyo and Tijan (2012), conservation can also be viewed from an economic and ecological perspective. Economic conservation means trying to use natural resources for the present. In terms of ecology, conservation is the utilization of natural resources for now and the future. In a broader context, conservation is not only narrowly defined as maintaining or preserving the natural environment (the notion of physical conservation), but also how cultural values and outcomes are nurtured, upheld, and developed for the perfection of human life. Robbins's (2016) definition of definition, the value contains an element of judgment because it contains the ideas of an individual about what is right, good or desirable.

Conservation pillars consisting of 7 conservation pillars are simplified into 3 conservation pillars, including: (1) Conservation of Values and Character, including: environmental ethics, character values, conservation behavior, cultural conservation and conservation cadre; (2) Conservation of Art and Culture, including: exploring local cultural values and preserving them; (3) Natural Resources and Environment, including: biodiversity and non-biological diversity, green architecture, clean energy, green transportation, waste and paper management. (Puji Hardati, et al, 2016).

Universitas Negeri Semarang as a small part of higher education, assumed the government's noble mission to develop character education for its students through the planting of conservation values (Masruki, 2012). Dwiyantari (2005) stated that a good organization in addition to having a good leadership system also has a good regeneration process. In other words regeneration was needed for optimization of the organization. Regeneration process can also be interpreted as regeneration. Pratama (2011) stated that cadres are people of good quality as leaders, who are 'elected' and joined in an elite or core group, who are then educated in a certain way, so as to possess a capacity, spirituality, performance, militancy, confidentiality and surplus over other non-

elected members of the organization. Further Puji Hardati, et al., (2016) explained that there are many ways to develop conservation cadres that can be done at the State University of Semarang. Development of conservation cadres are as follows: students planting; training of conservation cadres; Students' Study Service (KKN) of planting; cultivating togetherness in conservation; college conservation education.

Based on interviews to 10 (ten) students, 80% did not understand the intent of the 7 pillars of conservation. The results of preliminary observations indicated that in specific activities with environmental conservation such as tree planting, a preliminary survey of 25 students showed that only 5% of the students returned to the planting site for evaluation and monitoring, the remaining 95% did not visit the tree planting site. This was in line with research conducted at the Faculty of Social Sciences conducted by Subagyo (2016) explained that only 10% of students who visited back to the location of tree planters. Research data on Eco linguistic studies conducted by Tommi et al. (2014) indicated that the average knowledge on conservation pillars was still below 70.

Conservation pillars	FIP	FBS	FIS	FMIPA	FT	FIK	FE	FH
Conservation biodiversity	63.70	63.20	69.40	66.00	64.30	63.10	59.60	73.70
Green architecture and internal transportation system	64.40	62.80	68.67	65.33	61.93	63.13	47.27	75.07
Waste management	62.93	64.13	67.60	64.00	60.53	60.53	45.20	70.13
Paper policy	64.27	62.27	68.80	62.00	60.13	60.00	53.07	74.67
Clean energy	66.40	64.13	71.47	65.33	64.67	64.53	48.93	74.80
Conservation of ethics, art and culture	66.00	66.13	70.40	62.00	63.73	61.87	63.47	72.27
Conservation cadre	67.60	64.70	73.70	65.50	63.70	62.20	57.90	72.50
Average	65.04	63.91	70.01	64.31	62.71	62.19	53.63	73.31

Note :

FIP : Faculty of Science Education
FBS : Faculty of Language and Literature
FIS : Faculty of Social Science
FMIPA : Faculty of Mathematics and Science
FT : Faculty of Engineering
FIK : Faculty of Sport Science
FE : Faculty of Economic
FH : Faculty of Law

Figure 1. Student's Average Knowledge of Conservation Pillars

Source: Based on the research Tommi Yuniawan, et al, "Kajian Ekolinguistik Sikap Mahasiswa Terhadap Ungkapan Pelestarian Lingkungan Di Universitas Negeri Semarang" (2014).

The table above showed that the Faculty of Economics ranked the last (mean = 53.63). Even the conservation pillars of cadres also occupied the lowest value of 57, 90. It can be analyzed that the conservation cadre in the Faculty of Economics needed to be studied more deeply.

Methodology

Interviews

There were 35 students that we chose at random to be informants. Interview with students related to understanding and knowledge of conservation rules was Rector regulation of State University of Semarang Number 22 of 2009 about State University of Semarang as Conservation University and Rector Regulation Number 6 of 2017 about Conservation Spirit, besides the question that we asked related to conservation cadre ethics, art and culture.

Desk Review

This article focused on the application of conservation pillars that is conservation cadre in the Faculty of Economics, Semarang State University, Indonesia. To understand the conservation cadre, especially in the Faculty of Economics, desk interviews were needed to find out whether conservation cadre programs had been implemented properly through a review of several activity reports and documentation activities in the form of photographs.

Observation

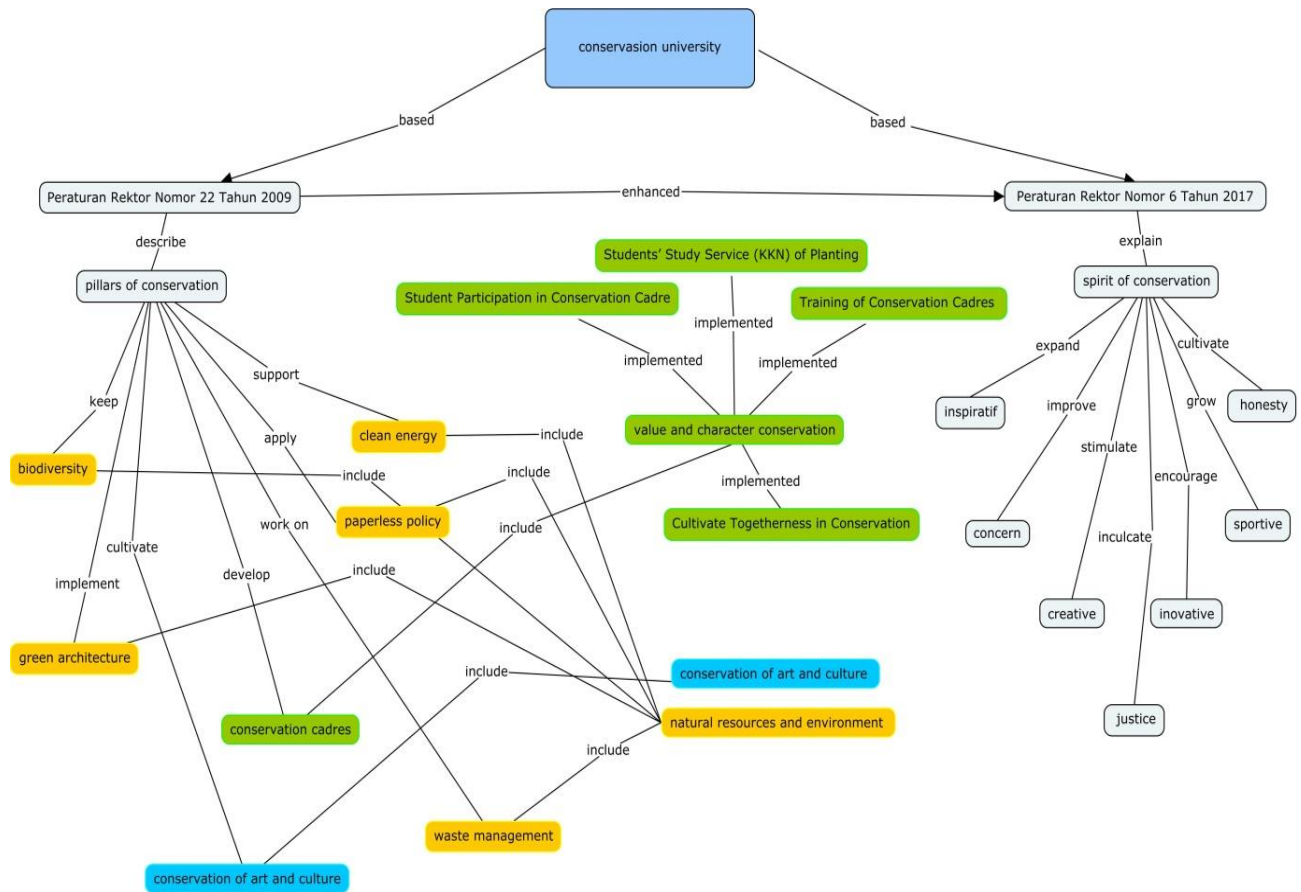
The observation was done by identifying non-verbal symbols that contained conservation culture meaning: symbol of energy efficiency, smoking prohibition, hygiene, and educative symbol related to student ethics

Analysis and validity

Three components of analysis were data reduction, data presentation and conclusion (verification) (Miles and Huberman). Activity was done in an interactive form with the process of flow (cycle), the analysis carried out simultaneously with the data collection process. "This means that analysis was not done after the whole data was accumulated." Testing the validity of data used data triangulation techniques. That was the technique of testing or checking data by comparing data from a source with other sources to compare data.

Discussion

This paper discuss about the implementation and analysis of observation, interview and document analysis. Some things are analyzed such as: 1) Student Participation in Conservation Cadre; 2) Training of Conservation Cadres; 3) Students' Study Service (KKN) of Planting; 4) Cultivate Togetherness in Conservation.



Understanding of student about Rector Regulation Number 22 of 2009 about Conservation University and Rector Regulation Number 7 of 2017 About Conservation Spirit

The results of interviews and the obtained data showed that at the State University of Semarang, especially in the Faculty of Economics, it had been conducted socialization of Rule Regulation Number 22 of 2009 on the University of Conservation. It was not in accordance with what was understood by some university students who did not know about Rule Number 22 of 2009 and then issued Rule Number 6 of 2017 on Conservation Spirit, which was not much known by students. From the questionnaires that researchers distributed to 60 students and then returning were 54 questionnaires about knowledge and understanding of Rector Regulation Number 22 of 2009 showed that 23 students answered “just know”, 25 students answered “do not know” and 6 students answered “never read”. That means students who answered “just know” there were 42.59%, while students who answered “did not know” were 46.29% and students who answered “never read” were 11.11%. So it can be analyzed that there was still many students who did not know the existence of Rule Number 22 of 2009 which this rule has been made and applied for long time.

The observations made by the researchers showed that most of students had reflected the conservation pillars, especially conservation cadre, which was to protect the environment and follow the tree planting which was a compulsory program implemented by the university and also applied in the Faculties, including the Faculty of Economics. Researchers took one example of students who applied the conservation cadre such as throwing litter in place and not stepping on the grass while walking around the campus, but also not a few students who stepped on the grass and even threw litter on the area of campus. Data in the field clearly showed that in essence the rules on conservation universities and about the spirit of conservation had been issued and uploaded in the conservation development agency, namely Rector Regulation Number 22 of 2009 and Rector Regulation Number 7 of 2017, so that there had been guidelines or rules that regulated student behavior in running and supporting UNNES program in applying the University of Conservation.

Student Participation in Conservation Cadre

From the interview result, it can be concluded that almost all students did not return to the tree planting place, so there was no follow-up in the conservation cadre activity especially in the activity of tree planting. Most of the students felt that there was no obligation to post-planting reporting as one reason for students not to return to the planting site. The questionnaires distributed by the researchers to the students also showed the same thing that most of the students in the Faculty of Economics did not monitor or evaluate the location of the planting, so it cannot be known whether the planted trees can grow or not. The data showed that of the 54 students who completed the questionnaires were 35 students who stated that I was carrying out tree planting activities, then 15 students stated that I was carrying out tree planting activities only to abort obligations and 5 students stated that I was very supportive and doing the best I reported and returned to the planting place. From the result, it can be concluded that there were 64,81% of students did not return to the place of planting trees, 27,79% only to abort the obligation and the rest 07.40% to plant, report and return to the location of planting trees.

Training of Conservation Cadres

From the results of interviews, many students who had never followed the conservation cadre activities, due to lack of information and students did not monitor the *bangvasi* website. So when there were activities related to conservation cadre training, they did not know that information. Activities of conservation cadres that had been followed were the activities that included in the course of Conservation Education, which was taught about conservation dance and gymnastics and the exercise of making compost. From the results of observations, there were many students who followed the planting activities, in order to design and manufacture of parks in the Faculty of Economics and even this activity can be said as the cadre of conservation. Faculty of Economics provided facilities and places for students to grow and develop a sense of concern for the environment, participate in maintaining and develop the environment by participating in the arrangement of parks in the Faculty of Economics, but unfortunately many students who did not follow the organization such as student of class of 2016, they had not done tree planting activity until now in semester 3. There were some of students who had planted because they were incorporated in student association of nature lovers, activities conducted in student association of nature lovers were river cleaning activity and other environmental care activities.

Students' Study Service (KKN) of Planting

Information obtained from interviews with informants showed that every KKN student had been required by each Faculty to conduct tree planting activities as a form of support for environmental conservation. The procurement of tree seedlings were mostly obtained from the submission of proposals to Forestry and Environment Agency, then the seeds of plants will be planted with the citizens and also distributed to the villagers. Then there were also planting activities in the acquisition using personal money students by collecting funds from KKN students, then to buy seeds according to the needs of the village and planting together. The tree planting activity itself was a must for students, and the university had also provided funds for KKN activities, especially the planting of trees, but the given capital was not enough to cover all the students' needs in implementing the KKN activities, especially the planting of trees. The document showed that it was true that many students used the method of making activity proposals to cooperate with relevant parties or local agencies to support tree planting activities. The most frequent agencies were the Forestry and Environment Agency, both of which were agencies that focused on environmental development.

Cultivate Togetherness in Conservation

From the interviews, it showed that many university students still did not cultivate togetherness and conservation, because their understanding of conservation was only limited to green plants, many male students who smoked in canteen. As we all understood that smoking was a behavior that did not support conservation

because it polluted the environment, especially air. With cigarette smoke, the air became unhealthy and harmed the perpetrators and the people who were around him. Then the attitude of students who did not throw cigarette butts in the trash. It was very contrary to the values of conservation. Cigarette butts only left a few items, but can be at risk of fire and land contamination. Besides, some students had also reflected the conservation behavior such as; by not stepping on the grass when walking in the garden, turning off the tap water when it is full, turn off the electricity coming from the fan, lights and air conditioner to save energy and reduce global warming.

On the other hand, the results of observation and documentation showed that the behavior of students had basically cultivated values of togetherness and conservation, such as courtesys, upholding ethics and culture. But on the other hand, there were still many students who did not cultivate the savings of water and electricity, although it was clearly written in every bathroom and switch to save water and electricity. Then there are still many students who smoked on campus and threw cigarette butts at random.

Conclusion

Conservation awareness at the Faculty of Economics has been running well, namely conservation conservation point and conservation of conservation education and tree planting points, although in fact not all students do tree planting, at least there are some students who do tree planting in campus area, on campus garden activity. However, for conservation cadre activities, the points of cultivation of togetherness and konservasi are still lacking because of the results of interviews and supported by observation and documentation there are still many students who have not yet conserved the conservation in campus areas, such as the lack of awareness of students to make efficiency, there are still many students who smoke in campus environment.

Reference

- Dwiyantari, Sri. (2005). Latihan diri dan Paradigma Kepemimpinan Stephen R. Covey. Widya. Edisi Februari 2005, Nomor 233 Tahun XXII.
- Handoyo, E., Si, M., Tijan, M. S., Cipta, H., Isi, R. G., Cover, D., ... & Basuki, A. M. (2012). Model Pendidikan Karakter Berbasis Konservasi: Pengalaman Universitas Negeri Semarang.
- Hardati, P. dkk. (2016). Pendidikan Konservasi. Semarang : UNNES PRESS.
- Irwanto. 2006. <http://www.indonesiaforest.net/silvika.html>. diakses tanggal 6 April 2017.
- Kisworo, B., & Muarifuddin, M. (2015). Analisis Implementasi 7 Pilar Konservasi Universitas Negeri Semarang Di Fakultas Ilmu Pendidikan. *Journal of Nonformal Education*, 1(1).
- Koirudin. (2004). Partai Politik dan Agenda Transisi Demokrasi. Yogyakarta : Pustaka Pelajar.
- Masrukhi. (2012). Membangun Karakter Mahasiswa Berbasis Nilai Konservasi. *Artikel*. Simposium Pendidikan dan Kemahasiswaan di Universitas Sebelas April. 23 Juni 2012.
- Nawawi, H. (2003). Kepemimpinan mengefektifkan organisasi. *Yogyakarta: Gadjah Mada University*.
- Peraturan Rektor Universitas Negeri Semarang Nomor 22 Tahun 2009 tentang Universitas Negeri Semarang sebagai Universitas Konservasi.
- Peraturan Rektor Universitas Negeri Semarang Nomor 6 Tahun 2017 tentang Spirit Konservasi Universitas Negeri Semarang.
- Pratama, Hieronymus Yuwan. (2011). Menemukan Bentuk dan Proses Kaderisasi Pemimpin Dalam Kegiatan Rohani Kampus. Skripsi. Program Studi Ilmu Pendidikan Teologi, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Katolik Indonesia Atma Jaya.
- Robbins, S. P., & Judge, T. (2016). *Perilaku Organisasi, Organizational Behaviour* (Edisi 16). Jakarta : Salemba Empat.
- Subagyo, S., & Ahmad, T. A. (2014). Evaluasi Implementasi Program Penanaman Di Kecamatan Gunungpati Oleh Mahasiswa Fakultas Ilmu Sosial. *Indonesian Journal of Conservation*, 3(1).
- Subagyo, S., dkk. (2016). Evaluasi Kaderisasi Konservasi di Fakultas Ilmu Sosial Universitas Negeri Semarang.

Syamsuddin, A. R., & Damianti, V. S. (2006). *Metode penelitian pendidikan bahasa*. Diterbitkan atas kerjasama Program Pascasarjana Universitas Pendidikan Indonesia dengan Remaja Rosdakarya.

Yuniawan, T., Masrukhi, M., & Alamsyah, A. (2014). Sikap Mahasiswa Terhadap Ungkapan Pelestarian Lingkungan Di Kampus Konservasi: Kajian Ekolinguistik Di Universitas Negeri Semarang. *Jurnal Penelitian Pendidikan*, 31(1).

THE USE OF COOPERATIVE INSTRUCTIONAL STRATEGIES TO CATER FOR THE LEARNING STYLE DIFFERENCES AMONG HIGH SCHOOL SCIENCE LEARNERS

Sakyiwaa Danso^{1*} and Emmanuel Mushayikwa¹

¹*University of the Witwatersrand, South Africa*

Abstract: The continuous use of the traditional method of teaching physical sciences in most senior secondary schools in South Africa and in particular schools in OR Tambo Inland District has contributed to the underperformance of learners in the subject. This has called for a shift from teacher-centered to a progressive learner-centered approach based on inclusiveness and collective learning to encourage diversity of reception and information processing. Therefore, this study investigated the use of Cooperative Instructional Strategy, considering learners learning style preferences to enhance learner's achievement in electricity and magnetism. A pragmatic Mixed-methods sequential design was adopted for the study. The choice of mixed methodology was meant for both methods to complement each other for the purpose of data triangulation. Purposive sampling technique was used to select two high schools within the OR Tambo Inland District of Mthatha. Learning style questionnaire, physical sciences achievement test, interview, and observation schedules were the main instruments used to collect data. The quantitative data were analysed descriptively, while the qualitative aspect was analysed through thematic content analysis. It was found that cooperative instructional strategies improved learners' performance in physical sciences. It is therefore recommended that teachers utilise appropriate instructional strategies that cater for all the differences learners bring to the classroom for effective teaching and learning to take.

Keywords: Academic Achievement, Cooperative Instructions, Electricity, and Magnetism, Physical Sciences

Introduction

According to the Department of Basic Education (DBE, 2011), Physical Sciences promotes knowledge and skills in scientific inquiry and problem-solving; the construction and application of scientific and technological knowledge; and an understanding of the nature of science and its relationships to technology, society, and the environment. Despite the importance of physical sciences education to the development of the nation, the related literature (for example Karacop, 2017) shows that learners at all levels of the educational ladder have difficulty in learning physical science and have developed a negative attitude towards the subject. These and other similar learning difficulties revealed in the previous studies may occur due to so many factors. Some studies (for example, Mashile, 2001; Mji & Makgato, 2006) in South Africa have investigated and reported on different factors that particularly affect the teaching and learning of physical sciences. These include; poor teaching strategies, lack of basic content knowledge of teachers and mismatches of teachers' teaching styles and learners' learning styles, among others. In their conclusion, they indicated that the recurring poor performance in the subject calls for a concerted effort for measures that will help improve the status quo.

According to Amedu and Gudi (2017), no one teaching method is suitable for the realisation of all teaching goals and outcomes. However research reports point to the importance of cooperation, collaboration, discussion, learning style-based instructions, verbal interaction and group work (De Baz, 2001; Doymus, 2008; Akimbobola, 2015, Gocer, 2010) in the teaching-learning process. Therefore, to enhance the understanding of learners in physical sciences, learners must be more active in the classroom and must creatively acquire

knowledge, especially in understanding and solving science problems and be given the opportunity to develop, to interact, and to share with friends through a cooperative learning activity. However, Zakaria and Iksan (2007) argued that in cooperative learning, learners work face to face to complete a given task collectively. Cooperative learning also encourages learners to interact and to communicate with peers in harmony. In this way, cooperative learning promotes values such as honesty, cooperation, mutual respect, responsibility, tolerance, and willing to sacrifice a consensus. Execution of duties in cooperative learning could, therefore, develop self-confidence in learners. Similarly, Shimazoe and Al-drich (2010) affirmed the argument put forward by Zakaria and Iksan (2007) and showed that cooperative learning promotes deep learning of materials and helps learners to achieve better grades and hence, Melihan and Sirri (2011) concluded in their study that cooperative learning method is more effective than the traditional teaching method in the academic success of learners.

In general, cooperative learning is considered to have positive effects on the academic achievement of learners, the development of social skills, the personality traits and psychological variables (Karacop, 2017).

However, research has mostly focused on which applications of cooperative learning are effective on variables and to what extent, and in which circumstances these effects are valid. Thus, different in-class applications of cooperative learning have emerged and these different cooperative learning methods and techniques are applied at various levels of education all over the world and in different subject areas. Yet, research studies still seek for the ways to enhance the effectiveness of these methods and to develop more effective in-class practices (Huang, Liao, Huang, Chen, 2014; Slavin, 2015). Jigsaw method-based, one of the techniques which are used in the implementation of cooperative learning brings the cooperation to the forefront by providing support to learners' working together and removing competition in the classroom.

Against this background, this study investigated the use of Jigsaw method-based cooperative instructional strategy to cater for the learners learning style differences in the science classroom to improve their performance in the subject.

Statement of the Problem and Research Questions

Electricity and Magnetism are pivotal concepts that play central roles in science. Nevertheless, these are also concepts that give learners difficulties. Most learners do not have interest in the study of *electricity* and *magnetism*. They perceived the concept to be very difficult and too abstract to comprehend and hence resulting in poor performance among learners in physical sciences. This is often blamed on the use of the traditional teaching method in schools and classes which do not accommodate all learners equally. Therefore, this study aimed to overcome this problem by using Jigsaw Method-Based Cooperative Instructional Strategies (JMBCIS) as an instructional tool in the science classroom, considering learners learning style preferences to enhance Grade 11 learners' achievement in *electricity* and *magnetism*.

The following research questions were raised for answering:

1. What are the effects of using Jigsaw Method-Based Cooperative Instructional Strategy to teach *electricity* and *magnetism* in the physical sciences classroom?
2. How would the performance in *electricity* and *magnetism* differ between learners taught using Jigsaw Method-Based Cooperative Instructional Strategy and learners taught using traditional teaching strategy?
3. How would the levels of interest and motivation in *electricity* and *magnetism* differ between learners taught using Jigsaw Method-Based Cooperative Instructional Strategy and learners taught using traditional teaching strategy?

Hypothesis

H₀: There is no significant difference in physical science achievement between learners who were exposed to Jigsaw Method-Based Cooperative Learning and those who were exposed to traditional teacher-centered instructional strategy.

The literature survey and the theoretical foundation

The theoretical framework underpinning this study is Vygotsky's (1978) sociocultural theory. Sociocultural theory is a theory of the development of higher mental practices which regards social interaction as the core of teaching and learning process (Behroozizad, Nambiar & Amir, 2014). Therefore, it was important to use sociocultural theory as a framework for meaningful verbal interactions with others in the classroom as a social context which brings about complex and higher mental functions among learners (Lantolf, Thorne, & Poehner 2015).

From Vygotsky's perspective, the concept of the Zone of Proximal Development (ZPD) helps a child's interaction with an adult or more capable peer awakens mental functions that have not yet matured and thus lie in the region between actual and potential developmental levels. The Zone of Proximal Development is, therefore "the distance between the actual developmental levels as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more knowledgeable peers" (Vygotsky, 1978, p. 86). For that reason, the social environment is a crucial element which supports the child culturally to adapt to new situations when needed. Thus, an instructional implication informed by a sociocultural perspective is thought to occur through interaction, negotiation, and collaboration. These features are characteristic of "cooperative learning".

Jigsaw Method-Based Cooperative Instructional Strategy was originally developed by Aronson and Colleagues in 1978 (Sarah & Cassidy, 2006). This instructional strategy requires learners to work in groups of five to six members. Each learner in a group is given information to which no one else in the group has access, thus making each learner "expert" on his or her section of the subject matter. After receiving their assignments, each team member reads a section. Next, members of different teams who have studied the same sections meet in "expert groups" to discuss their sections. Then the learners return to their original teams and take a turn teaching their teammates what they have learnt. All learners in a group are expected to learn all the subject matter assigned to members of their group. After instruction in Jigsaw Method-Based Cooperative Learning, teachers test learners individually and produce team scores based on each learner's test performance according to Bukunola and Idowu (2012).

Nevertheless, Nurhuda, Lukito, and Masriyah (2018) investigated the effectiveness of cooperative learning instructional tools with a predict-observe-explain strategy on the topic of cuboid and cube volume. They found that learners learning outcomes in the experimental class using cooperative

Learning was better than the results of the learners learning in the control class. They, therefore, concluded that cooperative learning with predict-observe-explain strategy was effectively used in teaching the topic of cube and cuboid volume. Similarly, Brad (2000) investigated the effectiveness of cooperative learning on learners' academic performance in computer science under cooperative and teacher-centered learning environments. He found that learners in cooperative learning group exhibited a higher level of academic performance than learners in the traditional teacher-centred group. Cooperative learning has also been reported to produce a range of positive social, affective and psychological outcomes, including social support, the quality of learner relationships, attitude to learning skills and self-esteem (Van Dat & Ramon, 2012). According to Parr (2007), one of the main benefits of cooperative learning is that it can foster an environment that embraces the great diversity of learners that are found in today's classrooms. This viewpoint is shared by Lord (2001) who claims that cooperative learning allows learners to share their differences in a positive way and can add value to the

team by bringing their different backgrounds to the group. Shimazoe and Aldrich (2010) provide several benefits of the use of cooperative learning in the classroom. They specified that cooperative learning promotes deep learning of materials. In addition, learners achieve better grades in their subjects. Furthermore, learners learn social skills and civic values, higher-order, and critical thinking skills. Cooperative learning also promotes personal growth and develops positive attitudes towards learning as affirmed by Bilesami and Oludipe (2012).

Methodology

This study employed a pragmatic sequential explanatory mixed method design in order to find the relationship between Jigsaw method-based cooperative learning and teacher-centered instructional strategy with regards to learners' achievement. According to Morgan (2007), pragmatism provides a philosophical basis for researchers who use mixed methods; therefore, the use of both quantitative and qualitative assumptions to engage in their research. The quantitative phase of the study employed a quasi-experimental design consisting of the treatment group and a control group since the classes existed as intact groups. Specifically, the nonrandomized pre-test-post-test design was used. This design is often used in classroom experiments where experimental and control groups are in their natural classroom setting which cannot be disrupted for the research purposes (Abdisa & Getinet, 2012). In quasi-experiments, the cause could be manipulated and occurs before the effect is measured (Shadish, Cook, & Campbell, 2002). However, quasi-experimental design features usually create less compelling support for counterfactual inferences. For example, quasi-experimental control groups may differ from the treatment condition in many systematic (non-random) ways other than the presence of the treatment.

In quasi-experiments, the researcher has to enumerate alternative explanations one by one, decide which are plausible, and then use logic, design, and measurement to assess whether each one is operating in a way that might explain any observed effect (Shadish, et al., 2002). The difficulties are that these alternative explanations are never completely enumerable in advance, that some of them are particular to the context being studied, and that the methods needed to eliminate them from contention will vary from alternative to alternative and from study to study. Hence, intact class groups, which are normally non-equivalent, were selected and later these groups were equated by applying appropriate statistical techniques. The design is given below.

Table 1: The design for the Experimental and Control groups

GROUPS	PRE-TEST	TREATMENT	POST-TEST
EXPERIMENTAL	O ₁	X	O ₂
CONTROL	O ₃	-----	O ₄

Where:

X – Exposure of a group to an experimental condition (treatment).

----- Exposure of a group to a control condition (No treatment).

O – Text measure

O₁ and O₂ – Pre-test

O₂ and O₄ – Post-test

Hence, the study purposefully sampled two schools which were randomly assigned to an experimental and a control group, consisting of 43 learners in the experimental group and 46 learners in the control group. The experimental group was exposed to Jigsaw method-based cooperative instructional strategies, while the control group was exposed to the traditional teacher-centered instructional strategies. Three-day training was organized for the teacher in the experimental group on how to implement Jigsaw method-based cooperative instructional

strategy. The intervention lasted for six weeks during which the topic electricity and magnetism were taught in both the experimental group and the control group. In order to collect data for the study, the following instruments were developed, standardised and used:

- Physical Science Achievement Test (PSAT) - Pre-test and Post-test.
- Structured interview.
- Observation schedules.

Before the main study could be conducted, a pilot study was undertaken to trial test the research instruments and the criteria, and refine them for the main study. A further purpose of this Pilot study was to obtain some preliminary data to investigate the feasibility of the planned project to bring possible deficiencies in the measuring procedure to the fore, as observed by Huysamen (1993).

The sample used as a pilot in this study comprised of one Grade 11 physical sciences class from the researcher's school. The sample comprised 30 Grade 11 learners. This school is also located in the same circuit as the two sampled schools for the main study in Mthatha District. This school shared similar characteristics with the sampled schools. The researcher also had the same experience as the teachers from the sampled school. The researcher was motivated to pilot the study in his school in order to experience the use of the cooperative instructional strategy first hand to provide constructive findings to the study.

Reliability and Validity

The study worked towards reliability and validity in different ways. The study employed direct classroom observation which enabled the researchers to spend reasonable time observing the sampled teachers deliver lessons in their natural settings. This contributed significantly to the credibility of the observation process.

Interview transcripts were carefully transcribed, the codes were compared and finally, the core codes were selected and used in the analysis of the findings. In addition, direct quotes from the learners were used to support the themes that emerged during data analysis.

The Physical Science Achievement Test (PSAT) was prepared by the researchers and developed with proper weighting of the objectives, content area and difficulty level to ensure that the task provides an opportunity for learners to achieve at various cognitive levels. The test was given to experts to see whether the items correspond to what the researchers intend to be covered by the test. Reliability of the test was established by Test-Retest method. The retest was administered after an interval of three weeks. The correlation between the first set of scores and the second set of scores was determined. The marks yielded a Spearman reliability coefficient of 0.79 which was seen as excellent.

Data collection procedures and Analysis

The study commenced with the administration of learning style questionnaire instrument to identify learners learning style profiles. This was followed by the administration of a pre-test. The main essence of the pre-test was to establish the equality of the two groups. Immediately after the pre-test was conducted, the researcher and the two participating teachers met for two hours. At that meeting, subtopics to be taught under electricity and magnetism were reviewed and reorganised for the purpose of the research. This took about one hour after which the teacher for the control group left the meeting and the teacher for the experimental group was trained by the researcher on how to use the Jigsaw method-based cooperative instructional strategies. Lesson transcripts were prepared by the researcher and handed over to the participant teacher for use in his lessons.

The intervention proceeded just after the training. In the experimental group, learners were divided into groups of four members. The decision to form groups of four members according to Asherson (2008) was based on

research that suggested that groups larger than four presented problems, hence the need for making it easier for unexcited learners to play a smaller role in group activities. The teams were formed based on learners' performance level, ability, sex, and social economic status.

Quantitative data were analysed descriptively. Thematic content analysis framework was employed to analyse qualitative data. The quantitative data were analysed using Microsoft Excel spreadsheets. The results from the PSAT, interviews and classroom observations were triangulated in the next section.

Results and Discussions

Learners' learning style profiles

In Table 2 below, learners learning style profiles are illustrated. The Table 2 shows that there are more sensing learners (74%) than intuitive learners (26%), there are more visual learners (72%) than verbal learners (28%), there are more sequential learners (71%) than global learners (29%), and there are more active learners (70%) than reflective learners (30%) in the total number of learners sampled for the study.

Table 2: Distribution of learning style preferences among the grade 11 science learners

Felder-Silverman Learning Style Dimensions		Learners' distribution of learning style profiles		Total	
		Experimental group	Control group	n	%
Processing	Active	30	32	62	70
	Reflective	13	14	27	30
	Total	43	46	89	100
Perception	Sensing	36	30	66	74
	Intuitive	7	16	23	26
	Total	43	46	89	100
Input	Visual	33	31	64	72
	Verbal	10	15	25	28
	Total	43	46	89	100
Understanding	Sequential	29	34	63	71
	Global	14	12	26	29
	Total	43	46	89	100

Results of the pre-test and post-test

The pre-test scores and the post-test scores were analysed using the descriptive statistics to form the basis of comparison of the experimental group and the control group.

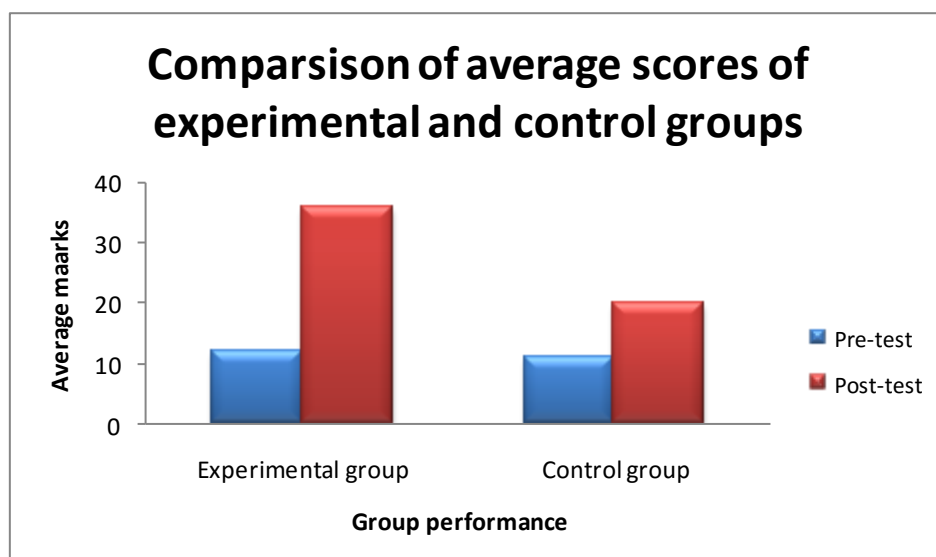


Figure 1: Comparison of average scores of experimental and control groups

From Figure 1, the average marks obtained by the learners in the experimental group in the pre-test and post-test are 12 and 36 respectively. This shows a 2.3% increase in the average marks after the intervention. Similarly, the average marks obtained by the learners in the control group in the pre-test and post-test are 11 and 20 respectively. This shows a 0.9% increase in the average marks of the control group. However, the average percent increase in the average marks for the experimental group was far higher than the control group. The data also shows that in the post-test of the experimental group, the mean improved significantly.

Differences in performance of the experimental group

Figure 2 gives a graphical presentation of the pre-test and post-test scores of the Experimental group.

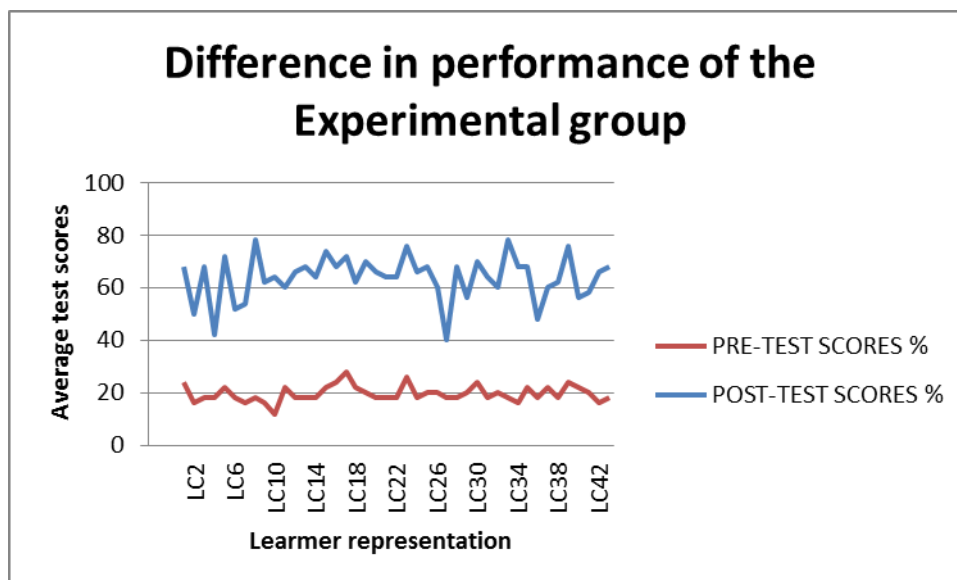


Figure 2: The difference in performance of the Experimental group

Figure 2 shows the distribution of marks obtained by learners in the experimental group. It is evident from the graph that there is a significant change in marks obtained after the treatment.

In addition, Figure 3 represents the distribution of marks obtained by learners in the control group.

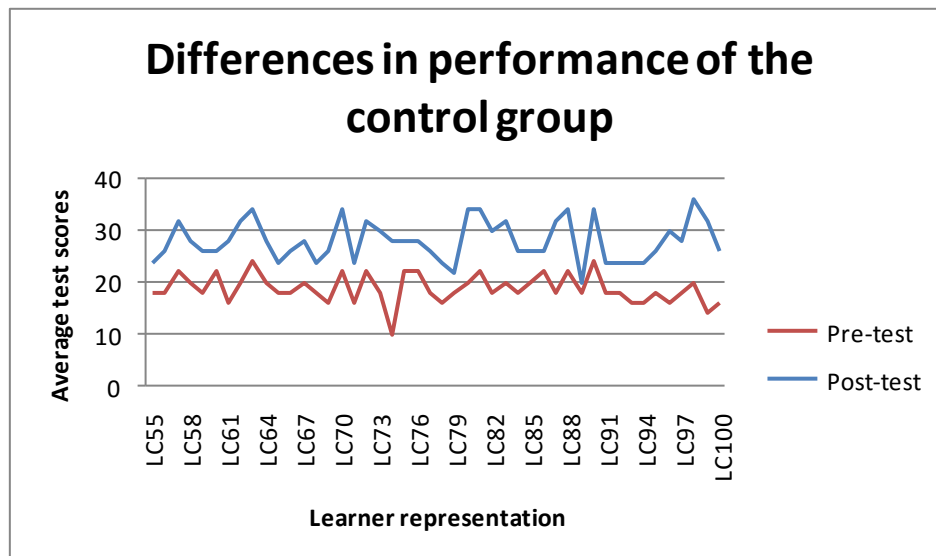


Figure 3: The difference in the achievement of the control group

Figure 3 shows the distribution of marks obtained by learners in the control group in the pre-test and post-test. The Figure shows that although there is a change in marks by the control group, it is not much significant compared to those in the experimental group.

The Relationship between Cooperatives Instructional Strategy, the Tradition Teaching Strategy and Learners' Achievement

The findings from the test results indicated that both the Jigsaw method-based cooperative instructional strategy and traditional teaching method enhanced performance in physical sciences. However, the post-test scores of the learners showed that Jigsaw method-based cooperative instructional strategy resulted in better performance than a traditional teaching method. The findings support the null hypothesis that there is no significant difference between the pre-test mean scores and the post-test mean scores between the experimental and the control groups. The findings are also in congruence with findings from the literature on the positive impact of cooperative instructions on learner achievement in a wide range of subject fields (see Shimazoe & Aldrich, 2010; Fengfeng & Barbara, 2007). In addition, this study is also in line with the study of Karacop (2017) who found that teaching physics in accordance with a Jigsaw method based on cooperative learning revealed a higher level of success than teaching through a teacher centred instructional strategy. Hence, this study offers support to the claim that cooperative instructional strategy promotes academic achievement in sciences.

Learners Experiences with Cooperative Learning

This study identifies a number of views expressed by learners with regards to the use of cooperative instructional strategy. This study found that cooperative learning was exciting and enjoyable for the learners as they managed to help one another to learn and understand the tasks. More importantly, the study found that learners worked together as a group and never got bored during the lessons. In addition, the study found that cooperative instructional strategy provides harmonious relationship among learners and assist them to perform science tasks with ease.

Learners improved their relationships with one another in the study of electricity and magnetism. Learners affirmed cooperative learning to be very engaging. They found the idea of assisting one another to complete a learning task which was very engaging according to the learners. This finding concurred with findings of Yang and Zheng (2010), who posit that psychological and social abilities are enhanced through cooperative learning. Some learners narrated:

“Cooperative learning encourages learners to become more active in the classroom”(Ayabonga).

Through active participation, learners’ social and communication skills were improved. In most cases, learners indicated that the use of cooperative strategy by their teacher has helped them to achieve more in class. It has increased their attitude toward learning more and helping them to perform better in class. This assertion by learners has been supported by Weinburgh (1995) and Alrayah (2018) that positive attitude towards cooperative learning contributes to greater achievement.

Effect of Cooperative Learning on learner Interest and Motivation

The study revealed that the use of cooperative instructional strategy encourages intrinsic motivation among learners in the study of electricity and magnetism. More specifically, those who received cooperative instructional strategy displayed a higher sense of efficacy in learning and attached higher task value to their school work than those who received the traditional teaching approach. Cooperative learning also increased learners’ interest and motivation in learning physical sciences. This was particularly evident in the sense of commitment and enthusiasm displayed by the learners during the treatment period in particular. These findings also converge with those of the literature, more specifically, with the views by Lan and Skoog (2003) that when learners take initiative for their own learning, they are eventually motivated to learn more, spend more time and effort in studying sciences. This was particularly showed by learners through the sense of commitment displayed during the treatment class. The high level of self-worth displayed by the learners who received the cooperative instructions can be explained in the light of the Vygotsky’s (1978) sociocultural theory and the social independence theory (Johnson & Johnson, 2009). The sociocultural theorist highlights that development depends on interaction with people and the tools that the culture provides to help form their own view of the world (Behroozizad, et al., 2014). Vygotsky contends that “social interaction and cooperation with peers are indispensable factors for inner speech and metacognition to take place” (p. 90). The social interdependence theory also supports the use of cooperative learning as it emphasises positive interdependence or cooperation which encourages and motivates group members to facilitate each other’s efforts to learn.

Conclusion

This section marks the conclusion of the research study in which the research questions formulated were answered, data generated in the study analysed and the aims of the study realised. The improvement in the performance of the experimental group may be strongly attributed to the use of jigsaw method-based cooperative instructional strategy that engaged learners to work in groups, as opposed to the teacher-centred teaching method used for teaching the control group. From the observation of all the lessons and the analysis of both the tests and the interview questions, it can be concluded that the group works captured the attention of the learners, and this view was reflected by the learners in their responses to the interview questions.

Nevertheless, the study found that Jigsaw method-based learning improved learner performance in physical sciences than the teacher-centred based instructional strategy.

Recommendations

It is recommended that the teacher training programmes in universities should be revised in order to equip new teachers with the required and appropriate knowledge and skills to implement differentiated instructions such as

cooperative instructional strategies in the teaching of physical sciences effectively in the high schools. Furthermore, a necessity for research interrogating learners cultural background influence on learners learning styles in the design of instructions to facilitate the smooth transfer of knowledge in high schools across South African.

Implications

Based on the findings of the present study, physical science teachers could consider the effects of a number of cooperative learning methods, such as STAD, TGT, TAI, and CIRC in their instructions. This is due to the fact that increase in instructional strategy use could be attributed to learners' conscious decision-making in the teaching-learning process. Moreover, learners would understand that they must work collectively towards the group goals so that they could succeed as a team. Nevertheless, this postulation was based on the premise that positive interdependence and individual accountability had already existed. Teachers need to be aware that cooperative learning will not be effective without these two elements.

Disclosure statement

No potential conflict of interest was reported by the authors.

References

- Abdisa, G., and Getinet, T., 2012, The effect of guided discovery on students' Physics achievement. *Journal of Physics Education*, 4(6), 530-537.
- Akinbobola, O.A., 2015, Effects of Learning Styles and Instructional Strategies on Students' Achievement in Nigerian Senior Secondary School Physics. *Advances in Physics Theories and Applications*, 41 (1).
- Alrayah, H., 2018, The Effectiveness of Cooperative Learning Activities in Enhancing EFL Learners' Fluency. *English Language Teaching*, 11(4), 21
- Amedu, O.I., and Gudi, K.C., 2017, Attitude of Students towards Cooperative Learning in Some Selected Secondary Schools in Nasarawa State. *Journal of Education and Practice*, 8(10), 29-34.
- Asherson, C., 2008, *Cooperative learning: We instead of me* (California State University, Northridge).
- Behroozizad, S., Nambiar, R.M., and Amir, Z., 2014, Sociocultural theory as an approach to aid EFL learners. *Reading, Matrix* 14(2), 217-226.
- Bilesanmi, A. J., and Oludipe, D. I., 2012, Effectiveness of cooperative learning strategies on Nigerian secondary school students' academic achievement in basic science. *British Journal of Education, Society & Behavioral Science*, 2 (3), 307-325.
- Brad, H., 2000, An experiment using teacher-centered-instruction versus student-centered instruction as a means of teaching American government to high school seniors (seniors.www.secondary.English.com).
- Bukunola, B.A.J.. and Idowu, O.D., 2012, Effectiveness of cooperative learning strategies on Nigerian junior secondary students' academic achievement in basic science. *British Journal of Education, Society & Behavioural Science*, 2(3), 307-325.
- Department of Education., 2011, *National Curriculum Statement Grades R - 12: Curriculum and Assessment Policy (CAPS) Physical Sciences*. Pretoria: Department of Education. South Africa.
- De - Baz, T., 2001, The Effectiveness of the Jigsaw Cooperative Learning on Students' achievement and Attitudes towards Science. *Science Education international*. 12 (4), 6 – 11.
- Doymus, K., 2008, Teaching chemical equilibrium with the jigsaw technique. *Research in Science Education*, 38(2), 249-260.
- Effandi, Z., and Zanaton, I., 2007, Promoting cooperative learning in Science and Mathematics Education: A Malaysian perspective. *Eurasia Journal of Mathematics, Science and Technology Education*, 3 (1), 35-39.

- Fengfeng, k., and Barbara, G., 2007, Game playing for mathematics learning: Cooperative or Not? *British Journal of Education Technology*, 38 (2), 249-259.
- Göçer, A., 2010, A comparative research on the effectivity of cooperative learning method and jigsaw technique on teaching literary genres. *Educational Research and Reviews*, 5(8), 439.
- Huang, Y.M., Liao, Y.W., Huang, S.H., and Chen, H.C., 2014, A Jigsaw-based Cooperative Learning Approach to Improve Learning Outcomes for Mobile Situated Learning. *Journal of Educational Technology & Society*, 17(1).
- Huysamen, G.K., 1993, *Methodology for social and behavioral sciences*. (Halfweghuis: Southern Book Publishers).
- Johnson, D.W., and Johnson, R.T., 2009, An educational psychology success story: Social interdependence theory and cooperative learning. *Educational Researcher*, 38(5), 365-379.
- Karacop, A., 2017, The Effects of Using Jigsaw Method Based on Cooperative Learning Model in the Undergraduate Science Laboratory Practices. *Universal Journal of Educational Research*, 5(3), 420-434.
- Lan, W., and Skoog, G., 2003, The relationship between high school students' motivational and metacognitive factors in science learning and their science achievement. *Unpublished manuscript. Texas Tech University*.
- Lantolf, J.P., Thorne, S.L., and Poehner, M.E., 2015, Sociocultural theory and second language development. *Theories in second language acquisition: An introduction*, pp.207-226.
- Lord, T., 2001, 101 reasons for using cooperative learning in biology teaching. *The American Biology Teacher*, 63 (1), 30-38.
- Lukito, A., 2018, Effectiveness of Cooperative Learning Instructional Tools With Predict-Observe-Explain Strategy on the Topic of Cuboid and Cube Volume. In *Journal of Physics: Conference Series* (Vol. 947, No. 1, p. 012052). IOP Publishing.
- Mashile, E. O., 2002, *Learning Area Didactics: Teaching Natural Sciences*. Tutorial Letter 501. Pretoria, South Africa.
- Melihan, U., and Sirri, A., 2011, The effect of cooperative learning method on the students' success and recall levels of the 8th-grade students learning in permutation and probability subject. *Journal of Kirsehir Education Faculty*, 12, 1-16.
- Mji, A., and Makgato, M., 2006, Factors associated with high school learners' poor performance: a spotlight on mathematics and physical science. *South African Journal of Education*, 26(2), 253-266.
- Morgan, D.L., 2007, Paradigms lost and pragmatism regained methodological implications of combining qualitative and quantitative methods. *Journal of Mixed Methods Research*, 1(1), 48-76.
- Parr, R., 2007, Improving science instruction through effective group interactions. *Science Scope*, (3), 21-23.
- Sarah, M. W., and Cassidy, J., 2006. Cooperative learning in elementary school classrooms. *Education Psychology*, 393, 1-5.
- Shadish, W.R., Cook, T.D., and Campbell, D.T., 2002. *Construct validity and external validity: Experimental and quasi-experimental designs for generalized causal inference* (Wadsworth: Cengage Learning).
- Shimazoe, J., and Aldrich, H., 2010, Group work can be gratifying: Understanding and overcoming resistance to cooperative learning. *College Teaching*, 58(2), 52-57
- Slavin, R.E., 2015, Cooperative learning in elementary schools. *Education 3-13*, 43(1), pp.5-14.
- Van Dat, T., and Ramon, L., 2012, The Effects of Jigsaw Learning on Students' Attitudes in a Vietnamese Higher Education Classroom. *International Journal of Higher Education*, 1 (2): 9.
- Vygotsky, L. S., 1978, *Mind in society* (Cambridge, MA: Harvard University Press).
- Weinburgh, M., 1995, Gender differences in student attitudes toward science: A meta-analysis of the literature from 1970 to 1991. *Journal of Research in Science Teaching*, 32(4), 387-398.

Yang, D., and Zheng, H., 2010, “Research on the Framework of New College English Teaching Mode Integrating Cooperative and Autonomous Learning in the Network Multimedia Environment.” In *Proceedings of 2nd International Conference on Education Technology and Computer (ICETC)*, Shanghai, 3, 256–V3-259.

Zakaria, E., and Iksan, Z, 2007, Promoting Cooperative Learning in Science and Mathematics Education: A Malaysian Perspective. *Eurasia Journal of Mathematics Science and Technology Education*, 3(1). 35 – 39.

UNDERSTANDING THE POWER OF DIGITAL LITERACY AND FAMOUS ONLINE TRANSPORTATION FOR STUDENTS' SOCIAL BEHAVIOR

Ashomatul Fadlilah^{1*}, Tusyanah¹, Nina Oktarina¹ and Risma Nur Anissa¹

¹*Universitas Negeri Semarang, Indonesia*

Abstract: Purpose – The purpose of this study was to determine the influence of digital literacy and famous online transportation for students' social behavior

Design/methodology/approach – It was a quantitative study which took 130 respondents taken by using purposive sampling as the samples. The data were collected by distributing the questionnaires and conducting the interviews. And then, the data were analyzed by descriptive analysis and multiple regression analysis with SPSS 21 application.

Finding - The result of multiple regression analysis shows that simultaneously, digital literacy (X_1) and online transportation (X_2) have contributed significantly to influence students' social behavior (Y) for 22.4%. Furthermore; partially; the influence of online transportation (X_2) on social behavior (Y) was 16.97% and the influence of digital literacy (X_1) on students' social behavior (Y) was only 1.14%. The model of this research was $Y = 23.261 + 0.139X_1 + 0.591X_2 + e$. It means that students' who used online transportation more intensively, they would be less social in their behavior. However; digital literacy was insignificant and gave little influence on social behavior because it was just the tool of communication used to socialize in everyday life. Therefore; educators should create more fun learning activities to make students easier to understand the materials from their gadgets and to be social people in the real world.

Originality/value – The study showed a finding that digital literacy did not influence students' social behavior. Whereas, the previous studies found that there was a relationship between those variables. Besides, there were a few researches on famous online transportation Indonesia.

Keywords: Digital Literacy, Online Transportation, Students' Social Behavior

Introduction

A person's social behavior was relative to respond to others in different ways. Walgito (2004: 15) said human behavior cannot be separated from the individual state itself and the environment where the individual was located. Social behavior was the physical and psychological activity of a person against another person or vice versa in order to satisfy himself or others in accordance with social demands (Hurlock, 2004: 262). Ahmadi (2009:152-153) argued that social behavior was the consciousness of the individual to determine the real action, the social object (the objects of many people in the group) and others.

George Ritzer (2014: 73) suggested that there were two theories of social behavior: (1) Behavior Theory Sociology was a theory to apply the principles of behavioral psychology into sociology. It focuses on the relationship between effects and behavior that occurs within the environment of the actor with the actor's behavior. The basic concept of behavioral sociology was reward. Then, (2) The Social Exchange Theory derived from the concepts and principles of behavioral psychology. It was also derived from the concept of basic economic concepts such as cost, and benefits. The foundation of economics states that humans are constantly

engaged among many behaviors, with the options to reflect the expected cost and rewards which are related to these alternative behavioral lines. Social Exchange Theory states that the higher the rewards earned the more likely the behavior will be repeated.

Social behavior was influenced by various factors which came from the environment. Nowadays, technological developments become one of the factors which change the human social behavior. Along with the development of information and communication technology, now the internet has become a popular source of information because it was able to offer access information easily, quickly and abundantly.. The acceleration of digital technology in social media platforms encourage the interaction among people (pustekkom.kemdikbud.go.id, 2017). On the other hand; the development of digital technology has also some negative impacts on its users. The influence of social networking also occurs in education. The worst impact in education from social networking sites was the emergence of deviant behavior. Nurhusni (2017) stated that deviant behavior was caused by the use of social networking sites such as: spending a lot of time in front of computer, having less time to study, ignoring the environment, doing little socialization, having little interaction with the outside world causing anti-social, personal, misuse of data, fraud, pornography, and many more.

Advances in information technology were increasingly accompanied by the competence of digital literacy. The idea of digital literacy began popularized by Gilster in 1997 as cited in Belshaw (2011) which stated that digital literacy was the ability to understand and to use information in multiple formats from a variety of sources when it was presented via computers. According to Gilster, digital literacy was the ability to understand and to use the information in various formats through a computer (Belshaw, 2011: 98). In further developments, Bawden (2008) put forward a new understanding of digital literacy developed based on the concept of computer literacy and information literacy. In the new concept, Bawden stated a conceptualization of digital literacy consisting of four main components: underpinning, background knowledge, central competencies, and behaviors and perspectives (Bawden, 2008: 29-30).

The competence of digital literacy was useful for dealing with information from a growing number of digital sources along with the development of information and communication technologies as the impact of the media convergence phenomenon. With the growing convergence of media, the boundaries between 'information' and other media have become increasingly blurred (Buckingham, 2010). The existence of the media also slightly changed the lifestyle of students, where students today were more passive in the process of direct communication and more focused on the information they access from new media (Kurniawati, 2016). People who were digital literate must be able to use digital technology efficiently and in accordance with individual needs (Tuamsuk, 2017). Outside schools, children were involved with the technology medium, not as a technology but as a cultural form: they do not see them primarily as technical tools, but rather as part of their popular culture, and their daily life experiences. If educators want to use the media at school, they cannot ignore this experience: instead, they need to give students the means to understand it. (Buckingham, 2010). Therefore; the first hypothesis is:

H₁ Digital literacy significantly influences students' social behavior

The rapid development of communication technology has provided a social change of society. Technological advancements have also significantly changed the lifestyle of the world community, one of which was an application-based service provider in the field of online-based mode of transportation. Online transportation was a form of technological development that was becoming increasingly popular.

Iskandar (2017) reported that the three major online transportation providers in Indonesia; they were Gojek, Grab, and Uber. But nowadays, Ngazwas (2018) reported that Uber was acquired by Grab, so there were only two online transportation providers; *GO-JEK Indonesia* and Grab. The visitors Grab and Gojek were not different; they were 8.6 million for Grab and 8.8 million per month for Gojek. Regarding the number of users by gender, *GO-JEK Indonesia* has 3,403,000 male users and 5,468,000 female users.

Then, Sholikhah, et.al (2017) found that internet users in Indonesia were interested to use Gojek since they provide many features or services. Nowadays, the services of *GO-JEK INDONESIA* were Transportation (GO-RIDE), Car Transport (GO-CAR), Messages food (GO-FOOD), Shopping (GO-MART), Instant messenger (GO-SEND), Inter-item lot/large (GO-BOX), Go ticket (GO-TIX), Go Med, Massage/reflection (GO-MASSAGE), Go Clean-up (GO-CLEAN), Beauty (GO-GLAM), Go Auto, Go Pay, Go Points, Go Pulsa, dan Go Bills ([www. GO-JEK Indonesia.com](http://www.GO-JEK Indonesia.com)) . While the services provided by Grab was Grab Taxi, Grab Car, Grab Share, Grab Bike, Grab Express, Grab Food, Grab Hitch Bike dan Grab Hitch Car (www.grab.com). It means that those online transportations offer the ease and various services to the consumers which can attract internet users to enjoy them.

The trend of motorcycle online increased in recent years with the increasing need for faster mode of transportation. Ease and speed of motorcycles message via applications and the speed of travel (travel time) were the key factors for the online users to use it. In addition, certainty and cheap tariffs could appeal and attract thousands of people switch to those mode of transportation.

Business in service provider-based applications in the field of online-based mode of transportation can provide solutions and address public concerns about public transport services (Yunus, 2017). However, some people said that online transport also gave the negative impact on students' social behavior because it creates lazy behavior in a person.

From the initial observation which we did on December 2017, it indicated that using online transportation makes people lazier. It happened to my friends who stayed on the boarding house when they needed food or sent the paper to the lecturers. It happened because they could rely on the drivers of *GO-JEK Indonesia* to handle those activities. It was not a good habit because education should create enthusiastic people who can change the world. Therefore, the laziness consequently influenced their social behavior because there were not any real interactions with other people. Thus, the second hypothesis is:

H₂ Online transportation significantly influences students' social behavior

This research had two independent variables; they were digital literacy and online transportation and 1 dependent variable; it was students' social behavior. The purpose of the research are: 1) to know the impact of digital literacy for students' social behavior, 3) to know the impact of digital literacy and online transportation for students' social behavior. And then, the third hypothesis is:

H₃ Digital Literacy and online transportation significantly influence students' social behavior

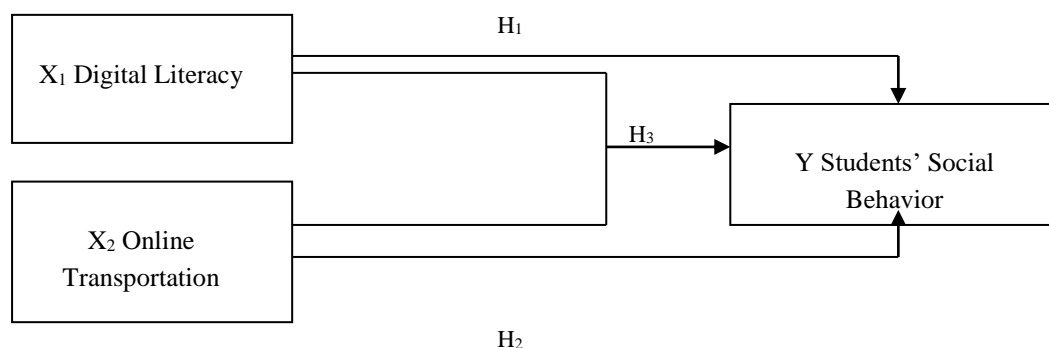


Figure 1. Theoretical Framework of the Study

Methods

This research used quantitative descriptive analysis with quantitative research approach. Purposive sampling was a sampling technique in which the researcher relies on his own judgment when selecting members of the population to participate in the study. (Black, 2010). Data were collected by distributing questionnaires through Google Forms distributed to Economics students and interviews. Then, data were analyzed by descriptive statistic, multiple linear regression test, classical assumption test, reliability and validity.

This research was conducted on the students of Faculty of Economics, State University of Semarang. The population of this study was economics of the students who enjoyed online transportation. There were 130 respondents taken by using purposive sampling as the samples. The data were collected by distributing the questionnaires and interviews. And then, the data were analyzed by descriptive analysis and multiple regression analysis with SPSS 21 application.

Result and Discussion

Reliability Testing

Reliability relates to the consistency of a measure (Heale & Twycross, 2015). A study was said to be reliable if it has Cronbach's $\alpha > 0.70$ (Ghozali, 2006).

Table 1 Reliability Analysis

Variable	No. of Items	No. Of the Delete Items	Cronbach's
Digital Literacy	14	0	0.801
Online Transportation	8	0	0.916
Social Behavior	18	0	0.796

Based on the above table, it shows that Digital Literacy (X1) has Cronbach for 0.801. Online Transportation (X2) has Cronbach for 0.916, and students' social behavior (Y) has Cronbach for 0.796. It means reliable because the scores were more than 0.70.

Construct Validity

Validity was defined as the extent to which a concept was accurately measured in a quantitative study (Heale & Twycross, 2015). Validity was also called the accuracy of the interpretation made of the results of measurement or evaluation (Gronlund and Lin, 1990). The research instrument was said to be valid if it has significance < 0.05 . And the results of validity test showed that all statements were valid since the significance of each statement was less than 0.05. They were 0.619, 0.608, 0.621, 0.677, 0.587, 0.364, 0.260, 0.577, 0.523, 0.722, 0.625, 0.530, 0.488, 0.363, 0.732, 0.773, 0.834, 0.860, 0.851, 0.773, 0.825, 0.766, 0.436, 0.608, 0.550, 0.549, 0.459, 0.592, 0.602, 0.506, 0.465, 0.570, 0.403, 0.311, 0.572, 0.478, 0.481, and 0.510.

Regression Analysis among Variables

Table 2 Simultaneous Test Result (F test)

ANOVA ^a						
Model		Sum of Squares	Df	Mean	F	Sig.
1	Regression	1009.941	2	504.971	19.578	.000 ^b
	Residual	3275.666	127	25.793		
	Total	4285.608	129			

a.	Dependent Variable: Social_Behavior
b.	Predictors (Constant), Online_Transportation, Digital_Literacy

Based on ANOVA table, it can be seen that $F = 19.578$ with significance $0.000 < 0.05$, it means significant F count. From the results of the analysis can be concluded simultaneously, the variable X (Digital Literacy), X_2 (Online Transportation), influence variable Y (Social Behavior).

Partial Test (t test)

Table 3 The Result Analysis of Multiple Linear Regression

Model		Unstandardized Coefficients		Standardised Coefficients	T	Sig
		B	Std. Error	Beta		
1	(Constant)	23.261	5.051		4.605	.000
	Digital_Literacy	.139	.115	.103	1.216	.226
	Online_Transportation	.591	.116	.434	5.102	.000

According to the above table, multiple linear regression analysis was $Y = 23.261 + 0.139X_1 + 0.591X_2$. This means that the constant was 23.261 where digital literacy (X_1) did not give a significant influence to Y because the score was $0.226 > 0.005$. On the other hand, online transportation (X_2) gave positive positive influence on social behavior (Y) of $0.000 < 0.005$. And then, here it is the detailed explanation about the equation:

1. Constant = 23.261, if the constant independent variable was 0 then the average was 23.261.
2. The coefficient of X_1 (Digital Literacy) = 0.139, it means if the digital literacy variable increased by 1 point while the online transportation variable was 0, it led to an increase on social behavior for 0.139.
3. Coefficient X_2 (Online Transportation) = 0.591, it means if there was an increase on online transportation by 1 point while digital literacy was 0, it led to an increase on social behavior for 0.591.

Coefficient Determinant Test (R^2)

The Result of Simultaneous Determination Coefficient

Table 4 The Result of Simultaneous Determination Coefficient

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.485 ^a	.224	.224	5.07865

It shows that Adjusted R Square value was $0.224 = 22.4\%$. It means that the dependent variable of Students' Social Behavior can be explained by two independent variables; they were Digital Learning and Online Transportation.

The Calculation Result Coefficient of Determination of Partial

Table 6 The Calculation Result Coefficient of Determination of Partial

Model		Correlations			Collinearity Statistic	
		Zero-order	Partial	Part	Tolerance	VIF
1	(constant)					
	Digital_Literacy	.281	.107	.094	.832	1.201
	Online_Transportation	.476	.412	.396	.832	1.201

It means that the influence of online transportation (X_2) on social behavior (Y) was 16.97% and the influence of digital literacy (X_1) on students' social behavior (Y) was only 1.14%. then, from the hypotheses, it can be stated that:

H₁ Digital Literacy significantly influenced students' social behavior was rejected

H₂ Online transportation significantly influenced students' social behavior was accepted

H₃ Digital Literacy and online transportation significantly influenced students' social behavior was accepted.

The third variable is social behavior or attitude. Behavior according to Akyas Azhari (2004: 161) was a way to react to a particular incentive. Whereas social behaviors were expressed by similar and repetitive means of activity to social objects that lead to the occurrence of repeated behavioral ways toward one social object (W.A. Gerungan 1978: 151-152). Different forms and types of social behavior of a person was basically a character or personality trait that can be observed when a person interacts with others. As in group life, the tendency of one's social behavior to be a member of the group will be apparent among the other members of the group.

Social behavior was influenced by several factors. According to Baron and Byrne (2000) there were four categories that constitute one's social behavior, they were (1) the behavior and characteristics of others, in this aspect the teacher plays an important role as a figure that will be able to influence the formation of students' social behavior because it will give a considerable influence in directing students to do something deed. (2) The cognitive process of memory and thought that contains the ideas, beliefs and considerations that form the basis of his social consciousness. for example, a student because he always gets a challenge and successful experience in learning pemas then he has a positive behavior towards physical activity which was shown by social behavior that will support his friends to physical activity properly. (3) Environmental factors, ie the natural environment can sometimes affect a person's social behavior. (4) The cultural background was a place of behavior and social thought that happened. For example, a person who was of a particular ethnic culture may feel strange when he or she was in an environment of another ethnic or cultural society. In the context of physical education learning the most important thing was to respect each other's differences.

Based on research results Anindhita (2016) society today was greatly facilitated by the means of online transportation, especially for reservations. The presence of online transportation; such as Gojek and Grab provide a very significant contribution to the social life of the community. Some social changes and mindsets about online transportation such as the transition of technology use as a means of public transportation booking, increased image of traditional ojek as a means of transportation that was solutive, fast, free of traffic, safe and comfortable. Online transportation is now a solution that provides benefits to the community because the application is appropriate to the advancement of communication technology.

Conclusion

The result of multiple regression analysis showed that simultaneously, digital literacy (X_1) and online transportation (X_2) have contributed significantly to influence students' social behavior (Y) for 22.4%. Furthermore; partially; the influence of online transportation (X_2) on social behavior (Y) was 16.97% and the influence of digital literacy (X_1) on students' social behavior (Y) was only 1.14%. The model of this research was $Y = 23.261 + 0.139X_1 + 0.591X_2 + e$. It means that students who used online transportation more intensively, they would be less social on their behavior. However; digital literacy was insignificant and gave little influence on social behavior because it was just the tool of communication used to socialize in everyday life. Therefore; educators should create more fun learning activities to make students easier to understand the materials from their gadgets and they can be social people in the real world.

References

- A.W. Gerungan, 1978, *Psikologi sosial* (Bandung: PT. Erisco).
- Ahmadi, Abu, 2007, *Psikologi Sosial* (Jakarta: PT. Rineka Cipta)
- ALA Digital Literacy Taskforce. 2011, "What was digital literacy?", available at: [http://connect.ala.org/files/94226/what%20is%20digit%20\(2\).pdf](http://connect.ala.org/files/94226/what%20is%20digit%20(2).pdf) (accessed 20 September 2016).
- Anindhita, W., Arisanty, M., & Rahmawati, D. 2016, ANALISWAS PENERAPAN TEKNOLOGI KOMUNIKASI TEPAT GUNA PADA BISNWS TRANSPORTASI ONLINE TRANSPORTATION (Studi pada Bisnwas Gojek dan Grab Bike dalam Penggunaan Teknologi Komuniasi Tepat Guna untuk Mengembangkan Bisnwas Transportasi). In *Prosiding Seminar Nasional INDOCOMPAC*.
- Asosiasi Penyedia Jasa Internet Indonesia. 2015, *Profil Pengguna Internet Indonesia 2014* (Jakarta).
- Azhari, Akyas, 2004, *Psikologi Umum dan Perkembangan* (Jakarta: Teraju).
- Baron & Byrne, 2000, *Social Psychology 9th Edition* (Massachusetts: A Pearson Education Company).
- Bawden, D., 2008, Origins and concepts of digital literacy, in: *Digital Literacies: Concepts, Policies and Practices*, Peter Lang Publishing, New York.
- Belshaw, D.A.J., (2011. What id "Digital Literacy"?, Durham University, United Kingdom.
- Black, K., 2010, "Business Statistics: Contemporary Decision Making" 6th edition, John Wiley & Sons
- Buckingham, D., 2010, Defining digital literacy. In *Medienbildung in neuen Kulturräumen* (pp. 59-71). VS Verlag für Sozialwissenschaften.
- Elizabeth B. Hurlock, 2004, *Psikologi Perkembangan* (Jakarta : PT. Gelora Aksara Pratama).
- George, Ritzer, 2014, *Teori-teori perkembangan sosial*, (Jakarta : Erlangga Hurlock).
- Ghozali, Imam, 2006, *Aplikasi Multivariate dengan Program SPSS, Cetakan Keempat* (Semarang: Badan Penerbit Universitas Diponegoro).
- Gronlund, N. E. and Linn, R.L., 1990, *Mesurement and Evaluation in Teaching 6th Edition* (New York: Macmillan Publisihing Company).
- Heale, R., & Twycross, A., 2015, Validity and reliability in quantitative studies. *Evidence-based nursing*, ebnurs-2015.
- <http://pustekkom.kemdikbud.go.id/literasi-digital-sebagai-tulang-punggung-pendidikan/>. Literasi Digital Sebagai Tulang Punggung Pendidikan, 17 maret 2018
- Iskandar, 2017, <https://www.liputan6.com/tekn/read/3155394/persaingan-sengit-GO-JEK Indonesia-grab-dan-uber-siapa-pemenangnya> accessed on 20 April 2017
- Karpati, A, 2011, Digital Literacy in Education, UNESCO Institute for Information Technologies in Education, Moscow.
- Kompas.com , 2017, "Tingkatkan Literasi Digital Masyarakat, Pemerintah Bikin Progam Ini", <https://nasional.kompas.com/read/2017/12/08/17231901/tingkatkan-literasi-digital-masyarakat-pemerintah-bikin-progam-ini>. diakses pada tanggal 17 maret 2018

- Kurniawati, J., & Baroroh, S., 2016, Literasi Media Digital Mahasiswa Universitas Muhammadiyah Bengkulu. *Jurnal Komunikator*, 8(2), 51-66.
- Ngazis, Amal N., 2018, Diakuisisi Grab, Bagaimana Nasib Layanan Uber <https://www.viva.co.id/digital/1020199-diakuisisi-grab-bagaimana-nasib-layanan-uber> accessed on 6 April 2018
- Nurhusni, P. A., 2017, Profil Penyesuaian Sosial Remaja Yang Mengalami Kecanduan Mengakses Facebook. *Indonesian Journal of Educational Counseling*, 1(2), 129-144.
- Prihatin, Rohani Budi, 2016, Dampak Sosial Transportasi BerbasisOnline. *Majalah Info Singkat Kesejahteraan Sosial*. Vol. 8. No. 07.
- Salkind, N. J. (Ed.), 2010, *Encyclopedia of research design*(Vol. 1). Sage.
- Severin, Werner J & James W. Tankard Jr., 2008, *Communication Theories : Origins, Methods & Uses in the Mass Media*, alih bahasa oleh Sugeng Hariyanto, Kencana Prenada Media Group: Jakarta.
- Sholikah, M. A., Tusyanah, Anissa, R. N., Thomas, P., Oktarina, N., & Purasani, H. N., 2017, From Ojek to *GO-JEK INDONESIA*: The Influence of Social Media Activeness and Indonesian Lifestyle on *GO-JEK INDONESIA*'S Usage Interest. *Advanced Science Letters*, 23(8), 7661-7665.
- Tuamsuk, K., & Subramaniam, M., 2017, The current state and influential factors in the development of digital literacy in Thailand's higher education. *Information and Learning Science*, 118(5/6), 235-251.
- Walgito, Bimo., 2004, *Pengantar Psikologi Umum* (Yogyakarta : Andi Offset).
- Widowati, D., 2017, PERUBAHAN PERILAKU SOSIAL MASYARAKAT BADUY TERHADAP PERKEMBANGAN TEKNOLOGI INFORMASI DAN KOMUNIKASI. *LONTAR: Jurnal Ilmu Komunikasi*, 3(1).
- www.GO-JEK Indonesia.com, 25 April 2018
- www.grab.com, 25 April 2018

EVALUATION OF COOPERATIVE LEARNING: DOES IT ENHANCE LEARNING AMONG THE GEN Z LEARNERS?

Teh Ya Yee^{1*} and Moy Tow Yoon¹

¹*Sunway College, Malaysia*

Abstract: Cooperative learning has long been introduced in classroom teaching due to its ability to capitalise on students' academic and social learning experiences. Having identified the different learning styles and needs of the current student who are the Generation Z (Gen Z) in our classroom, it is crucial to address the question of how applicable is cooperative learning in promoting interactive and effective learning for more rewarding learning experience. This action research attempts to understand the students' perceptions towards the three cooperative learning strategies they have experienced with the objective to identify the best strategy to enhance the students' learning experiences. The study population of this action research is the second and third year undergraduates of a compulsory subject. A descriptive research design using a structured questionnaire was used and cooperative learning was found to be an effective approach in enriching the learning experience among the Gen Z learners.

Keywords: Cooperative learning, Generation Z learners

Introduction

This action research seeks to understand the students' perceptions towards the cooperative learning activities they have experienced in the classroom. Three cooperative learning activities were carried out in the Entrepreneurial Skills class. This class is classified as a non-core, general studies subject undertaken by the second and third year students of an Australian twinning programme in a private college in Kuala Lumpur, Malaysia. Under the Malaysia Private Higher Education Act 1996, students studying in a Malaysian private institute are required to pass five general studies subjects as a pre-requisite for the award of their degrees. The grades of the general studies subjects are however, not recorded in the students' academic transcripts but on a separate document.

Although the general studies subjects are designed to provide valuable knowledge and information, most students perceive them negatively and would put in minimum effort to just achieve a pass grade. They lack motivation to attend classes. Even if they were present in the class physically, their attention was often not with the on-going lesson. This proved to be a big challenge to achieve the desired learning outcomes.

To encourage learning and classroom engagement, three different cooperative learning strategies, namely, Group Investigation (GI), Teams-Games-Tournaments (TGT) and Co op-Co op were used. This learning approach was carried out over a series of lessons in the Entrepreneurial Skills (ES) class to promote a more interactive and effective class for more rewarding learning outcomes.

Cooperative Learning

Cooperative learning has garnered a huge interest in classroom teaching since decades ago due to its ability to capitalise on students' academic and social learning experiences. Cooperative learning is beyond simply work together as a team to complete a task. Students are required to work together in groups that are carefully designed to promote positive interdependence and individual accountability (Davison & Major, 2014).

Cooperative learning advocates have recommended a range of strategies to ensure students learn and work together. Examples of the cooperative learning strategies are Think-Pair-Share, Jigsaw, Group Investigation, Teams-Games-Tournaments and Co op-Co op.

Unlike active learning which requires students “to do”, cooperative learning requires students “to do with others” (Machemer & Crawford, 2007). Students are therefore responsible for both their individual and group learning. They share ideas and resources, and plan cooperatively on what and how to study (Sharan & Sharan, 1987).

According to Johnson, Johnson and Smith (1998), there are five elements of cooperative learning: positive interdependence, face-to-face interaction, individual accountability, social skills, and group processing. These elements are necessary to construct effective cooperative learning experiences. Therefore, extensive face-to-face communications by engaging students in real discussion are required in the learning process.

Although Abu and Flower (1997) reported no significant difference in the achievement, retention, and attitude of students in cooperative learning classroom, Panitz (2003) found cooperative learning helped to improve student motivation and allow them to participate in a classroom atmosphere and enjoy important social learning experience. This is supported by Ajaja and Eravwoke (2010) who said that cooperative learning helped students to develop positive attitudes toward learning. Fu (2013) concluded that cooperative learning has positive effects on improving the passive classroom but also highlighted that there should be flexibility to cater to different individual learning style.

Generation Z

The Generational Theory developed by Strauss and Howe (1991) suggests to categorise different cohorts based on the birth year due to different set of historical events and related phenomena that creates a distinct gap among the generations (Parry & Urwin, 2011). Succeeding the Veterans, Baby boomers and Generation X, the fourth generation, which was identified as Generation Y (Gen Y) received vast attentions from the researchers in the last decade. Born between 1982 and 2000, the Gen Y was also known as the Millennials (Howe & Strauss, 2000). Their unique and distinct characteristics were widely studied and discussed in the education and industries across the globe (Desai & Lele, 2017).

The rising generation which is identified as the Generation Z (Gen Z) has entered college and has replaced the Gen Y. Gen Z was born between mid-1990s to early 2010s (Cameron & Pagnattaro, 2017; Rothman, 2014; William, 2015). This generation has earned the nickname of Digital Natives, iGen and Screensters (Rothman, 2014). These nicknames were given because they were born and brought up in a connected world and digital devices were widely accessible to them since young. This generation is unable to imagine their lives without internet and smartphone. They are the first real global generation and high-tech is in their blood (Andrea, Gabriella & Tima, 2016).

Gen Z has very short attention span. Their brains are wired to complex visual images since young. They are easily bored and ready to move to the next thing. Gen Z cannot focus and analyse complex information for an extended period (Rothman, 2014; Shatto & Erwin, 2016). From the positive perspective, they are the “highly evolved eight-second filters”, who can quickly sort through and assess enormous amounts of information (Cameron & Pagnattaro, 2017). The exceptionally short attention span of Gen Z poses tremendous challenges in the classroom, especially when the traditional lecture-based is used in teaching.

Seemiller and Grace (2017) found that although Gen Z prefers independent learning, they prefer working in group too. This is supported by evidence that Gen Z likes collaboration and prefers conversation (Thacker, 2016; Desai & Lele, 2017). However, there are also contradicting findings which claim that Gen Z is the digital

native who prefers using social media over direct contact with people (Rothman, 2016) and lack face-to-face communication skills, which result in socially disinterested behaviours (Turner, 2015).

Purpose of the Study

This study is conducted to understand the students' perceptions towards the three cooperative learning strategies they have experienced in order to evaluate the applicability of cooperative learning in promoting interactive and effective learning. Recognising the changing characteristics of students who are now the Gen Z, the specific objectives of this study are:

- To evaluate the design of cooperative learning activities.
- To understand the perceptions of students from the perspective of a team member toward the use of Teams-Games-Tournaments, Group Investigation and Co op-Co op.
- To understand the perceptions of students from an individual's perspective toward the use of Teams-Games-Tournaments, Group Investigation and Co op-Co op.
- To compare the effectiveness of Teams-Games-Tournaments, Group Investigation and Co op-Co op in enhancing learning and promoting class interaction.

We hypothesise that:

H1: There exists some differences in the distributions of attributes corresponding to Teams-Games-Tournaments, Group Investigation and Co op-Co op.

H2: The demotivation reasons to undertake a subject and the design of activity to enhance learning are associated.

H3: The demotivation reasons to undertake a subject and the design of activity to encourage group discussion are associated.

Methodology

A quantitative survey using a structured questionnaire was conducted in December, 2017 with students enrolled in the Entrepreneurial Skills subject. The survey was conducted in three stages to evaluate three different cooperative learning strategies used in the subject, namely Teams-Games-Tournaments (TGT), Group Investigation (GI) and Co op-Co op. About 65% out of 67 students who enrolled in the subject participated in the survey. Due to timing and logistical issues, student participation was less than expected. The questionnaire was administered by the subject lecturer during classes. This method enabled the students to seek clarification from the lecturer when needed as they responded to the questionnaires.

The questionnaire consisted of four main sections. Ten items related to various aspects of the design of the activities were devised to evaluate the activities in Section A. Section B focused on the respondents' perceptions on the group members they worked with while Section C required the respondents to examine their own perceptions with regard to the learning strategies. Eight plausible reasons which are related to the students' motivation or lack of motivation to study the subject Entrepreneurial Skills were investigated in Section D. We searched extensively for published scales to measure the constructs set in our objectives but was unsuccessful. As a result, we chose to develop our own scales based on our readings and experience. The items in the four sections were measured using a 5-point Likert scale where 1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree and 5=Strongly agree.

Results and Conclusions

The survey was carried out in three stages to evaluate three cooperative learning strategies. 41 out of 67 students (61%) participated in the TGT survey, 50 (75%) took part in the GI survey and only 39 out of 67 (58%) completed the Co op-Co op survey. 90% of the participants are in the Gen-Z age bracket between 18 to 23 years old. 40% of respondents are males and 84% are Malaysian.

Design of activities

To ensure students would attend the Entrepreneurial Skills classes, activities were designed to create an active learning environment in the classroom. Learning Gen Z's characteristics leads us to understand that traditional lecture-tutorial approach is not likely to be effectively. Different teaching techniques should be adapted to create an engaging learning environment (Thacker, 2016). Therefore, different cooperative learning strategies were used to motivate students to participate in class activities and enhance their understanding of the subject matter. The findings are presented in Table 1.

Overall, the students rated the activities positively. Positive items generated means above 3.00. The activities achieved the goals in encouraging group discussion with a relatively high mean of 3.79. 70.8% of respondents agreed with this item. 64.6% of the respondents affirmed that the design of the activities helped them to learn better (mean=3.63). Majority of the respondents also agreed that the activities were well-planned, helped to retain their knowledge and fun.

Table 1: Evaluation of the Design of Cooperative Learning activities - Summary Statistics

Item	Mean	Std. Error	Generally disagree (%)	Neutral (%)	Generally agree (%)
The design of the activity encourages group discussion	3.79	.086	10.8	18.5	70.8
The design of the activity helps me to learn better	3.63	.082	10.8	24.6	64.6
The design of the activity is well-planned	3.57	.077	9.2	32.3	58.5
The group activity helps to retain my knowledge	3.56	.076	9.2	30.0	60.8
The group activity is fun	3.45	.093	16.9	29.2	53.8
There is too little time given to complete the activity	3.18	.089	23.8	40.0	36.2
The activity increases my understanding on the subject	3.08	.102	29.2	30.8	40.0
The design of the activity is boring	2.54	.094	50.0	33.8	16.2
The instruction for the group activity is not clear	2.35	.080	59.2	32.3	8.5
The activity is a waste of time	2.27	.082	65.4	26.2	8.5

Note: Generally disagree = Strongly disagree + Disagree, Generally agree = Strongly agree + Agree

Implementation of cooperative learning activities required substantial time in the classroom as reflected by the findings. 36.2% agreed or strongly agreed that there was too little time given to complete the activities, while 40% of them took the neutral view.

Only small proportions of respondents agreed or strongly agreed with the negative items. Instead, majority found the activities not boring, instructions were clear and not a waste of time.

Group Perceptions

To understand the students' perceptions towards working in group, a multi-item scale which encompassed a wide range of both positive and negative issues was developed. Exploratory factor analysis was used to identify possible factor structure and reliability analysis was conducted to evaluate the reliability of the scale. The results are summarised in Table 2.

The principal components extraction method with varimax rotation using Kaiser Normalization were used to determine the factor structure of the scale. Two components or factors with eigenvalues greater than 1.00 were extracted, providing a total explanation of initial variance for up to 56.9%. The explained variance was relatively high with well-defined factor structure. Kaiser-Meyer-Olkin measure obtained was 0.860, higher than the accepted level of 0.6.

The two factors were named as *Benefit* and *Drawback*. Both the factors were subjected to reliability test and the results were satisfactory. The Cronbach's alpha achieved was 0.800 for *Benefit* and 0.791 for *Drawback*, indicating high internal consistency.

Table 2: Summary of factor analysis and reliability analysis results

Factor	Item	Cronbach's Alpha
<i>Benefit</i>	The group activity enhances good working relationships among students.	0.800
	The group activity helps me to socialize more.	
	The group activity improves my attitude towards learning.	
	The group activity increases participation in class.	
	There is good interaction among groupmates during the activity.	
<i>Drawback</i>	(Not) All my groupmates participate during the group discussion	0.791
	I do not learn from my groupmates.	
	It is (no) fun to work with students who are different from me.	
	My groupmates pull down my marks.	
	The discussion during group activity is not effective.	
	Too much time is spent in understanding other groupmates opinion.	

The eleven items were also ranked using the mean scores. Detailed information of the distribution of the data were analysed and summarised by recoding the 5-point Likert scale to 3 categories, namely Generally disagree, Neutral and Generally agree. The results are summarised in Table 3.

Table 3: Group Perceptions Summary Statistics

Item	Mean	Std. Error	Generally disagree (%)	Neutral (%)	Generally agree (%)
The group activity enhances good working relationships among students.	3.78	.073	5.4	26.9	67.7
All my groupmates participate during the group discussion	3.78	.076	6.2	27.7	66.2
It is fun to work with students who are different from me.	3.76	.073	7.7	26.2	66.2
The group activity helps me to socialize more.	3.71	.075	8.5	23.1	68.5
The group activity improves my attitude towards learning.	3.64	.076	8.5	25.4	66.2
There is good interaction among groupmates during the	3.61	.078	10.0	30.0	60.0

activity.					
The group activity increases participation in class.	3.21	.101	26.2	27.7	46.2
Too much time is spent in understanding other groupmates opinion.	2.75	.090	40.0	36.9	23.1
The discussion during group activity is not effective.	2.63	.089	48.5	31.5	20.0
I do not learn from my groupmates.	2.50	.080	51.5	35.4	13.1
My groupmates pull down my marks.	2.29	.084	62.3	27.7	10.1
Note: Generally disagree = Strongly disagree + Disagree, Generally agree = Strongly agree + Agree					

Table 3 shows that respondents were happy to learn in a group setting. Top on their ranking list is that group activities enhanced good working relationships among them with a mean of 3.78 in a 5-point Likert scale. 67.7% of them agreed or strongly agreed with this benefit. They also ranked the statement 'All my groupmates participate during the group discussion' very close to this benefit. Furthermore, students found working with others who were different from them to be fun, helped them to socialize, improved their attitudes toward learning, encouraged good interaction, increased participation in the class. All these attributes are vital as a holistic educational approach to prepare the students for their well-being in general and to meet their future workplace requirements work place in particular (Andrea, Garbiella & Timea, 2016).

It is worth noting that this study revealed that majority of respondents disagreed or strongly disagreed that their groupmates pulled down their marks (62.3%) and they did not learn from their group mates (51.5%).

Overall, the students reported positive learning experience as a team member in a group using cooperative learning activities, despite the fact that the subject is not a subject of their choice but a compulsory subject they have to undertake to fulfil the requirement of the Malaysian Higher Education Ministry.

Individual Perceptions

The students' perceptions towards cooperative learnings as an individual were evaluated using a 10-item scale. Exploratory factor analysis was conducted using the principal components extraction method and no violation of assumptions were detected. Two factors were identified and named as 'Synergism' and 'Dislike'. Reliability tests yielded Cronbach's alpha values of 0.798 for *Synergism* and 0.687 for *Dislike*, both are above 0.6 and indicate good internal consistency. The results are summarised in Table 4.

Table 4: Summary of factor analysis and reliability analysis results

Factor	Item	Cronbach's Alpha
<i>Synergism</i>	I learn more in group activity than when I work alone.	0.798
	I am engaged throughout the activity.	
	I am excited to participate in the activity.	
	I am more active when I work in group.	
	My attitude towards learning improved during group activity.	
<i>Dislike</i>	I am frustrated when my groupmates are not focused during discussion.	0.687
	I do not like to participate during group activity	
	I can perform better when I work alone.	
	I do not like the group activity.	
	I feel bored during the activity.	

To understand the individual respondent's perception about themselves in the cooperative learning classroom, the 10 items are analysed and ranked in descending order of the means. The results are summarised in Table 5.

It can be observed from Table 5 that majority (63.1%) of the students reported they were engaged throughout the activities. 52.3% felt they were more active and 54.6% reported they learned more in group activities than when working alone. They were also positive that their attitudes improved and were excited to participate in their activities. The positive perceptions created more synergy in the classroom and enhance effective learning.

Table 5: Individual Perceptions Summary Statistics

Item	Mean	Std. Error	Generally disagree (%)	Neutral (%)	Generally agree (%)
I am engaged throughout the activity.	3.65	.078	9.2	27.7	63.1
I am more active when I work in group.	3.48	.073	11.5	36.2	52.3
I learn more in group activity than when I work alone.	3.46	.089	16.9	28.5	54.6
My attitude towards learning improved during group activity.	3.45	.069	7.7	46.2	46.2
I am excited to participate in the activity.	3.35	.089	17.7	37.7	44.6
I am frustrated when my groupmates are not focused during discussion.	2.95	.084	33.8	38.5	27.7
I can perform better when I work alone.	2.87	.093	37.7	35.4	26.9
I feel bored during the activity.	2.56	.094	52.3	29.2	18.5
I do not like the group activity.	2.52	.085	51.5	35.4	13.1
I do not like to participate during group activity	2.30	.076	63.1	29.2	7.7
Note: Generally disagree = Strongly disagree + Disagree, Generally agree = Strongly agree + Agree					

On the other hand, negatively worded items recorded lower mean than the average of 3.00, indicating respondents did not agree with these items. Specifically, 63.1% disagreed or strongly disagreed with the statement they did not like to participate during group activities, 51.5% generally disagreed that they did not like the group activities and majority (52.3%) reported they did not feel bored during the activities.

It can be concluded that results from Table 5 support the premise that cooperative learning strategies enhance synergism and improve learning in our case study.

Differences of Perceptions among Cooperative Learning strategies

In order to determine if the three cooperative strategies used in this case study were perceived differently, the four factors extracted, which are the attributes of each strategy, were compared across the three learning strategies, namely Teams-Games-Tournament (TGT), Group Investigation (GI) and Co op-Co op. Average linear composite of the factors for each strategy were computed to preserve the interpretability of the scale where 1 represents strongly disagree and 5 represents strongly agree. Tests of normality using Shapiro-Wilk test showed that most of the factors are not normal. Hence non-parametric test was used to compare the factors or attributes (Benefit, Drawback, Synergism and Dislike). Mann Whitney tests based on mean ranks were used to compare the distributions of the four factors by pairs of learning strategies used as summarised in H1.

H1: There exists some differences in the distributions of attributes corresponding to Teams-Games-Tournament, Group Investigation and Co op-Co op

The test results are presented in Table 6. Only two pairs were found to have significantly different distributions at the 5% significance level. Firstly, distributions of *Benefit* for the pair TGT and GI. The p-value of the test is 0.004, lower than 0.05. Mean rank of GI (53.06) is significantly higher than that of TGT (37.39). The finding suggests that the respondents found GI to be more beneficial than TGT. The second significant difference was

found in *Synergism* between the pair TGT and Co op-Co op. TGT was perceived as better (mean rank = 46.73) than Co op-Co op (mean rank = 33.95) in enhancing synergism.

Table 6: Mann Whitney Tests Results

Strategies	Mean Rank			
	<i>Benefit</i>	<i>Drawback</i>	<i>Synergism</i>	<i>Dislike</i>
TGT (n=41)	37.79	44.35	49.17	43.27
GI (n=50)	53.06	47.35	43.40	48.24
p-value	0.004*	0.589	0.297	0.368
TGT (n=41)	38.89	39.89	46.73	37.50
Co op-Co op (n=39)	42.19	41.14	33.95	43.65
p-value	0.523	0.809	0.013*	0.234
GI (n=50)	48.59	45.82	48.98	44.27
Co op-Co op (n=39)	40.40	43.95	39.90	45.94
p-value	0.133	0.733	0.098	0.762

*Significant at the 0.05 level of significance

What are the reasons students were not motivated to study Entrepreneurial Skills?

Entrepreneurial Skills is not an academic subject in the business degree programme undertaken by our study population. Due to the unique situation that it is taught to fulfil the Malaysian Higher Education Ministry's requirement, not many students are motivated to study the subject.

Our study found that 'It is a compulsory subject' is the most agreed reason that students were not motivated to study Entrepreneurial Skills, followed by 'I am forced to take this subject' and 'I do not like the content of the subject'. The reasons cited for the lack of motivation are summarized in Table 7.

Are Lack of Motivation and Design of Activities related?

The lack of motivation to study a subject could often lead to negative perceptions of the design of activities in subject delivery. To investigate the relationships of the eight reasons investigated and the students' perceptions toward the statement 'The design of the activity helps me to learn better', Chi-square test of independence and cross-tabulation of the pairs of variables were conducted to test H2. Similarly, H3 was tested to uncover possible relationships between the demotivation reasons and the statement 'The design of the activity encourages group discussion'.

H2: The demotivation reasons to undertake a subject and the design of activity to enhance learning are associated

H3: The demotivation reasons to undertake a subject and the design of activity to encourage group discussion are associated

Table 7: Reasons not motivated to study Entrepreneurial Skills

Item	Mean	Std. Error	Generally disagree (%)	Neutral (%)	Generally agree (%)
It is a compulsory subject.	3.56	.094	16.9	28.5	54.6
I am forced to take this subject.	3.38	.099	24.6	30.8	44.6
I do like the content of this subject.	3.05	.089	30.8	36.9	32.3
The subject is taking too much of my time.	3.02	.094	33.8	34.6	31.5
I am not interested in this subject.	2.84	.090	40.0	36.9	23.1
I do not like the design of the assessments.	2.65	.082	43.8	41.5	14.6
I do not like the way the class is conducted.	2.62	.078	42.3	46.9	10.8
I do not see the relevance of it in my future career.	2.42	.086	56.2	33.8	10.2

Note: Generally disagree = Strongly disagree + Disagree, Generally agree = Strongly agree + Agree

The test results of H2 and H3 are summarised in Table 8. Four out of eight tests represented by H2 and H3 respectively have significant relationships between the demotivation reasons and the statement regarding enhancing learning or group discussion. Analysis of the cross-tabulation tables revealed the general trend that the higher their disagreement level with the reasons they were demotivated, the more they agreed that the design of the activity helped them to learn better. These implied that when students were not demotivated by these reasons, they appreciated the design of activities better.

Table 8: Summary of Chi-square tests

Demotivating reason	H ₂ (p-value)	H ₃ (p-value)
It is a compulsory subject.	0.188	0.265
I am forced to take this subject.	0.098	0.104
I do like the content of this subject.	0.083	0.008*
The subject is taking too much of my time.	0.032*	0.837
I am not interested in this subject.	0.123	0.264
I do not like the design of the assessments.	0.000*	0.001*
I do not like the way the class is conducted.	0.015*	0.021*
I do not see the relevance of it in my future career.	0.001*	0.012*

*Significant at the 0.05 level of significance

Interestingly, although 'It is a compulsory subject' and 'I am forced to take this subject' were ranked as the top two demotivating reasons by students who took the Entrepreneurial Skills subject, their Chi-square tests with both the statements 'The design of the activity helps me to learn better' and 'The design of the activity encourages group discussion' were not significant. Cross-tabulation analysis results of these variables show that irrespective of their level of agreement with the demotivation reasons, majority of them said that the design of the cooperative learnings help them to learn better and encouraged their group participation. These findings are strong evidence that using cooperative learning strategies in teaching a subject which student would rather avoid have proven to be successful.

Conclusions and Implications

The results of this case study point to favourable acceptance of cooperative learning strategies by the Gen-Z students. Positive learning experiences were reported from both the group and individual perspectives. The case study provided strong evidence that using cooperative learning strategies creatively helped the students to learn

better and encouraged group participation even when the subject taught is ranked highly demotivating because it is a compulsory subject being forced on the students. The Gen-Z students has shorter attention span, cannot concentrate or focus on long lecture nor complex information. Besides, they prefer visual form of learning such as picture and videos. To expect them to attend traditional lecture and tutorial dutifully is a big challenge. What more when the subject is considered as unimportant or being forced on them, like in this case study.

There is no evidence that a particular strategy is more superior. While Group Investigation(GI) is ranked better than Teams-Games-Tournament (TGT) in generating benefits such as enhancing good working relationships among students, TGT is perceived to create more synergism such as excitement than Co op-Co op. Instead, we learned from this study that the choice of strategies depends on many factors. One has to be clear of the objective of a particular activity before a strategy is chosen to maximise its benefits. Giving the students sufficient time to be familiar with a particular strategy is also vital. Otherwise some students may not be able to follow the instruction and become frustrated while the faster learner will feel a lot of time is wasted while waiting for others to response. To overcome this set back, our next cooperative learning class will be using two instead of three cooperative learning strategies. Hopefully students will gain more academic and social learning experiences with implementation of findings from this case study.

References

- Abu, R. B., and Flowers, J., 1997, The effects of cooperative learning methods on achievement, retention, and attitudes of home economics students in North Carolina. *Journal of Career and Technical Education*, 13(2).
- Ajaja, O. P., and Eravwoke, O. U., 2010, Effects of cooperative learning strategy on junior secondary school students achievement in integrated science. *Electronic Journal of Science Education*, 14(1), 1-18.
- Andrea, B., Gabriella, H., and Tímea, J., 2016, Y and Z Generations at workplaces. *Journal Of Competitiveness*, 8(3), 90-106.
- Cameron, E. A., and Pagnattaro, M. A., 2017, Beyond Millennials: engaging Generation Z in business law classes. *Journal of Legal Studies Education*, 34(2), 317-324.
- Davidson, N., and Major, C., 2014, Boundary crossings: Collaborative learning, cooperative learning, and problem-based learning. *Journal on Excellence in College Teaching*, 25(3&4), 7-56.
- Desai, S. P., & Lele, V., 2017, Correlating Internet, social networks and workplace - a case of Generation Z students. *Journal Of Commerce & Management Thought*, 8(4), 802-815.
- Fu, X., 2013, An Action Research Report on Applying Co-Operative Learning Techniques in an Intensive English Reading Class in China. *English Language Teaching*, 6(10), 17-31.
- Gomleksiz, M. N., 2007, Effectiveness of cooperative learning (Jigsaw II) method in teaching English as foreign language to engineering students (Case of Firat University, Turkey). *European Journal of Engineering Education*, 32(5), 613-625.
- Hampton, D. C., and Keys, Y., 2016, Generation Z students: Will they change our nursing classrooms? *Journal of Nursing Education and Practice*, 7(4), 111-115.
- Howe, N., and Strauss, W., 2000, *Millennials Rising: The Next Great Generation*. New York: Vintage Books.
- Johnson, D. W., Johnson, R. T., and Smith, K.A., 1998 *Active learning: Cooperation in the college classroom*. Edina, MN: Interaction.
- Lancaster, L. C., and Stillman, D., 2004, When generations collide: how to solve the generational puzzle at work. In *The Management Forum Series* (pp. 1-5).
- Machemer, P. L., and Crawford, P., 2007, Student perceptions of active learning in a large cross-disciplinary classroom. *Active Learning in Higher Education*, 8(1), 9-30.
- Panitz, T., 2003, Combining writing and cooperative learning techniques in mathematics, *Innovation Abstracts*, XXV (4).
- Parry, E., and Urwin, P., 2011, Generational differences in work values: A review of theory and evidence. *International Journal of Management Reviews*, 13(1), 79-96.
- Rothman, D., 2014, A Tsunami of learners called Generation Z. *Public Safety Online Journal*, 1(1).

- Seemiller, C., and Grace, M., 2017, Generation Z: Educating and engaging the next generation of students. *About Campus*. 22(3), 21-26.
- Sharan, Y., and Sharan, S., 1987, Training teachers for cooperative learning. *Educational Leadership*, 45(3), 20-25.
- Shatto, B., and Erwin, K., 2016, Moving on From Millennial: Preparing for Generation Z. *Journal of Continuing Education In Nursing*, 47(6), 253-254.
- Strauss, W., and Howe, N., 1991, Generations: The history of America's future, 1584 to 2069. *New York*.
- Thacker, D., 2016, Preparing your sales course for Generation Z. *Business Education Innovation Journal*, 8(2), 198-204.
- Turner, A., 2015, Generation Z: Technology and social interest. *The Journal of Individual Psychology*, 71(2), 103-113.
- Williams, A., 2015, Move Over, Millennials: Here Comes Generation Z. *The New York Times*. p. 1.
- Zakaria, E., Solfitri, T., Daud, Y., and Abidin, Z. Z., 2013, Effect of cooperative learning on secondary school students' mathematics achievement. *Creative Education*, 4(2), 98-100.

OVERSTAY TEACHER TRANSFERS IN PUBLIC SCHOOLS IN SRI LANKA: IMPACT ON SCHOOL MANAGEMENT AND PERFORMANCE

Ameesha Ramithanjalee Wijayatunga

School of Education, University of Leicester, UK

Abstract: In many developing countries, there is no clear policy on teacher transfers in the public sector. The transfers tend to be ad-hoc and based on personal interests, political interferences and other indirect factors with no regard to improving quality of education. In Sri Lanka teachers in public schools are transferred after 10 years of continuous service in a given school. Studies in different countries show, involuntary transfers can cause stress in teachers leading to possible poor teaching performance of the transferees. However, it is admitted that transfers also help to increase the efficiency of teachers. The study presented in the paper examined how involuntary transfers impact on performance of teachers and management in public schools. The study is based on a survey conducted through a questionnaire and direct interviews in five selected schools in Colombo district representing urban and suburban areas. A random sample of teachers and the Principals of all five schools took part in the research. The study concludes that the teachers are generally not affected in personal life due to overstay transfers. The only visible impact due to housing issues can be mitigated with appropriate measures. Also overstay transfers do not have an adverse impact on the management and performance in the new school. Overall, staggered, selective and well-coordinated overstay transfers are beneficial to schools and can be used as an opportunity to implement measures to improve academic performance and management.

Keywords: Overstay Transfers, Impact, Performance, Sri Lanka

Introduction

In many of the developing countries there is a lack of clear policy relating to teacher transfers. In many cases the policies are ad-hoc and based on factors such as personal interests, political interferences and other indirect factors rather than policies that would improve the quality of education. In certain cases, the stated policies of teacher transfer have not been developed giving due consideration to its impact on the quality of education. This study examines the effects of involuntary overstay teacher transfers on the management and academic performance in public schools involved in primary and secondary school education in Sri Lanka.

The Constitution of Sri Lanka recognizes education as a fundamental right. The United Nations Development Programme (UNDP) has identified Sri Lanka as an early achiever on 10 of the 21 indicators, including those related to the goals of universal primary education.

The present education system of Sri Lanka which was introduced by the British colonial rulers in the 19th century is based on the British education system. The management structure of public schools is similar to the British system at the time and has gradually evolved since then. Principal and Deputy Principals act as the senior managers in the schools. Sectional Heads, Grade Coordinators, Subject Heads are at the middle management level. Many teachers become middle managers in 6 to 7 years, in a given school, depending on their experience and performance.

Teachers employed in public schools are served with a mandatory transfer after completion of ten years of service in a given school. Such transfers are known as ‘overstay transfers’. Overstay teacher transfer policy was introduced to public schools under Educational Reforms in 1998.

The objective of overstay transfers is to ensure fair distribution of talented and qualified teachers among schools and to increase the productivity of every public school. Despite of the good intentions there have been complaints that overstay transfers significantly affect the management and academic performance of both transferring and receiving schools.

Some teachers extensively involved in carrying out the strategic plans in school, are transferred before completing them. Others are transferred to schools where their area of expertise is not required. Some others who have been involved in middle management level tasks may become Assistant Teachers in the new school. It is observed that many of the teachers prefer working in one place rather than being transferred to another. All these factors will affect the performance of such teachers in their new schools while creating issues for the management of the previous school. This has led to the Department of Education regularly receiving requests from teachers and Principals of respective schools to cancel the transfers. This issue is common to many developing countries as they are challenged with significant weaknesses including the policy and implementation of recruitment and retention of personnel in the sector.

This study is conducted through a survey in five selected schools in Colombo district. A random sample of 25% of the teachers representing a cross section of each of the schools was selected for the survey. The survey was based on a questionnaire for the teachers and interviews with Principals of the respective schools. The study aims to achieve the specific objective of identifying the effects of involuntary overstay teacher transfers on the management of public schools.

Research Questions

- How does the overstay teacher transfer affect the performance of teachers in schools?
- What are the factors that hinder the good intentions of teacher transfers in relation to managing of the school?
- What are the suggestions that can be made to make transfer policy effective to improve the quality of service delivery?
- What are the alternative measures to introduce fair distribution of teachers and to improve productivity in public schools?

Literature Review

The teachers’ role is very critical in the management of schools. This is clear from the definition of management. “Management” can be defined as ‘the organizational process that includes strategic planning, setting objectives, managing resources, deploying the human and financial assets needed to achieve objectives, and measuring results’. Management functions are not limited to managers and supervisors. Every member of the organization has some management and reporting functions as part of their job.

Is overstay transfer necessary?

Most teachers get into the profession of teaching because of their desire to impart knowledge and gain an opportunity to offer good mentoring to the younger generation. Employment stability, opportunities for

professional development and attractive wages are some of the key incentives for them to continue in the profession and these become the key factors contributing to job satisfaction.

Ghost (1985) argues that the overstay transfers are necessary for the efficiency of an organization. The teachers may become less effective arising from the fact that they have stayed in particular posts for a long period of time. Those transferred to new stations may perform better in those places especially if other factors, such as personal barriers, which affect their performance, are successfully tackled. This not only contributes to effective service delivery but contributes to efficiency in the education system also. In this argument, it is perceived that a teacher who changes his or her working environment quite often may perform better than someone who works in the same environment for an elongated period of time. Changes to working environment need not necessarily come from transfers. It can be introduced through other means such as changes in style of management in the school and regularly rotating the extracurricular activities within the school among the teachers.

If professional development is considered, teachers need regular opportunities to experience novel situations, gain perspective and rethink present assumptions (Harris 1980 and Howey 1981). Hollingsworth(1981), Ricken(1983) and Weller(1984) in their contributions on the emotional aspect of many transfer situations, suggest that “adequate preparation and adjustment time is a key facilitating condition in involuntary transfer situations.” This can help the transferee for her/his “readiness to transfer psychologically”. It is argued that with proper support, transfers can be an effective source of teacher renewal in schools. One of the ways of providing such preparatory time and adjustment may be through a well-publicized policy on transfers which lays down the incentives provided during such transfers.

Factors affecting the good intentions of involuntary transfers

Sri Lanka's teacher population is 204,908 (census in 2006) and 71% of it are females. For female teachers, working in one place rather than relocating to another becomes a preference especially due to family constraints. If such teachers are transferred his or her performance gets adversely affected in the new school at least during the initial period.

“Job transfer represents a frequent, an expensive and a potentially disruptive human resource issue” (Brett 1984). Employees appear to be increasingly reluctant to accept job transfers because of potential disruptions to their families or general quality of life (Brette and Reilly 1988). It will be very difficult for an employee to accept a transfer at a time when his or her family needs to be together. Education of the transferee's own children, health issues of family members or of themselves may not provide favourable conditions for a transfer to a new working place.

Considering that 71% of the teachers in Sri Lanka are women, the teaching profession can be identified more as a career designated for ladies. One of the main reasons for attracting ladies to teaching profession is that, the designated working hours end in the early afternoon in most schools and working duration is limited to 6 hours. Furthermore, the schools enjoy three formal vacations after each term of three months during which the teachers are hardly expected to provide any services. In the Sri Lankan culture women tend to pay more attention to the family matters than the men do. By engaging in a career like teaching, they believe they have adequate time to attend to family matters. In most cases transfer to another school in which she will have to spend more time on transportation and other matters will affect her daily routine life. This in return may not create a good environment in her new working place. Reed and Paznokas (1983) in a field study of teacher transfer and job satisfaction argued that teachers' willingness to transfer was a key factor in subsequent job satisfaction. Further, attitude towards moving significantly correlated with the willingness to relocate and predicted the subsequent decision to relocate (Brett & Reilly, 1988).

The Educational reform report-1999, explain that by enforcing overstay transfers the Ministry of Education was attempting to improve the performance of less privileged schools in the country. One way to do so is to transfer

well performing teachers to such schools. But considering the many factors that affect the performance of teachers shows that it is not wise to assume that prior performance in one school will always translate into equivalent success in another, specially if the transfer is not voluntary.

Slocum and Cron (1985) stated that;

“the number of transfers (mobility frequency), years of tenure (relative stability) and the attitude towards relocation (transfer) varied depending on stage of career. An employee in a very early career stage, whose primary objective is to maximize knowledge on organization and job in particular, can be expected to react differently to an involuntary transfer than one with many years of experience”.

Those at an early career stage may find a transfer to a new school an opportunity to gain more knowledge and a different experience and to build new relationships which can assist his or her career development in the later stages.

Working in one place for a long time builds relationships with the students and colleagues and results in a feeling of belongingness. This facilitates the ethos of any school. Prosser & Trig Well (1997) argue that ethos of a school is either inherited or formed by the existing members of staff, and can only be sustained in a stable environment where both teaching and non-teaching staff have a role to play. “Removal of any one party could jeopardize the entire process”. Therefore, it is important to find ways to minimize such impacts during involuntary teacher transfer.

From the literature it was revealed that involuntary transfers can cause stress for the teachers, which will hinder the teaching performance in the transferees in the new schools. Furthermore, transfers are needed to increase the efficiency of the teachers.

Investigation

This section presents the methodology that was used for the study, research design, study population, sample size, sampling methods, data collection methods and instruments, validity and reliability and limitations.

The study was carried out based on the survey in five public schools in the district of Colombo, Sri Lanka. The survey included the responses from the Principals and a sample of teachers. The responding teachers from each of the schools were selected randomly and it was expected that they had the knowledge of how overstay teacher transfers would affect the management of the public schools in Sri Lanka. The five schools included both urban and suburban schools and this sample was expected to cover many of the common issues relating to the teacher transfers and how these issues have impacted the management of schools.

The five schools were selected as a purposive sample considering ease of access and type of the school.

Almost all of the teachers in these schools have experienced transfers in their career at different stages. Such transfers include those from rural areas to urban and suburban areas and vice versa.

The total sample size of the study was 105, out of which 100 were teachers in the five different schools and the remaining 5 were Principals of respective schools. Approximately 25% out of total teacher population in each of the schools was selected randomly to form the entire sample.

Sampling techniques

Purposive sampling is a form of non-probability sampling. With this type, the sample is "hand-picked" for the research since they were the only ones of their kind. The study adopted purposive sampling method for selection of Principals in the survey. These respondents were specifically identified and picked because their technical

knowledge on the subject and the specific nature of their involvement in the management of schools. Also simple random sampling was employed to select teachers since they were many and to avoid biasness of the responses. Random sampling was adopted by every fourth name in the Register of Attendance. The names in the register are ordered according to the time teachers joined the school.

Data Collection Methods and research procedure

This research used Questionnaire and Interview as data collection methods. The study involved primary data collected through a questionnaire and face-to-face interviews by interview guides.

The researcher's association with the teaching staff showed that the teachers would be more comfortable and reliable in expressing qualitative responses to the questions (eg. Agree, Disagree) than responding on a quantitative scale. Therefore a questionnaire, using a Likert scale, was used with the teachers. A five point scale with a neutral point was chosen to allow responses from wide range of personalities including those who are indifferent to the questions. The questionnaire sought to establish how overstay transfer influences the performance of teachers in public schools and how it becomes an issue for administrative performance in schools.

The questionnaire was constructed strategically to capture all the necessary information from all categories of respondents. It was designed with simple straight forward questions which could be easily answered without any ambiguity. Few questions were also included for teachers who could afford more time for descriptive responses. The questionnaire was provided in English and Sinhalese (Language of the respondents) to ensure that the respondents choose the most comfortable language. The background information such as the age, educational qualifications and years of service was sought to establish whether there was any sign of correlation between such information and the responses.

Personal interviews with the help of an interview guide were administered to obtain responses from the Principals. The interviews were conducted in Sinhalese (and English when required) for the convenience of the participants .

The questions were framed to cover the research questions and to capture the main issues identified in the literature such as (i) level of awareness on overstay transfers which provides an indication of the respondents preparedness for such transfers (ii) how such transfers impact on the personal life of the respondents which in turn impacts on management and (iii) how respondents see overstay transfers helping performance in the present and new schools.

The researcher administered completing the questionnaire. The respondents were informed in advance and they were knowledgeable about the study. This process ensured the reliability and consistency of the responses. Also to ensure validity of instruments the researcher consulted colleagues who have conducted similar research before.

In interviews, simple language and clear instructions were used. Questions were phrased to ensure consistency in responses. Questionnaire covered common issues related to involuntary transfers. It has captured the issues identified in the literature survey and the researcher through her own experience in teaching with different responsibilities in variety of schools and the transfers she has undergone. Interview questions for the school Principals were prepared to obtain the management perspective towards overstay teacher transfers and how such transfers become an issue for the management. Interviews were conducted at the respective schools with prior appointments. Researcher noted down the responses and read back to the interviewee after completing the interview.

Limitations

The survey sample size was limited to 5 schools and 105 respondents due to two certain limitations beyond the control of the researcher. They are (i) limited availability of human resources and time to conduct the survey (ii) limited time available for the respondents at the end of second term due to the requirement for timely completion of the lessons and end of term examinations. Further, the stated intention of the overstay transfer scheme in Sri Lanka, providing good quality teachers in schools in rural and urban poor areas is not captured in the questionnaire.

The literature relating to the subject addressed in the research is very limited and no similar attempts could be found in the context of Sri Lanka. Therefore, while the contribution of this research is pioneering in its nature, the researcher could gather very little or no lessons from the experiences and outcomes on such research in Sri Lanka in the past. However, the researcher has utilized limited work found in the literature and adopted the available work to address the issues relating to Sri Lanka to minimize her own biases towards the subject addressed.

Presentation and Analysis

Section 4 presents the findings of the study, which are presented according to the objectives. As the teacher sample was small (100), the final analysis takes the total sample as a single group without separating it by school. The response rate of the sample was 100%.

Background Information

Table 1 shows the background information of the respondents in the sample survey.

Table 1 Background information of the teachers

		Percentage
Gender	Male	10%
	Female	90%
Age Group	Less than 35 Years	10%
	36-45 Years	50%
	Above 45 Years	40%
Marital Status	Single	5%
	Married	85%
	Widowed	10%
Academic Qualification	Secondary School Certificate	25%
	Diploma in Education	35%
	Bachelors Degree	25%
	Postgraduate Diploma or Masters Degree	15%
Period of service	Less than 15 years	25%
	16-20years	15%
	21-25years	40%
	More than 25years	20%

Table 1 shows that the overall sample is heavily dominated by female teachers (90%), above the national proportion of female teachers. The age group of the sample is skewed towards the over 35 years of age (90%). These lead to the obvious observation in the context of Sri Lanka that 95% of the respondents are either married or widowed. A proportion of 60% of the teachers have over 20 years of service. The academic qualifications are evenly spread with 75% of the teachers having qualifications beyond the secondary school certificate. The response of the teachers did not seem to correlate with the specific background information and the sample size was probably not large enough to observe any such correlation.

Responses of the teachers

The response of the teachers to the research questions were sought on a qualitative scale. It was noticed during the survey that the teachers could not really differentiate between “Agree” and “Strongly Agree”. Similarly it was difficult for the respondents to distinguish between “Disagree” and “Strongly Disagree”. Considering these the final presentation and analysis were confined to “Agree” combining responses of “Agree” and “Strongly Agree”. “Disagree” combined the responses of “Disagree” and “Strongly Disagree”. The summary of responses is in Table 2.

It was observed that 25% of the teachers are unaware of the involuntary teacher transfer scheme. Of the total 80% of the respondents were willing to accept a transfer after serving 10 years in a given school. Reed and Paznokas (1983) argued that teachers’ willingness to transfer was a key factor in subsequent job satisfaction. The opinion on the impact of such involuntary transfers on the social life of the transferee and hence performance in the new school was equally split. Those who responded that such transfers impact negatively on social life thought it was more to do with difficulties relating to housing. Socio-economic profile of the students in the new school determining the negative impact was found to be minimal.

Table 2 Summary of the responses of the teachers

No	Item	Proportion
1	Awareness of overstay transfers	75%
2	Willing to move to a new school every 10 years	80%
4	In overstay transfers housing is an issue	45%
5	Creativity and quality of work in the new school not affected	60%
7	Teaching performance in the new school not affected	65%
8	Long stay develops a strong attachment to the school	75%
9	Long stay leads to a sense of duty to contribute more	60%
10	Long stay can also negatively affect the school	70%
11	Long stay teachers tend to dominate over newly staff	40%
12	overstay transfers affect existing school Management	60%
13	overstay transfers negatively affect Implementation of the academic work plan in the existing school	40%

A majority of the respondents believed that their creativity and the quality of work will not be affected by any involuntary transfers but there was a significant proportion (40%) who believed otherwise. One major reason for those who believed in negative impact was the independence they enjoy under the present management. Also respondents believe that the present student population responds positively to creative approaches to teaching and quality improvements and it may not be the case in the new school. However, this conclusion may not hold true if the new school can provide the same independent working environment and offer similar subjects for teaching. As for the quality of the student population, it is up to the teacher to employ appropriate

approaches to teaching where his or her creativity and quality improvement efforts can still be utilised to be benefitted of the new school. It was evident from the response to the direct question on whether the teaching performance in the new school would be affected. 65% of respondents believed that it would not be so.

Most of the respondents (75%) thought that working a longer period of time in a given school would develop a strong attachment to the school. Such attachment would lead to a development of a sense of duty to contribute to the advancement of the school. This aspect will be substantially negated by involuntary transfers. Only a few believed that such attachment is based on opportunities for career advancement.

The great majority of the respondents (70%) indicated that a long stay in one school results in developing an attachment to the school affecting its management negatively. They tend to dominate over newly joined staff and become a barrier for the new staff to graduate into middle management. Also the management is likely to favour such long serving staff. These observations further enhance the justification for overstay transfers of certain teachers both from the school management and quality of teacher contribution point of view. However a majority of the respondents believed that the overstay transfers will impact negatively on the school management due to sudden change of the quality of staff in the context of implementing the academic work plan and various extracurricular activities. This means it is useful to provide exceptions to regular overstay transfer scheme under special circumstances if the present school is seriously affected by transfer of some teachers.

Principals' Responses

When interviewing the Principals, the researcher used pre-determined questions and obtained qualitative data. The summary of the responses are presented under each factors that were listed in the interview plan and what the Principals pointed out.

Frequent change of middle managers

In school A B and C, frequent change of middle managers has been a great issue. Assistant Principals, Grade Coordinators and Sectional Heads are selected among efficient and experienced teachers. The deputy Principals are selected through the School Principals' examination and appointed by the Ministry of Education.

The Principal of the School A, pointed out that;

“When we give positions, we cannot exclude the senior teachers even if we know that they will be transferred. We select the most deserving and some teachers can hardly be replaced. What we need in a school are efficient teachers. Those who have leadership qualities are handful and when they are taken away it will not be the same again.”

Schools D and E have less than 1000 students. The deputy principals are also selected from the teaching staff itself. Hence, transferring teachers directly affects the management of these two schools.

Change of teachers in charge of extracurricular work

Schools achieve popularity and fame due to their academic performance and extracurricular activities. The most dedicated and efficient teachers are selected as teachers-in-charge for each sport or club or association. When they are transferred extracurricular activities are negatively affected.

The Principal of school C stated that;

“The teacher in charge of the swimming club was transferred two years ago. The new teachers refused to take the responsibility. The teacher-In-charge has to bring the children to a swimming pool, 1km away since we don't have the facility right now. But we could not find a replacement and we had to close down the Swimming Club”.

Replacements not arriving in time

Serving in one school for more than 10 years is considered as overstay. But some teachers stay on and suddenly get a transfer and the replacements do not arrive in time. This has created a situation where long term plans are difficult to be implemented. Normally every school makes the work plan for 5 years. Those set plans are frequently affected by teacher transfers. Specially, in small schools like school E, where there are only 24 teachers, the majority of them need to be involved in management tasks. Any transfer of teachers performing these management tasks will seriously impact the management of the school.

Number of teachers transferred in a year

It is evident that the larger the teacher population, the higher number of teachers get transferred. In school A, 18 teachers have been transferred in year 2011, 16 teachers in 2012. The principal of School A pointed out;

“Within 2 years my school lose 34 teachers. It amounts to almost 30% of the staff. The number of teachers that can be transferred in a year should be limited. Otherwise it will create chaos in management of school affairs”.

This response goes along with the argument (Prosser & Trig Well, 1997) that ethos of the school significantly depend on the existing staff and can be sustained in stable environment which can be disrupted through overstay transfers. Therefore we need to find measures to minimize such disruption.

Quality of replacement may not be as effective

All schools agreed that the replacement may not be as efficient and dedicated as the transferee and the new comers need time to adjust. The attachment comes with experience in the place. Such attachment leads to teachers working more towards the development of the school.

Parent-Teacher Associations and School Development Associations

In suburban areas with fewer facilities, good quality teachers are handful. Therefore when transfers occur in such schools parents want to interfere, causing disruption to the academic work.

All Principals agreed that overstay transfers disrupt the stability of the school since it takes time for new teachers to adjust to the new environment affecting their performance. Further they had observed that the teachers lose morale to participate in the whole academic and management process of the present school when they are given involuntary transfers.

Discussion

The analysis show that the overstay transfers adversely affect the teacher performance due to (i) impact on personal life relating to housing (ii) possible absence of independence in the new school (iii) possible poor responsiveness of the students to innovative approaches to teaching in the new school and (iv) discontinuation of sense of duty to the present school developed during a long stay. This confirms the argument (Brette and Reilly 1988) that disruptions in personal life affect the performance of transferees. However the removal of the dominance of long-stay teachers over new staff through the transfer scheme positively impact teacher performance in the present school.

The management of the new school is negatively impacted by teacher performance described earlier. Similarly, the management of the present school is negatively affected when implementing the academic work plan, due to the sudden change in the composition of the well performing teaching staff. This confirms the findings of Prosser & Trig Well (1997) that ethos of a school are largely contributed by the staff and can only be sustained

in a stable environment. As argued by Hollingsworth(1981), Ricken(1983) and Weller(1984) the negative impact can be minimized with adequate preparation and adjustment time. Also the slow arrival of replacement and replacing middle management level teachers with less experienced ones impact teaching and the management significantly.

If the housing issues of the transferees can be addressed, a major barrier to overstay transfers in the context of transferees' personal life can be overcome. As argued by Ghost (1985) if such personal barriers can be overcome those transferred to new schools may perform better. The new school can provide the same independent working environment and offer similar subjects for teaching. Any barrier for performance due to poor quality of the student population can be overcome by employing appropriate adjustment to teaching methods where his or her creativity and quality improvement efforts can still be utilized to be benefit of the new school. By staggering and limiting the number of transfers at a given time and synchronizing the replacements well with the transfers the negative impact on the schools can be minimized.

Improving the performance of less privileged schools in the country is a key objective of overstay transfers (Educational reform report-1999). To achieve this objective the overstay transfers can still be made more effective by taking certain measures to overcome barriers as mentioned above. Further, by placing high quality new recruits in the schools where quality of teaching and management needs improvement, for a mandatory period a fair distribution of teachers can be gradually achieved.

Conclusion and Recommendations

The study attempted to address (i) Impact on overstay teacher transfer on teacher performance (ii) factors hindering the good intentions of teacher transfers in school management (iii) suggestions to make transfer policy effective to improve the quality of service delivery and (iv) alternative measures for fair distribution of teachers and to improve productivity.

Conclusions

In response to the research questions (i) and (ii), it is concluded that the teachers are unlikely to get seriously affected in personal life due to overstay transfers which is accepted as a fact in teaching profession. The only visible impact due to housing issues can be mitigated with appropriate measures. Also overstay transfers will not have a significant adverse impact on the management and academic performance in the new school. Further, the overstay transfer scheme is a useful tool to remove certain long-serving teachers dominating over school activities, negatively. This means, selective overstay transfers are beneficial to the school.

It is also concluded that the overstay teacher transfers negatively affect the teacher performance and management of the schools when such transfers are sudden and in greater numbers at a given time. Further, teacher performance can be negatively impacted if the new school is incapable of providing adequate independence and not receptive to creative approaches to teaching by new staff.

Recommendations

In response to the research questions (iii) and (iv) the following recommendations can be made.

1. Stagger overstay transfers so that a majority of those significantly contributing to management and other school activities are not transferred together.
2. Provide Exceptions to exclude transfer of teachers extensively contributing to the academic activities and management to extend their stay for some time until the impact can be made minimal.

3. Form an independent committee under an authority beyond the level of the school to recommend such exceptions.
4. Synchronize overstay transfers to ensure that the replacements arrive within a reasonable time so that the school activities and the management are not affected adversely.
5. Train the school management to provide room for independence and creativity for the teachers.
6. Train the teachers to fast adopt to quality of new student populations
7. Providing government housing in close proximity to the school to mitigate housing issues, as presently practiced in many rural schools.
8. Encourage new comers to take over the positions of teachers-in-charge, under the guidance of experienced teachers to minimize the negative impact of overstay transfers on extracurricular activities.
9. Along with the implementation of the overstay transfers scheme, develop and implement an incentive scheme to encourage teachers to work in schools among urban poor and the rural regions to improve academic and management performance.
10. Appoint fresh graduates from the Universities and Colleges of Education to rural areas and less advantaged schools to provide an opportunity. Such an action can reduce the requirement of overstay transfers.

It is recommended that the study is extended to examine the impact of overstay transfers on academic performance of the students with emphasis on the schools accommodating most of the urban poor and rural student populations.

Acknowledgement

The author would like to acknowledge the guidance given by her supervisor Mr. Martin Brewis, School of Education, at the University of Leicester, UK and her spouse Dr. Priyantha D C Wijayatunga of Asian Development Bank, Manila, Philippines.

References

- Bush,T.Bell,L. and Middlewood,D.(eds) 2010, The Principles of Educational leadership and Management 2nd Edition,London,U.K.:Sage.
- Coleman,M. and Briggs, A.R.J., 2007, Research Methods in Educational Leadership and Management 2nd Edition,London,UK.:Sage.
- Department of Education,Sri Lanka, 2006, School Census Report,Colombo,Sri Lanka:Department of Education Publications.
- Ferguson,R.M.,(ed) 2002, World Education Encyclopaedia, Sri Lanka Report, 2 (3).
- Fernando,Fr.M., 1991, Outline of a New Education Order for Sri Lanka, Subodhi: Institute of Integral Education.
- Grissom,J. Loeb,S. and Nakashima, N.,2012, Involuntary teacher transfers and student achievement: Examining equity and efficiency ,CEPA journal paper, *CENTER FOR EDUCATION POLICY ANALYSIS*, Stanford University.
- Hannay, L. and Chism,N.,1998,Potential of teacher transfer in fostering Professional Development.Journal of Curriculum supervision, 3(2),122-135.

Lee,T.W. and Johnson,D.R., 1994, Reactions to job transfer by job type and career stage, Journal of Business and Psychology, 8(3).

National Institute of Education, 1998, Sri Lanka Educational Reforms report,Sri Lanka:Department of Education Publications.

Prosser, M. and Trig well, K.,1997, Relations between perceptions of the teaching environment and approaches to teaching, British Journal of Educational Psychology, 25-35.

Teacher Rules, Roles and Rights, 10/05/2012, <http://www.nctq.org/tr3/issues/index.jsp?sectionId=19>.

UNICEF –Education Statistics: Sri Lanka(2008),12/05/2012 www.childinfo.org/files/ROSA_Sri_Lanka.pdf

INFLUENTIAL FACTORS IN SELECTING A BACHELOR'S DEGREE FROM INTERNATIONAL DEGREE PROGRAMMES OFFERED IN SRI LANKA: PERSPECTIVES OF LECTURERS AND GRADUATES

K.A. Vidyanjalie Abeygunawardena

Faculty of Education, University of Colombo, Sri Lanka

Abstract: National University intake in Sri Lanka has become progressively competitive due to the limited number of opportunities available. Majority of the students who fail to enter National Universities and students who complete Advanced Level in British curriculum have been increasingly seeking alternative educational options in the domestic market. Of those students, a small percentage is presumed to continue their university level education (ULE) overseas based on affordability. At present many private higher educational institutes (PHEI) in Sri Lanka offer various types of International Degree Programmes (IDPs) to cater to the rising demand of ULE. Due to the flexibility and optionality in IDPs offered in Sri Lanka, the decision making process in selecting a Bachelor's degree (BD) in IDPs has become complex and multifactorial. This study aims to explore factors influencing students' choice in selecting a BD from IDPs. Data for the study were collected via focus group discussions with lecturers and graduates in randomly selected PHEIs. 62 themes which emerged in thematic analysis of data were categorized into 7 variables, namely, university characteristics, source of information (messenger), programme evaluation, cost, marketing strategy, location and infrastructure facilities. The percentage of occurrence of each theme has been calculated to identify how the lecturers and graduates have ranked the themes based on their level of importance. University characteristics, programme evaluation, infrastructure facilities and messenger were rated as most influential by lecturers and graduates, but with different orders of importance. 'Cost' is the least influential factor for lecturers while 'location' is for graduates.

Keywords: University Level Education, Students' choice, Bachelor's Degree, International Degree Programmes

Introduction

The governance of the higher education system throughout the world has changed considerably in the recent years. Internalization is a term being used to discuss the international dimensions of higher education, and more widely post-secondary education (Knight, 2007). As a result of internationalization in education, international degree programmes (IDPs) have emerged in several countries where degree programmes move from one country to another instead of students. Alternatively, it has been forecasted that the demand for international education will be 7.2 million in 2025 (Knight, 2012) and foreign universities may have a challenge to fulfill the requirement. Hence most of the foreign universities which hold higher global rank offer their Bachelor's degrees (BDs) through IDPs to international students, parallel to their local students.

University Grants Commission (UGC) which was established under the University Act No 16 in 1978 is the main body responsible for selection and allocation of students to National universities in Sri Lanka. Selection of the students for National universities is determined by the student's performance at the GCE Advanced level examination in Sri Lanka. Essentially, it depends on the Z score of the student and the 'cut off' mark which is calculated by the Commissioner General of Examination (UGC, 2017). National University intake in Sri Lanka has become progressively competitive over the years where only a small proportion of students are eligible for a

state-funded higher education. Of the 149,489 students who were eligible for National university admission from GCE Advanced level examination in 2014/2015, only 17% were admitted to National universities (UGC, 2016). According to the population census in 2012, only 4% of the age 25 years and above population have a BD level qualification in Sri Lanka. That could mainly be due to fact that the higher education system is catering only to a very small proportion of the population of the country. Therefore, it has become challenging for Sri Lankan students to pursue a BD in catering to the demands of the future job market.

It has been perceived that many students who fail to enter National Universities and students who complete advanced level in British curriculum pursue university level education (ULE) in a foreign university in an overseas country. However, foreign university education is very costly due to university fees and higher cost of living and it could be beyond the spending limit of most of the parents. Further, the students have to leave their families and study in a novel and challenging environment which causes various adverse effects for some students due to issues including cultural differences and climate changes (Sunday Times, 2011). Additionally, due to natural disasters taking place in several parts of the world, terrorism and political instability in many countries, parents are concerned about their children's safety when sending them abroad (Sunday Times, 2011). As a result, most of the students have been increasingly searching the domestic market for affordable alternative options. These circumstances have caused an emergence of IDPs in Sri Lanka, affiliated with Private Higher Educational Institutes (PHEIs) to cater to the need of ULE for students who did not get state-funded university admission after completing GCE Advanced level and for students who qualified advanced level in British curriculum.

At present, selecting a BD has become strategically complicated in Sri Lanka due to optionality and flexibility of the BDs offer in IDPs. Hence the decision making process has become complex and multifactorial since the decision is influenced by a number of demographic, economic, social and psychological factors, which is evident through research studies carried out by Briggs (2006), Kusumawati *et al* (2010) and Sia (2011) on the importance of students' choice criteria. Ozga and Sukhandan (1998) highlighted that the difference between 'correct' and 'wrong' choices can be difficult to comprehend at an initial stage of the decision making process. Further they opine that sub-optimal choices of students would impact negatively on their motivation and academic success which may lead to student dissatisfaction. Furthermore, Yorke (1999) identifies that the sub-optimal decisions at the point of entry could increase the future failure rate. Moreover, unsatisfactory progression of students will be a challenge for the academic reputation of PHEIs. Hence it is vital important to research about the students' choice in selecting a BD from IDPs in Sri Lanka.

Theoretical Framework

Numerous theoretical models have been suggested to explain the factors which influence students' intention to pursue ULE and further to describe various processes by which a post-secondary student can follow when selecting a BD from PHEIs. According to Fernandez (2010), there are three theoretical or choice models such as economic models, sociological models and combined models. Under economic models, individuals are assumed to act rationally in ways that maximize their utility based on their personal preferences (poo *et al*, 2012). According to Poo *et al* (2012), the underlying assumption of the economic models is that students will select a particular BD or a PHEI if the benefit of that choice exceeds the perceived benefits of other alternatives. Further the economic model assumes that, even when the expected benefits and costs are the same, two individuals may make different choices when selecting a BD or a PHEI (Fernandez, 2010). Sociological models describe a process that considers decision determinants developed throughout a student's life. According to Jackson (1982) and Fernandez (2010), sociological model specifies a variety of social and individual factors leading to a student's occupational and educational aspirations. Combined models include the most important indicators from economic and sociological models in the decision making process (Hossler, 1985; Joseph and Joseph, 1998; Joseph and Joseph, 2000). Hence these kinds of models allow a considerable amount of analytical power, as they combine sociological perspectives with rational decision making.

Literature Review

It appears that the students' choice criteria in selecting a BD in various disciplines or an Institution have been widely researched in several countries. The basic idea is that students and their parents (consumers) will choose a BD and a PHEI that matches their selection criteria academically, financially and socially (Fernandez, 2010). Many studies on 'student decision making' rely on economics and sociological theoretical frameworks to examine factors of students' choice (Jackson, 1978; Tierney, 1983; Hearn, 1984; Somers *et al.*; 2006). These studies analyse students' behaviour as consumers in the private higher education marketplace when pursuing ULE. However, the influential factors found in previous other studies may be varied among countries and the types of BDs in various disciplines.

Further, a range of researchers strongly discuss the dramatic effect of parents on student's choice of college (Moogan and Baron, 2003; Domino *et al.*, 2006; Yamamoto, 2006, Al Yousef, 2009). Studies in Asian countries predominantly found that reference groups such as friends, peers, siblings, relatives, teachers and other individuals influence a student's choice of university (Ceja, 2004; Ceja, 2006; Yamamoto, 2006; Pimpa and Suwannapirom, 2008). Few other researchers highlighted that personal factors show the greatest positive influences on students' choice of university (Nora, 2004; Yamamoto, 2006). Keling (2006) concludes that the reputation of the institution, future graduates' job prospects, nature of the institutions, cost effectiveness, affiliation of the institutions, entry flexibility and institutions' campus environment are six factors that influence the choice of higher education institutes in Malaysia. Another study which was conducted by Tang *et al* (2004) adds the need for a large faculty and a wide range of facilities to the above mentioned factors. Meanwhile, Falindah *et al* (2010) found that qualification of the teaching staff, English usage, English language specialized field and an excellent staff are the factors which considered important among international students. In addition, Rahayu *et al* (2000) suggest that the availability of the desired programme is mostly significant for a sample of prospective students and undergraduates. This factor is also shared by Yusof *et al*, (2008) along with other factors including the quality of the faculty/lecturers and financial assistance offered by the Higher education Institutions. Further, Eidimtas and Juceviciene (2014) expound four factors which are further classified into twelve sub factors: educational factors (family involvement, style of education, recommendations of teachers and career counselors), information factors (open days, exhibitions, mass media), economic factors (cost of the degree, cost of accommodation, career prospects) and other factors (geographical location of higher education institution, ranking of the foreign university, personal skills). Although it was found that there are numerous important factors considered by students when selecting a BD, these factors have different levels of importance for each country and the type of the BD.

As explained above, numerous studies have been conducted to explore the influential factors in selecting a BD in quantitative, qualitative and mixed method approach. But none of the researchers have discussed about the selection of a BD in IDP offer in those respected countries. Further, students' choice in selecting a BD has not been researched in Sri Lanka since it is a newly emerging field. Hence, identification of factors influencing Sri Lankan students' choice in selecting a BD is recognized as a significant study due to the optionality and flexibility offer under IDPs. Yet various factors have been identified as influential by previous research studies, all of which may not be relevant for Sri Lankan students. Hence it is adequate to explore the influential factors of student's choice in selecting a BD using the perspectives of other connected parties such as lecturers and graduates. Moreover, due to the sub-optimal choices of the students, lecturers may have to face numerous challenges in guiding students to complete the selected BD at the ULE. Further, the perspectives of the graduates are significant because they must have previous experience in choosing the BD at the initial stage of the decision making process and have knowledge on the problems encountered later due their personal characteristics and environmental factors. Therefore, the positive and negative feedback of lecturers and graduates is ideal to determine the influential factors on students' choice. Hence, this study aims to explore the influential factors of selecting a BD based on the perspectives of lecturers and graduates and to identify the most influential factors according to the view point of people in two different statuses.

Research Questions

The research addresses two key questions:

1. What are the factors that influence Sri Lankan students' choice in selecting a BD in IDPs?
2. Which factors have the greatest influence on Sri Lankan students' choice in selecting a BD in IDPs?

Research Methodology

Population and Sample

The target population of lecturers is "all the lecturers engaged in IDPs in all PHEIs in Sri Lanka". This consists of full time and part time lecturers engage in all types of BDs offer under IDPs in all PHEIs in Sri Lanka. Further some of them may lecture for more than one PHEI or in several BD programmes. Therefore, the accessible population of lecturers is limited to "all the lecturers engaged in STEM (Science, Technology, Engineering and Mathematics) and Management related BDs in IDPs in all PHEIs in Sri Lanka". Moreover, the target population of graduates is "all graduates of IDPs in all PHEIs in Sri Lanka" and the accessible population of graduates is limited to "all the graduates of STEM and Management related BDs in IDPs in all PHEIs". Hence, the study was conducted by using a purposive sample of 30 lecturers who are engaged in STEM and Management related BDs in IDPs and a purposive sample of 30 graduates who have completed STEM and Management related BDs in randomly selected 7 PHEIs in Sri Lanka.

Research Design

This study is designed to explore the influential factors based on the perspectives of lecturers and graduates in which data collection and analysis proceeded sequentially and concurrently. Secondary data were collected using documents such as prospectus of various IDPs and websites of PHEIs in order to identify the characteristics of the IDPs offered in Sri Lanka. Further, several factors identified as influential by various types of BDs in other countries were determined through the review of related literature and used to prepare the structure to conduct the focus group discussion. Data were gathered by conducting focus group discussions with 30 lecturers and 30 graduates of randomly selected 7 PHEIs and data were analysed thematically. Thematic analysis is a poorly demarcated, rarely acknowledged, yet widely used qualitative analytic (Roulston, 2001). Thematic analysis is a method for identifying, analysing, and reporting patterns (themes) within data and this method has been widely used across the social, behavioural and more applied (clinical, health and education) sciences (Braun and Clarke, 2006). According to Braun and Clarke (2006), these patterns are identified through a rigorous process of data familiarization, data coding, theme development and revision.

Data Analyses and Results

The focus group discussion of lecturers and graduates were recorded using audiotapes with the permission from the participants to ensure the accuracy of the information provided. Data were transcribed into written form and thematic analysis was conducted according to the guidance provided by Creswell (2013) and Braun and Clarke (2006). After 3 focus group discussions with lecturers, the data were transcribed and read several times to search for meanings and patterns to begin the process of coding which continues to be developed and defined throughout the entire analysis. The initial codes have been developed as a part of the analysis and preceded to 4th focus group discussion. However, the coded data differs from the units of analysis which is called as themes (Braun and Clarke, 2006). Data were transcribed again and searched for patterns by comparing the initially defined codes. Moreover, data were collated into the relevant initial coding and this process of coding, decoding and recoding continued several times throughout the focus group discussion with 30 lecturers and identified a

long list of different codes. Finally, thematic analysis was completed by collating codes into potential themes and by gathering all data relevant to each potential theme. The themes which have been emerged after thematic analysis were considered as the influential factors in selecting a BD from the IDP based on the perspectives of the lecturers. The same processes were conducted sequentially and concurrently during the focus group discussion with graduates. After 7 focus group discussions with 30 lecturers and 30 graduates, 62 themes were emerged. All the lecturers have not mentioned all these themes at the discussion by themselves but most of them have highlighted many based on their previous experiences with undergraduates. Further, all graduates have not highlighted all 62 themes but some of them have highlighted many of the emerged themes. Hence, the percentages of occurrence of themes were calculated to see how the lecturers and graduates have ranked their preferences on the emerged themes and presented below in table 1.

Table 1 Rank percentages of Lecturers and Graduates on the emerged 62 themes by the thematic analysis .

Variables	Influential factors in selecting a Bachelor's degree encountered by thematic analysis	Rank % of Lecturers	Rank % of Graduates
Marketing strategy	1. Selection of an institution is based on its websites	50	43
	2. Selection of an institution is based on its paper advertisement	54	68
	3. Impression of campus visit before the enrollment	61	54
	4. Impression of campus during the open day	46	54
	5. Meet university delegates in an educational fair	54	71
	6. Familiarize with the university from a school competition which was organized by them	29	18
	7. Heard about the educational conference organize by the university	18	18
Messenger	1. Choosing an institution is based on parents suggestion	82	68
	2. Choosing an institution is based on peer influence	86	75
	3. Advice from peers who have been following the similar programme	61	82
	4. Advice from peers who have been studying in a similar university	57	75
	5. Recommendations given by the career counselors of the university	61	50
	6. Encouragement of high school teachers to attend this university	43	57
	7. Social networking sites (face books, twitter, you tube)	57	93
Location	1. Location of the university is convenient and accessible	21	54
	2. Excellent layout of the university	54	32
	3. Friendly atmosphere of the campus	54	36
	4. Availability of integrated transportation facilities	79	68
	5. Preferred institutions nearer to my home	32	46
Cost	1. Cost of the programme compared to other alternative programmes	89	79
	2. Other costs involve with the selection	39	54
	3. Affordable rates for university offers	43	43
	4. Flexible payment of fees to their students	75	82
	5. Scholarships offered by the university	36	86

	6. Fee structure of the institution is not an issue before enrollment	11	18
	7. Financial assistance (student loan) offered by the university	39	57
Infrastructure facility	1. Accommodation provide for affordable rates	21	18
	2. Library facilities with all recommended reading	86	79
	3. Prefer institution with maximum operating hours of library	61	75
	4. Availability of sporting facilities	75	61
	5. Availability of medical facilities at emergency situations	61	57
	6. Availability of wider range of student administered societies	43	57
	7. Availability of fully equipped laboratory instruments with trained instructors	29	39
	8. Prefer an institution with good study environment	50	71
	9. Availability of modern IT lab with trained staff	36	43
	10. Availability of free internet or WIFI access	46	50
	11. Availability of extra-curricular activities	25	50
University characteristics	1. Academic reputation and the image of the institute	79	82
	2. Affiliation or collaboration with a reputed foreign university	96	71
	3. Higher educational opportunities offered for graduates of this university	39	68
	4. Maintain discipline in students	29	54
	5. Good social environment at the university/institution	43	57
	6. Future graduate job prospects	96	57
	7. Selection is based on good passing rates of senior batches	82	96
	8. Offer range of Bachelor's degrees	57	71
	9. Alumni of the institution/university	29	82
	10. Employment assistance provided by the institution/university	32	68
	11. Academic research background of the university	36	29
	12. Personal follow-up from lecturers and advisors	61	68
	13. Number of permanent lecturers	29	64
	14. Flexible entry requirement of the university	82	68
	15. Opportunity for internships	50	96
	16. Priority given for older institutions when making decisions	25	43
	17. Selection is Prioritise for newly established institutions	50	57
Programme evaluation	1. Availability of required degree programmes	100	75
	2. Flexibility of switching majors between the optional units	68	79
	3. Arrangement of specialized study programmes when required	64	71
	4. Methodology of teaching	79	82
	5. International recognition of the university programmes	61	79

6.	Industry demand for the programme	57	100
7.	Design the required computer practical for the programme	43	39
8.	Design the required laboratory practical for the programme	32	32

Discussion

The focus group discussions of lecturers and graduates have highlighted 62 items as influential factors in selecting a BD in IDPs according to their perspectives and it is shown in Table 1.1. However, according to the lecturers' perspective, the students would have made decisions based on a combination of these factors. The Graduates confirmed that most of the factors they have considered at an initial stage were latter recognized as not being the most significant ones and most of the factors they disregarded affected them substantially when continuing the selected BD. Those 62 items which are recognized as "themes" can be further categorized into 7 variables such as "marketing strategy", "messenger", "location", "cost" "infrastructure facilities", "university characteristics" and "programme evaluation". The percentages of themes based on 7 variables have been calculated and discussed below depending on the rank of importance shown by the lecturers and graduates.

Marketing strategy - 7 themes have been categorized under "marketing strategy" and more than 50% of the lecturers as well as graduates have ranked 4 themes of it. Around 55% of the lecturers have ranked "website information", "paper advertisement" and "meet university delegates at an educational fair" as influential. But "impression of the campus visit at the time of inquiry" has been ranked by 61% of the lecturers and 54% of the graduates. During the focus group discussion, 54% of the graduates have ranked "impression of campus during the open day" is influential even though the lecturers have ranked it as 46%. It has been discussed that the open days organized by the PHEIs creates an opportunity to meet the foreign university delegates. The graduates highlighted that the students may gather information about scholarship offers, higher education opportunities and industry demand of their programmes at the open days. Apart from that, 61% of lecturers have ranked "selection of an institution is based on paper advertisement" and 71% of graduates ranked "meet university delegates at an educational fair" as influential.

Messenger (Source of information) - All 7 themes categorized under "Messenger" was ranked by more than 50% of the graduates. Further, "advice from peers within the same programme", "advice from peers in the same university" and "recommendations from university career counselors" has been ranked between 55% to 70% by the lecturers. Moreover, "information through social networking sites" has been ranked as influential by 93% of the graduates but for lecturers it was only 57%. However more than 80% of the lecturers highlighted that parental involvement as the most influential source of information while graduates ranked it as 68%. Both graduates (75%) and lecturers (86%) have highlighted that the peer influence is highly effective on students' choice because peers may share their positive and negative feedback that they have experienced due to their selection criteria of the BD. Hence, it will be helpful for the prospective students to take their decision effectively and efficiently.

Location - Out of the 5 themes listed under this category, 2 and 3 of the themes were ranked by more than 50% of the lecturers and graduates respectively. Exactly 79% of the lecturers and 68% of the graduates have ranked "availability of transportation facilities" as mostly influential. Further they highlighted that most of the PHEI in Colombo have established their branches in other districts (Kandy, Galle, Rathnapura) to cater to the requirement of students who have difficulties in coming to Colombo. Further 54% of lecturers concluded that "excellent layout of the university" and "friendly atmosphere of the university" has some influence on student choice and "location of the university is convenient and accessible" is influential for 54% of the graduates.

Cost - out of the 7 themes categorized under "cost", 2 of the themes have been ranked by more than 75% of the lecturers while 5 of the themes have been ranked by more than 50% of the graduates as influential. More than

80% of the graduates have ranked “scholarships offered by the university” and “flexible payment of fees” as influential while 57% has ranked “arrangement of student loans” as influential. Further, during the focus group discussion with lecturers, it was highlighted that some of the PHEIs offer student loans with various banks for less interest rate. Moreover, 75% of the lecturers confirmed that the “flexible payment of fees by the PHEIs” has an impact on students’ choice. Further, 89% of the lecturers have been ranked that “cost of the other alternative programmes” influenced mostly since various types of BD programmes are designed to obtain different academic qualifications under IDPs. However, “other cost involved” has been ranked by 54% of the graduates as influential but according to lecturers (39%) it might not have a significant influence on the students’ choice.

Infrastructure facilities - Out of the 11 themes listed, 5 and 8 of the themes have been ranked by more than 50% of the lecturers and graduates respectively. More than 61% of the lecturers rated “maximum opening hours of the library”, “availability of medical facility at an emergency”, “availability of sporting facility” and “good study environment” as influential. However, 86% of the lecturers and 79% of graduates implied that “availability of library facilities with recommended reading” is the most influential factor. Further, both parties have confirmed that recommended reading is important for most of the subjects offered in their BD programmes and it is compulsory for students to refer the recommended reading list. Further 57% and 61% of the graduates ranked that “availability of wider range of student administered societies” and “availability of sporting facilities” as influential respectively. According to the graduates, the overall wellbeing of student is important to develop personality and these factors are considered as the most influential on students’ choice.

University characteristics - out of the 17 themes listed, 15 and 9 of the themes have been ranked by more than 50% of the graduates and lecturers respectively. In detail, more than 80% of the lecturers have ranked that “flexible entry requirement”, “good passing rates of the PHEIs”, “reputation of the foreign university” while 57% have ranked “availability of various degree programmes” as most influential ones. Lecturer’s perspective is that students give priority in selecting the PHEI first and then select the BD based on their interest and future goals. Nevertheless, some of the lecturers viewed that students search for PHEI with good reputation to enroll, based on their preferred field of study. Further, More than 80% of the graduates have ranked “academic reputation of the institute”, “alumni of the institute” and “opportunity for internships” attracts more students for the BD. However, 60% to 70% of the graduates ranked that “number of permanent lecturers”, “higher educational opportunities”, “employment assistance provided by the university” to be the most influential.

Programme Evaluation - Out of the 8 themes listed, 6 similar themes have been ranked by more than 50% of the lecturers and graduates. Moreover, 100% of the graduates ranked that the “industry demand for the programme” is influential but for lecturer it was 57%. Further, 68% of the lecturers believed that “flexibility of switching between majors” influential while 79% of graduates also confirmed this stance. Moreover, “methodology of teaching” was ranked by 79% of the lecturers as influential and 82% of graduates also confirmed. The “international recognition of the university” have been ranked by 79% of the graduates and 61% of lecturers as influential.

Finally, the data analysis confirmed that more than 50% of the lecturers have ranked 35 themes as most influential factors in selecting a BD based on 62 themes emerged during the focus group discussions. Hence 25.71% (9) of themes in “university characteristics”, 17.14% (6) of themes in “programme evaluation” and “messenger”, 14.29% (5) of themes in “infrastructure facilities” and 11.43% (4) of themes in “marketing strategy” have been contributed for those 35 themes to be rated as most influential based on the lecturers’ perspectives. Further, “cost” is ranked as least influential factor by the lecturers. According to the perspectives of the graduates, 47 themes have been identified as most influential by more than 50% of the graduates. Moreover, 15 themes (31.01%) of “university characteristics”, 8 themes (17.02%) of “infrastructure facilities”, 7 themes (14.89%) of “messenger” and 6 themes (12.77%) of “programme evaluation” have been contributed mostly for the 47 themes to be rated as most influential. However, “Location” is the least influential factor according to graduates in which 2 of the themes out of 7 themes have been ranked by more than 50% of the

graduates in the sample. However, “location” is a highly influential factor according to the studies conducted by Pimpa, 2005; Turley, 2009; Briggs, 2006. Alternatively, “cost” is the least influential factors for lecturers in which 2 of the themes out of 7 themes grouped under “cost” have been rated by more than 50% of the lecturers in the selected sample.

Conclusion

In conclusion, ‘university characteristics’ is the most influential factor for both graduates and lecturers. Further, it has been identified that programme evaluation, infrastructure facilities and messenger are influential for graduates and lecturers but with different orders of importance. Lecturer’s perspective is that marketing strategy plays an important role in students’ choice in selecting a BD from IDPs but graduates have not confirmed it as influential. The present study revealed that ‘location’ is the least influential factor for graduates which show some significant difference in the results of empirical studies conducted in other countries. The ‘cost’ is the least influential factor based on the perspectives of graduates in order to pursue a BD while staying in Sri Lanka.

Recommendations

At present, marketing strategies of PHEIs is moving towards customer (student and parent) orientation due to globalization. Hence it is vital important that PHEIs to review and modify their marketing aspects based on the findings of this study in order to compete the competitiveness in the private higher education market in Sri Lanka. In conclusion, this study is an early effort to explore the influential factors in selecting a BD in IDPs from the viewpoint of lecturers and graduates. Hence it is recommended to continue further studies using undergraduates as respondents, to compare and identify any gaps of the findings of this study.

References

- Al Yousef, H., 2009, They Know Nothing about University-Neither of Them Went: The Effect of Parents’ Level of Education on Their Involvement in Their Daughters’ Higher Education Choices. *Compare: A Journal of Comparative and International Education*, 39(6), 783-798.
- Braun V., and Clarke V., 2006, Using thematic analysis in psychology. *Qualitative Research in Psychology*. 3(2), 77-101. Retrieved from 10.1191/1478088706qp0630a.
- Briggs, S., 2006, An exploratory study of the factors influencing undergraduate student choice: the case of higher education in Scotland. *Studies in Higher Education*, 31(6), 705-722.
- Ceja, M., 2004, Chicana College Aspirations and the Role of Parents: Developing Educational Resiliency. *Journal of Hispanic Higher Education*, 3(4), 338-362.
- Ceja, M., 2006, Understanding the role of parents and siblings as information sources in the college choice process of Chicana students. *Journal of College Student Development*, 47(1), 87-104.
- Creswell, J., W., 2013, Research design: Qualitative, quantitative, and mixed methods approaches (Sage publications).
- Domino, S., Libraire, T., Lutwiller, D., Superczynski, S., and Tian, R., 2006, Higher education marketing concerns: factors influence students’ choice of colleges. *The Business Review, Cambridge*, 6(2), 101-111.
- Eidimtas A., and Juceviciene P., 2014, Factors Influencing School-Leavers Decision to Enrol in Higher Education. *Procedia - Social and Behavioral Sciences*, 116, 3983 – 3988.
- Fernandez, J. L., 2010, An exploratory study of factors influencing the decision of students to study at University Sains Malaysia, *Kajian Malaysia*, 28(2), 107-136.
- Hearn, J., 1984, The Relative Roles of Academic, Ascribed, and Socioeconomic Characteristics in College Destinations. *Sociology of Education*, 57(1), 22-30. Retrieved from <http://dx.doi.org/10.2307/2112465>.
- Hossler, D., 1985, “A research overview of student college choice”, Association for the Study of Higher Education, Chicago, IL. Retrieved from <https://eric.ed.gov/?id=ED259634>
- Hossler, D. (1985) A Research overview of student college choice. Paper presented at the annual meeting of the Association for the Study of Higher Education. Chicago, IL.

- Jackson , G. A., 1982, Public efficiency and private choice in higher education, *Educational Evaluation and Policy Analysis*, 4(2), 237-247.
- Jackson, G. A., 1978. Financial aid and student enrollment. *Journal of Higher Education*, 49(6), 548-574.
- Joseph, M., and Joseph B., 1998, "Identifying need of potential students in tertiary education for strategy Development," *Quality Assurance in Education*, .6(2), 90-96.
- Joseph, M., and Joseph, B., 2000, Indonesian students' perceptions of choice criteria in the selection of a tertiary institution: Strategic implications, *International Journal of Educational Management*, 14(1), 40- 44. Retrieved from <http://dx.doi.org/10.1108/09513540010310396>.
- Keling, S. B. A., 2006, Institutional factors attracting students to Malaysian institutions of higher learning, *International Review of Business Research Papers*, 2(1), 46-64.
- Knight J., 2007, Internationalization: Concepts, Complexities and Challenges. In: Forest J.J.F., Altbach P.G. (eds) *International Handbook of Higher Education*. Springer International Handbooks of Education, vol 18. Springer, Dordrecht.
- Knight, J., 2012, Student mobility and internationalisation: Trends and tribulations. *Research in Comparative and International Education*, 7, 20–33.
- Kusumawati, A., Yanamandram, V. K., and Perera, N., 2010, *Exploring student choice criteria for selecting an Indonesian public university: A preliminary finding*. ANZMAC 2010. (Doctoral Colloquium), 1-27, Christchurch, New Zealand: ANZMAC.
- Moogan, Y.J., and Baron S., 2003, An analysis of student characteristics within the student decision-making process, *Journal of Further and Higher Education*, 27(3): 271–287.
- Nora, A., 2004, The Role of habitus and cultural capital in choosing a college, transitioning from high school to higher education, and persisting in college among minority and monminority students. *Journal of Hispanic Higher Education*, 3(2), 180-208.
- Ozga, J., and Sukhnandan, L., 1998, Undergraduate non-completion: developing an explanatory model. *Higher Education Quarterly*, 52(3), 316-333.
- Pimpa, N., and Suwannapirom, S., 2008, Thai students' choices of vocational education: marketing factors and reference groups. *Educational Research for Policy and Practice*, 7(2), 99-107.
- Pimpa, N., 2005, A family affair: The effect of family on Thai students' choices of international education. *Higher Education*, 49(4), 431-448.
- Poo, B. T., Ismail, R., Sulaiman, N., and Othman, N., 2012. Globalization and the factors influencing households' demand for Higher Education in Malaysia. *International Journal of Education and Information Technologies*, 3(6), 269–278.
- Roulston, K., 2001, Data analysis and 'theorizing as ideology'. *Qualitative Research*, 1(3), 279-302.
- Sia, J. K. M., 2011, Post-Secondary Students' Behaviour in the College Choice Decision. *Journal of Marketing Research and Case Studies Curtin University*, 1-15.
- Siti Falindah,P., Abdul Razak, K., and Rohaizat, B., 2010, International Student's choice behavior for higher education at Malaysian private universities, *International Journal of Marketing Studies*, 2(2), 202-211.
- Siti Rahayu, H., Tan, H.S. and Samsinar, Md. S., 2000, Marketing analysis of higher education service sector in Malaysia : Consumer perspective, *Pertanika Journal of Social Sciences and Humanities*, 8(1), 1- 6.
- Somers, P., Haines, K., Keene, B., Bauer, J., Pfeiffer, M., McCluskey, J. and Sparks, B., 2006, Towards a theory of choice for community college students. *Community College Journal Research and Practice*, 30(1), 53-67.
- Sunday times, 2011, June 12, University entrance for London A/L students in Sri Lanka. Retrieved from <http://www.sundaytimes.lk/110612/Education/ed26.html>.
- Tang, T.L., Tang, D.S., and Tang, C.S., 2004. College tuition and perceptions of Private University Quality. *International Journal of Educational Management*, 18(5), 304-316.
- Tierney, M. L., 1983, Student college choice sets: Toward an empirical characterization. *Research in Higher Education*, 18(3), 271-284.
- Turley, R. N. L., 2009, College proximity: Mapping access to opportunity. *Sociology of Education*, 82(2), 126-146.
- University Grants Commission (UGC) website, retrieved from <http://www.ugc.ac.lk/en/publications.html>.

Yamamoto, G.T., 2006, University evaluationselection: A Turkish case. *International Journal of Educational Management*, 20(7), 559-569.

Yorke, M., 1999, Leaving early: Undergraduate non-completion in higher education (London: Falmer Press).

Yusof, M., Ahmad, S. N. B., Tajudin, M., and Ravindran, R., 2008, A study of Factors Influencing the Selection of a Higher Education Institution. UNITAR e-journal. 4(2), 27-40.

DESIGNING CLASSROOM ACTIVITY: TO UNDERSTAND THE KEY PSYCHOLOGICAL PERSPECTIVES IN AN INTRODUCTORY COURSE

Rubayat Kabir

East West University, Bangladesh

Abstract: Introductory classes are essential for understanding any course. In a traditional class format, the instructor delivers lecture to students who passively grasps the information presented to them. However, recent researches emphasize on the importance of active student engagement in classroom for better retention. The paper presents a demonstration of class activity designed to engage students in introductory psychology course for undergraduate students. It tries to foster critical thinking and application of various viewpoints through class participation. The study took place in two sections of Introduction to Psychology course with 84 participants in Dhaka, Bangladesh. In one section, a class of one hour and thirty minutes was allocated for the activity, i.e. five groups were created to represent five Psychological perspectives, case reading and presentation was done in groups as well as question and answer round took place among each group. In another section, the case was presented to students for reading and analyzing it during their free time after class. The responses were marked from their examination scripts. The result indicates a significant difference in responses from those who took part in the class activity than those who did not. The students had better recall of elements from the case and could relate more to real life situations.

Keywords: Psychological perspectives, Classroom Activity, Introduction to Psychology course

Introduction

The course introductory psychology is typically offered to students either at their high school level or at an undergraduate program. It is rather demanding and commonly taught course in colleges (Gurung *et al*, 2016). Likewise, in the context of Bangladesh, the course is generally provided at the undergraduate level and further on. The subject gets offered both as a core course or an optional one. Meaning, if you are doing your major in Psychology, it automatically gets included or it may also have an association with other discipline such as English, Bachelor of Business Administration, Journalism, Law or any other discipline parse.

Earlier, it has been noticed that teachers widely using traditional lecture method to teach undergraduate students (Lom, 2012). Perhaps because the teachers experienced the same format of learning while they were students (Wurdinger and Carlson, 2010). When instructors teach their students, they usually tell them what they know instead of how they know it (Churchill, 2003). In support of this approach, the traditional form of lecture seems to be more convenient, even though, its exclusive use has been negatively viewed (Lom, 2012). In addition, several studies do show that only traditional lectures are not as effective as compared to active learning strategies (Tanner, 2009). However, there have been discrepancies in different disciplines. Activity-based classes have long been popularized within the humanities discipline (Berens, 2014).

Activity based learning implicates students being an active participant rather than just passive listener (Khan *et al*, 2012). This is a kind of instructional method engages participants in class room through the use of in-class written exercises, games, problem sets, audience-response systems, debates, class discussions and many more

(Miller and Metz 2014). This format allows learners to develop their own cognitive abilities (Churchill, 2003). The learning experiences can be categorized in several ways. Dewey popularized the concept of Experiential Education which focuses on problem solving and critical thinking rather than memorization and rote learning (Kolb, 1984).

“Experiential learning is a philosophy and methodology in which educators purposefully engage with students in direct experience and focused reflection in order to increase knowledge, develop skills, and clarify values” (Association for Experiential Education). The reason behind the term ‘experiential’ was primarily because the theory combines philosophical pragmatism, social psychology and cognitive-developmental perspective on learning. However, the purpose of activity based classes is not to replace lectures but to act as a support (Gilgeous and D’Cruz, 1996). Some of the ideas to foster good education among the undergraduates are: encourage student-faculty contact, boost cooperation among students, emphasize on active learning, provide prompt feedback, time on tasks, communicate high expectations and respect diverse talents and ways of learning (Chickering and Gamson, 1999).

Literature Review

A growing body of literature looks into application of Activity- based learning. The review is segmented into few categories based on the intention and the findings of the studies. The first part looks to a comparison between different approaches to learning.

In a study done by Khan et al (2012) on Physics class of 9th standard secondary school student’s one group was taught with the help of activities whereas another group was taught through traditional method of teaching for the period of six weeks. The t-test analysis of the achievement tests showed that the activity- based teaching was more effective for the development of higher order skills.

In addition, Borchardt and Bozer (2017) conducted a study on a micro-flipped classroom which combined the traditional lecture-based course and the flipped classroom for a blended mixture of the two pedagogical approaches. The study allowed the instructor time to lecture in class, while promoting more interactive discussions between the students. Exam specific analyses revealed that exams resulted in significant higher grades in the micro-flipped class group and the benefits of the micro-flipped classroom could be realized within the course of one semester.

A study conducted by Walker et al (2008) on a lecture section of introductory biology of 500 students. A traditional lecture format was followed in the “traditional” section and lecture time in the “active” section was drastically reduced in favor of a variety of in-class student-centered activities. Students in both sections took unannounced quizzes and multiple-choice exams. Results demonstrate that students perform as well, if not better, in an active versus traditional environment.

Melton, Bland and Foss (2009) compared 251 student of health course in respect to achievement and satisfaction with blended learning course compared to a traditional face-to face class format. Satisfaction scores indicated difference in the two classes. Achievement by students of blended and traditional sections brought mixed findings, yet blended students’ overall grades were considerably higher.

Moreover, Matthews (1997) included case studies and student presentations to the class along with lectures and demonstrations in biochemistry course in first year PharmD curriculum. The course structure used computer-assisted lecture presentations and lecture handouts. This approach increased the motivation of the students to learn the material by helping them to see the application of biochemistry to the practice of pharmacy.

Lumpkin and Achen (2015) investigated undergraduate sport finance and economics class, it was found that 72% of juniors and seniors reported out-of-class lectures positively impacted their learning. End of course response was significantly positive about class engagement, interaction, and enjoyment.

This segment of the literature specifies the reason as to why activity based learning is shadowed.

In one of the works performed by Miller and Metz (2014) in physiology class, the faculty member's reported a full-fledged focus on lectures rather than using simulation based activities. Even though students indicated that they learned best via the activities. The major stated barriers to use active learning were a lack of necessary class time, a high comfort level with traditional lectures, and insufficient time to develop materials. Despite these barriers, a majority of faculty members were interested in learning more about the alternative teaching strategy. Both faculty members and students indicated that active learning should occupy portions (29% vs. 40%) of face-to-face class time.

In Achen and Lumpkin's (2015) study in which students were given pre- and post-course surveys to assess perceptions on lecture time, impact of learning strategies, and enjoyment of learning strategies. Results indicated students spending the majority of class time actively engaged in their learning instead of passively listening to lectures. Even though students overwhelmingly enjoyed engaging learning activities and found them helpful, they still believed teachers should lecture more than 60% of the time, although the teacher in this course only lectured 30% of the time.

This segment of the literature indicates the techniques used to foster activity based learning.

In an article, Lom (2012) highlights several collaborative teaching techniques such as reader's theatre, think-pair-share, roundtable, jigsaw, in-class quizzes, and minute papers that can be readily deployed within traditional lecture frameworks to promote active learning. Each technique is broadly applicable well beyond neuroscience courses and easily modifiable to serve an instructor's specific pedagogical goals. The benefits of each technique are described along with specific examples of how each technique might be used within a traditional lecture to create more active learning experiences.

Miller, McNear and Metz (2013) engaged in interactive lectures followed by "breaks" that consisted of 1-minute papers, problem sets, brainstorming sessions, or open discussion. The use of engaging lectures led to a statistically significant higher average on unit exams compared with traditional didactic lectures. Furthermore, students demonstrated an improved long-term retention of information via higher scores on the comprehensive final exam. Many qualitative improvements were also indicated via student surveys and evaluations, including an increased perceived effectiveness of lectures, decrease in distractions during lecture, and increased confidence with the material.

Methodology

The study was designed to take place in two sections of Introduction to Psychology course with a total of 84 participants. The students of the course belonged to different departments of the University, thus the course being an elective one for them. In general these students have diminutive knowledge in the field of Psychology, which makes it difficult to further understand the basic perspectives of the field in a more holistic approach. The purpose was to observe the difference; if exists, between the traditional method of teaching as compared to activity based method of teaching among students in the respective classrooms specifically in understanding the Psychological perspectives of the field.

Activity Based Learning: The Process

Thus, in one of the section, a class of one hour and thirty minutes was devoted for activity based method of learning. This led to a creation of five groups to represent five Psychological perspectives. In this case, the perspectives were Biological, Psychodynamic, Behavioural, Cognitive and Humanistic. However, previous to the activity class, a case study was distributed to every student for reading it after the class time and an announcement was made about the activity to take place in the next class based on the case that was distributed. The students who were present during the announcement were asked to inform their classmates who were absent in class.

On the day of the activity, the facilitator gain briefed the participants about the case study ‘Growing Up in a Strange World’ which is about the life of an autistic child, in case they failed to read and come to class (Plotnik and Kouyoumdjian, 2014). The students were then asked to create 5 groups consisting of 7-8 members in each group. Subsequently, each group had to decide on a group representative. Individual group representative were then asked to pick up chits from the five given options on a random basis. The topics were announced to the class by each group representative (Biological, Psychodynamic, Behavioural, Cognitive and Humanistic). Successively, each group then received an explanation/viewpoint of the case study based on the perspective they picked up. For example, the group that represented the biological perspective received the case analysis from the biological point of view.

The participants were then instructed regarding the whole activity process. At the commencement of the activity, they were asked to read the analysis of each case perspective. After every participant finished reading, they were asked to discuss the analysis with their group mates and note down important points from it. In between the discussion, the participants choose 2-4 members in their group who would brief other groups about the main theme from their perspective. Later, each group were given 5 minutes to discuss among themselves regarding the other groups perspective as compared to theirs and note down questions which would be asked after every group has finished presenting their case analysis. Repeatedly each group had to follow the same process.

Once completed, each group was given a chance to questions any other two groups regarding their presented perspective. Subsequent to the question round, each group received a chance to answer the questions raised for their group. The instructor controlled the timing as to when to stop and move to the next group. The session was then concluded by debriefing about the activity.

Traditional Based Learning: The Process

To the other section, the case including case discussions from the five perspectives was distributed to the students for reading and analyzing it during their free time after class. In the subsequent class, the topics/perspectives were further explained by providing example from each case.

Results & Discussion

The responses were marked from their examination scripts. In both the sections, the number of students enrolled for the course was 42 for each. However, during the class wherein the case was discussed, 40 students were present from section one and in the second section 38 students were present. But, exam was given by 41 students in the first section and 40 students in the second section. In the exam similar question regarding the perspectives was asked to both the classes.

Table 1 Students present in class activity and answered question in exam

	Lecture Based Learning Session	Activity Based Learning Session
Present In Class	90.48% (38)	95.24 (40)
Answered In Exam	95.00% (40)	97.56 (41)

Table 1 shows the percentage of students present during the class activity and the students who could answer the related question in exam. Not all the participants who answered in exam were same as who attended the class. Among them there were few participants who did not attend the class activity, yet they could answer the question in exam.

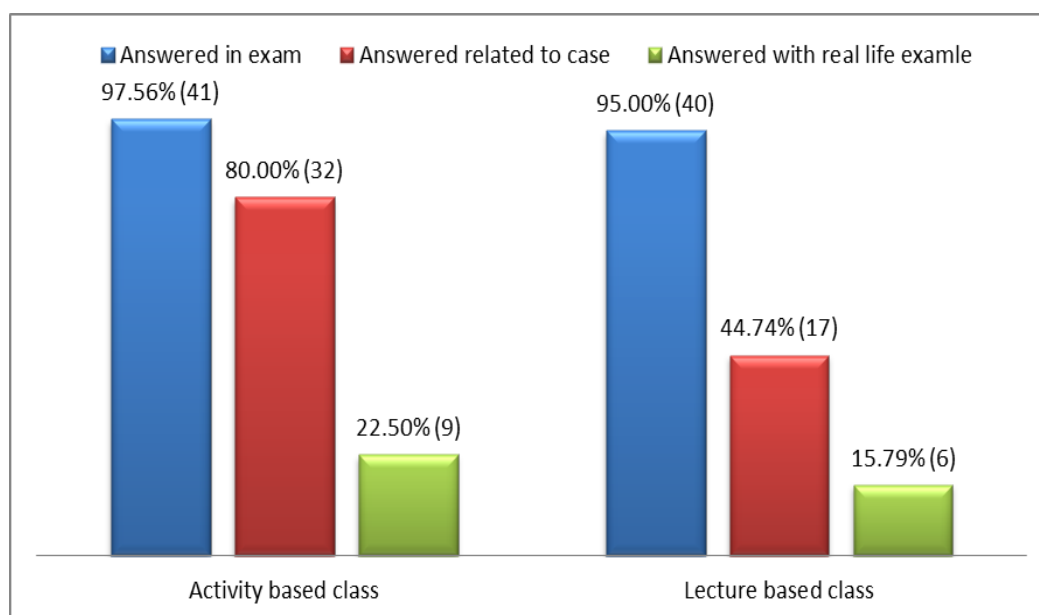


Figure 1: Comparison of Students Performance in Activity Based Learning Session and Lecture Based Session

Figure 1 shows comparison related to different components between the activity based learning class and traditional lecture based learning class. The three factors shown in this diagram includes students who attempted to answer the question during exam, who could include case analysis in their answer and the last factor includes answer that could relate to real life example. Noticeably, the results show significant difference in the factor relating to the answer with reference to the case discussed in class. In the activity based class, it can be seen that about 76 percent of the students could relate to the case discussed in class. Whereas, only 40 percent of the students could relate to the case in the traditional lecture based class. The noteworthy difference in this factor could possibly be because of what we experience can be retained better in our memory than what we just listen.

In addition, students of activity based class expressed their likeliness and satisfaction towards the activities designed for them during the whole semester. They recommended designing more of such activities because it made learning more engaging and enjoyable. Several studies have found that there is a higher rate of satisfaction in the blended learning course compared to traditional learning formats (Rovai and Jordan, 2004; Pereira *et al.*, 2007).

Conclusion

Psychology is a subject that could be related to everyday real life experiences in and around us. Therefore, to teach the course at an undergraduate level, a teacher could try out different forms of learning. The success rate of indulging into activity based learning requires acceptability from both the teacher as well as from students.

To bring about changes in the overall attitude, the university authorities along with the faculty members should work together on changing the overused traditional teaching system.

The activity based classes involves students more into critical thinking by using their cognition and experience. It makes them think outside the box. Also, students learn from peer experience, their doubts and queries; in case if there is any, can be answered by other members of the group. If students know and understand this way of learning, than learning is stronger and enjoyable. Their thoughts are not constricted to class room only.

Even though experiential form of learning is not new, yet its use is limited. Hence, if forthcoming research studies can document subject wise effectiveness of Activity based learning and teachers can be trained to apply it proficiently, the methodologies can bring about success in the near future.

Reference

- Achen, R. M., Lumpkin, A. 2015. Evaluating Classroom Time through Systematic Analysis and Student Feedback. *International Journal for the Scholarship of Teaching and Learning*, 9(2), 1-18.
- Association for Experiential Education, Retrieved from <http://www.aee.org/>
- Berens, K. I. 2014, January 23. Double flip: 3 insights flipping the humanities seminar. Hybrid Pedagogy.
- Borchardt, J., & Bozer, A. H. 2017. Psychology course redesign: an interactive approach to learning in a micro-flipped classroom. *Smart Learning Environments*, 4(1), 1-9. doi:10.1186/s40561-017-0049-3
- Kolb, D. A. 1984. *Experiential learning: Experience as the source of learning and development*. New Jersey: Prentice-Hall.
- Chickering, A. W., & Gamson, Z. F. 1999. Development and adaptations of the seven principles for good practice in undergraduate education. *New Directions for Higher Education*, (80), 75-81.
- Churchill, D. 2003. Effective design principles for activity-based learning: the crucial role of 'learning objects' in Science and engineering education.
- Dale, E. 1969. *Audio-visual methods in teaching*. (3rd ed.). New York: Holt, Rinehart and Winston.
- Gilgeous, V., & D'Cruz, M. 1996. A study of business and management games. *Management Development Review*, 9(1), 32-39. doi:10.1108/09622519610181757
- Gurung, R. A. R., Hackathorn, J., Enns, C., Frantz, S., Cacioppo, J. T., Loop, T., & Freeman, J. E. 2016. Strengthening introductory psychology: A new model for teaching the introductory course. *American Psychologist*, 71(2), 112-124. <http://dx.doi.org/10.1037/a0040012>
- Khan, M., Muhammad, D.N., Ahmed, M., Saeed, F., Khan, S. A. 2012. Impact of activity-based teaching on students' academic achievements in physics at secondary level. *Academic Journal International*, 3(1), 146-156.
- Lom, B. 2012. Classroom Activities: Simple Strategies to Incorporate Student-Centered Activities within Undergraduate Science Lectures. *The Journal of Undergraduate Neuroscience Education*, 11(3), 64-71.
- Lumpkin, A., & Achen, R. M. 2015. Flipping a Class: Active Learning and More of It. *Sport Management Education Journal*, 9(2), 79-90. doi:10.1123/smej.2014-0042
- Matthews, J. C. 1997 Intermeshing Passive and Active Learning Strategies in Teaching Biochemistry. *American journal of pharmaceutical education*, 61, 388-394.
- Melton, B. F., Bland, H., & Chopak-Foss, J. 2009. Achievement and Satisfaction in Blended Learning versus Traditional General Health Course Designs. *International Journal for the Scholarship of Teaching and Learning*, 3(1), 1-13. doi:10.20429/ijstl.2009.030126
- Miller, C. J., & Metz, M. J. 2014. A comparison of professional-level faculty and student perceptions of active learning: its current use, effectiveness, and barriers. *Advances in Physiology Education*, 38(3), 246-252. doi:10.1152/advan.00014.2014
- Miller, C. J., Mcnear, J., & Metz, M. J. 2013. A comparison of traditional and engaging lecture methods in a large, professional-level course. *Advances in Physiology Education*, 37(4), 347-355. doi:10.1152/advan.00050.2013

- Ng, E. M. 2010. A Comparative Study of Blended Learning Activities between Two Classes. Proceedings of the 2010 InSITE Conference, 307-315. doi:10.28945/1254
- Pereira, J. A., Pleguezuelos, E., Meri, A., Molina-Ross, A., Molina-Tomas, C., & Masdeu, C. 2007. *Medical Education*, 41, 189-195.
- Plotnik, R., & Kouyoumdjian, H. 2014. *Introduction to Psychology* (10th ed., pp. 3-10). Wadsworth: CENGAGE Learning.
- P. & Jordan, H. M. 2004. Blended learning and sense of community: A comparative analysis with traditional and fully on-line graduate courses. *The International Review of Research in Open and Distance Learning*, 5(2).
- Tanner, K. D. 2009. Talking to Learn: Why Biology Students Should Be Talking in Classrooms and How to Make It Happen. *Cell Biology Education*, 8(2), 89-94. doi:10.1187/cbe.09-03-0021
- Walker, J. D., Cotner, S. H., Baepler, P. M., & Decker, M. D. 2008. A Delicate Balance: Integrating Active Learning into a Large Lecture Course. *Cell Biology Education*, 7(4), 361-367. doi:10.1187/cbe.08-02-0004
- Wurdinger, S. D., & Carlson, J. A. 2010. Teaching for experiential learning: Five approaches that work. Lanham, MD: Rowman & Littlefield Education.

THE PECULIARITIES OF SELF-REGULATION OF FUTURE MUSIC TEACHERS DURING THE PRACTICE

Rasa Kirliauskienė

Lithuanian University of Educational Sciences, Lithuania

Abstract: Each teacher compulsorily appears before class. He or she perceives all the emotional experiences characteristic of being in front of the audience. Not only the homeostasis disorder, which appears through physiological symptoms, bothers the students, they are also distracted by the variety of thoughts, which prevents them from focusing and disposing themselves to the performance. *Thus, self-regulation is very important in future music teachers' training.* The research has disclosed the factors promoting positive students' state during lesson, those are: *preparation for the lesson, stage experience and experience in conducting lessons, musical skills and personal qualities, positive attitude and confidence.* According to respondents, serious preparation improves one's state in a lesson, while learners feel more interested. The conducting of a lesson is associated with being on stage. Informants have mentioned that musical skills are very important when conducting a music lesson, since perfect singing, use of instruments etc., strengthens teacher's authority. In addition, positive attitude and confidence are necessary when willing to achieve harmony in class. Furthermore, *personal qualities* are an important subcategory according to students, when naming the reasons of appearance of stage fright. The evaluation and support are very important for especially sensitive people.

Keywords: future music teacher's training, stage fright, self-regulation, school practice

Introduction

Goleman (2015) states that emotions are influenced by biological impulses, which are much more far away from the borders of one's control, while caused emotions are not, thus, when emotions strongly influence the person, they cannot be ignored – they must be carefully managed. It is called self-regulation, the sign of emotional intellect, which frees from belonging to such stimuli. Koole, Van Dillen & Sheppes (2011) agree to that idea by encouraging not fighting with fear in the mind, rather overcoming it by changing one's thoughts. It is difficult to control emotions, but it is possible to choose the way of reacting to them by means of self-control, awareness of one's moods, analysing them and behaving appropriately (Moestl, 2009). Whereas theoretical conceptions of cognitive development suggest that people's knowledge will vary depending on their individual developmental level and previous experiences, motivational theory strives to clarify the cognitive and affective processes that instigate, direct and sustain human action by studying how these processes operate as goals, expectations, attributions, values and emotions (Schunk & Miller, 2002). McPherson & McCormick (2006) state that self-efficacy theory deserves more focused attention by music researchers. This is especially important in a discipline that involves high levels of self-regulation and mental discipline, in the form of practising at home for long periods and for many years, in order to achieve success. During the research (Kirliauskienė, 2017), the following reasons for emergence of stage fright have been highlighted: lack of self-confidence and preparation, lack of stage experience and personal qualities. According to informants, more gifted colleagues, who have better skills and carry out different activities more successfully, influence lack of confidence, as well as, still present memories of a music school, while lack of preparation evokes the early anxiety and uncertainty. The lack of stage experience does not allow to relax and experience the happiness of performing on stage, but it is believed that by gradually gaining more and more musical and stage experience, the quality of performance and well-being on stage will also be improving. Evaluation and support are very important for especially sensitive

people. It is not rare that practicing music alone is qualitative and helps to relax, but being on stage is more binding and often elicits various unexpected things, which become one more reason for the emergence of stage fright. Personality traits are defined as “relatively enduring patterns of thoughts, feelings, and behaviours that distinguish individuals from one another” (Roberts & Mroczek, 2008, p. 31). Unlike conceptualizations of temperament, classic conceptualizations of personality typically do not include notions of reactivity and self-regulation. However, Denissen and colleagues (Denissen, Aken, Penke & Wood, 2013) proposed a regulatory model of adult personality traits in which behaviours are interpreted as functional reactions to environmental features, that is, behaviours are meant to achieve certain desired future states. Kılıç (2017) investigated the relations among pre-service music teachers' musical instrument performance self-efficacy, music performance anxiety and self-esteem. Furthermore, researchers also have found that music students' practice effectiveness tends to be positively related to their self beliefs regarding their musical competence and degree of commitment to music studies (McPherson & Zimmerman, 2011). The concept of self-regulation is one of the most difficult concepts and scientists investigate it in different aspects (Girgin, 2017; Zimmerman & Schunk, 2008; Teixeira Dos Santos & Capparelli Gerling, 2011; Leon-Guerrero, 2008; Van Eekelen, Boshuizen & Vermunt, 2005; Ali, 2010; Nielsen, 2001; Panadero, Alonso-Tapia, Reche, 2013; Jale, 2012). These differences elicit the emotional tension during the practice, thus, the problem becomes even more relevant. Therefore, the aim of this research is to disclose the peculiarities of self-regulation of future music teachers during the practice.

Methods of the research

Methods of research and sample: analysis of scientific literature sources, interview. Qualitative research data are described applying content analysis. The scheme of categorisation was not planned in advance and it was devised on the basis of the received data. The research was carried out in 2016 -2017. The semi-structured (oral) interview was employed. Thirty-five future music teachers in their fourth year of studies from the Lithuanian University of Educational Sciences participated in this study. Participation in the study was voluntary. Informants were asked to express their opinion about the content of the role of a contemporary music teacher. The question about significance of personality was not presented to the informants making attempts to envisage the vision of the young generation (i.e., music teachers to be) about what a school teacher should be like and then the researcher searched for certain links to substantiate own theory.

The focus of the next stage of the research was on subjective opinion of the informants about some complex questions: In your opinion, what qualities should a contemporary music teacher have? What do you know about self-regulation? What methods of self-regulation do you know? What do you need to do to successfully perform in your lesson? The survey consisted of four complex questions, presented in research findings and their discussion.

Results and discussion

In the first research stage it was aimed to reveal the future music teachers' attitude to content of the role of a contemporary music teacher. The research data identified the content of the role of a music teacher pointing out its 5 aspects: educator (education for humanity: humanity, communication, playing music together); authority (competent specialist: example for school learners, profound knowledge of study subject, universality); importance of teacher's personality (aspects of teacher's personality: ability to arouse learners' interest, ability to be a friend, teacher's charismatic personality, flexibility); creativity (manifestations of creativity: teacher's creativity, ability to develop students' creativity, improvisation, revelation of students' personality through creative expression) and value-based aspects (enlightener of students' souls, nurturer of beauty of life, provision of sense to new impressions, expression of emotions).

Applying content analysis method informants' responses were divided into categories and subcategories. In Table 1 are provided statements which justify the importance of teacher's personality.

Table 1 Students' attitude to content of the role of a contemporary music teacher: the importance of teacher's personality

Category	Subcategory	Proving statements
Aspects of teacher's personality	Ability to arouse learner's interest	"I think one of the main characteristics of a good teacher is the ability to attract a child with his personality <...>". "It is important that the music teacher presents his lessons interestingly and involves pupils, then, they would not lose the motivation for learning, their interest in music". "Music teacher, I think, must be the one who, overall, in pupils' education, activities, cannot be indifferent, must do everything with confidently and especially thoughtfully. He must strive for the pupils; leave the footprint in the pupils' learning process".
	Ability to be a friend	"For the teacher it is also very relevant to be able to be "a teacher-friend" and "teacher-guide" to maintain friendly contact with the pupils, but also be an authority". "Music teacher should not only be the spreader of a qualitative music, but also a friend for the pupils".
	Teacher's charismatic personality	<...> it is essential that a good teacher would be charismatic <...> ". "The teacher should have a charismatic personality, be psychologically ready, which could affect his learners and inspire them". "Music teacher should be charismatic, "kindled" teacher, who would not stop to improve himself".
	Flexibility	"It is important that the music teacher would be flexible (would not stop at one or another method of education)". "Always the situation should be assessed adequately and decision making should be flexible". "The situation should be assessed and decision making should be flexible during the lesson".

In Table 1 are distinguished teacher's personality-related aspects. In subject's opinion, most important is to attract pupils, interest them: "*it is important that the music teacher presents his lessons interestingly and would involve pupils, then, they would not lose the motivation for learning, their interest in music*". Teacher needs to be able to be a friend, flexibly make decisions and be charismatic: "*the teacher should have a charismatic personality, psychologically ready, which could affect his learners and inspire them*". It is very important that the teacher would be an example for the pupils, and his words would not differ from the deeds, also are emphasized teacher's universality, contemporariness, which occurs from knowing not only his or her specific subject, but other subjects as well. During the research, it was relevant to find out the factors promoting positive students' state in the lesson (see Table 2).

Table 2 Factors promoting positive students' state during lessons: preparation and experience

Category	Subcategory	Proving statements
Promoting Factors	Preparation for the lesson	"Preparation has a very big influence. The more interesting you will make the lesson, the better you will feel when children will be interested". "Good preparation, considering various situations, foreseeing unexpected issues, and learning to sing or play perfectly the chosen music piece provide with confidence and satisfaction in the lesson".
	Stage experience	"<...> in school as on stage we stand in front of

	children, speak in front of them, teach and all those are the same things as on stage <...>”. “<...> I feel the same in front of the class too <...>”. “Stage experience particularly helps when in front of the class, since you convince yourself that you performed well in a big hall, thus, it would be shameful to get flustered in front of thirty children”.
Experience in conducting lessons	“The more lessons you conduct, the better you feel, both experiences merge”. “I want to be a music teacher, so each lesson is an interesting achievement for me, even though I can’t defeat the anxiety <...>”. “Of course, the more I perform the more experience I gain the better I feel during lesson; sometimes I’m able to relax <...>”.

The research has disclosed the factors promoting positive students’ state during lesson (Table 2 & 3), those are: preparation for the lesson, stage experience and experience in conducting lessons, musical skills and personal qualities, positive attitude and confidence. According to respondents, serious preparation improves one’s state in a lesson, while learners feel more interested. The conducting of a lesson is associated with being on stage: “<...> in school as on stage we stand in front of children, speak in front of them, teach and all those are the same things as on stage <...>”.

Table 3 Factors promoting positive students’ state during lessons: musical skills, personal qualities, positive attitude, confidence

Category	Subcategory	Proving statements
Promoting Factors	Musical skills	“<...> musical skills are important, since only theoretical knowledge”. “<...> are very important, of course, <...> the skills are necessary, it is still required to play and know how to sing especially”. “If you can play some kind of instrument or grand piano very well, then your lesson is successful and you feel wonderful”. “<...> you can play or sing something to the pupil, show your skills and he/she will think that you are an authority”.
	Personal qualities	<...> is not enough to elicit interest and engage child in educational process”. “<...> I think that one of the most important qualities to feel well in the classroom is creativity. Speaking skills and fast orientation are also very important”. “Sincerity, kindness, wish to communicate are the personal qualities, which help to maintain a positive state in a lesson”.
	Positive attitude	“Without a positive attitude it is better not to go to class, children react to that quite sensitively”. “<...> also, you need to ‘put on’ a positive attitude when going to class”.
	Confidence	“Confidence is important, if you don’t trust yourself children will notice that very fast and will stop listening”. “If a teacher is self-confident – he does everything confidently <...>”. “I think that confidence is very important teacher’s quality. When you are confident you know what you are doing, saying, how you behave, then learners trust such a teacher”.

Informants have mentioned (Table 3) that musical skills are very important when conducting a music lesson, since perfect singing, use of instruments etc., strengthens teacher's authority. Personal qualities according to the respondents: *"Sincerity, kindness, wish to communicate <...> help to maintain a positive state in a lesson"*. Moreover, positive attitude and confidence are necessary when willing to achieve harmony in class. The analysis of the results showed that the vast majority of subjects indicate creativity as a necessary component in the music lesson and it helps to relax (see Table 4).

Table 4 Students' attitude to content of the role of a contemporary music teacher: creativity

Category	Subcategory	Proving statements
Manifestation of creativity	Teacher's creativity	"The teacher should also be creative, so that he could present the lessons in an interesting way, creatively and pupils would easier remember the essential things, so that it would not be boring and pupils would not lose their motivation for learning, their interest in music". "Music teacher should be creative, original <...>". "I understood by observing the lessons of other teachers, that the "old" theoretical knowledge did not interest pupils, to them, music does not seem to be interesting, so I think that only a creative teacher can change the situation". "Music teacher - a generator of ideas".
	Ability to develop students' creativity	"Another one of the important music teacher's abilities is to be continually cultivating pupils' creativity <...>". "Music teacher –motivator of creativity". "The teacher should encourage children's creativity by creating favourable for them conditions". "Allow children's creativity to express itself during music lessons".
	<i>Improvisation</i>	"Music lesson can be turned into creative work, improvisation's lesson". "During the lesson it can be deviated from the theoretical material, adding creative work, improvisation, concert viewing (video, clip) and later come back to certain things". "In my music lesson I would use more creative, improvisation methods. I would be able to interest children so that they would not want to leave my music lesson".
	<i>Revelation of students' personality through creative expression</i>	"The teacher should be able to come up with such activities, through which pupils could express themselves, disclose and develop various human values". "<...> let them unfold, get involved in the taught subject and interest them". "The teacher has to raise the interest of students, otherwise, the lesson - failure. To interest means to do so that the child could join the lesson, not only to participate in it, but also could reveal himself".

While analysing the statements (Table 4) related to the creativity's expressions, were distinguished subcategories: teacher's creativity, the ability to develop student's creativity, improvisation and revelation of student's personality through creative expression. It is relevant that the teacher would be creative, would not only follow the textbook, would generate new ideas: *"music teacher should be creative, original <...>; "<...> the "old" theoretical knowledge did not interest pupils, to them, music does not seem to be interesting, so I think that only a creative teacher can change the situation"*. Respondents noted that it is very important that the music teacher would be able to encourage children's creativity: *"music teacher - motivator of creativity"* and would be able to reveal the student's personality through creative expression: *"the teacher should be able to*

come up with such activities, through which pupils could express themselves, disclose and develop various human values”. Also, the subjects have distinguished the importance of improvisation: “in my music lesson I would use more creative, improvisation methods. I would be able to interest children so that they would not want to leave my music lesson”.

In the next research stage was discovered that the stage fright manifests itself in *physiological, mental and behavioural symptoms*. Respondents state that they are bothered by dry mouth, trembling voice and breathing disorders while singing or speaking (when presenting a report, conducting a lesson). They also feel the faster heart beat during various activities.

Having determined the symptoms of stage fright, it was also relevant to find out what the respondents know about the concept of self-regulation (see Table 5).

Table 5 Concept of self-regulation according to students

Category	Subcategory	Proving statements
Concept of self-regulation	Ability to relax	“It is like an ability to relax”. “If it is an extreme situation and you can calm yourself down and relax <...>”. “Self-regulation enables you to be confident, helps to not fear and worry <...>”. “Self-regulation – necessary condition while performing musical activities, like ability to relax”. “If there is no self-regulation which is a necessary condition of performing any activity, then, the quality suffers, sometimes it is unexpected, a lot of mistakes appear, etc.”.
	Positive attitude	“I always try to indispose myself positively, that everything will succeed and go well, I think that it helps more than fear, which can conquer thoughts and not only them, hands and legs can start shaking and etc.”. “<...> indisposing oneself positively for a concert has a lot of influence, that is, in my opinion, self-regulation <...>”. “Positive attitude, calm environment and support of friends help me relax, this way self-regulation is expressed”.
	Mind control	“You become overwhelmed by the abundance of thoughts cannot control them, but if self-regulation works, you are able to turn your thoughts towards positive direction <...>”. “<...> if anxiety will strangle, you will not be able to do anything, which means thoughts need to be controlled, so that this does not happen”. “Of course, self-regulation is important – mind control towards the direction appropriate for the situation: would that be playing an instrument, singing or laying out the ideas in the classroom <...>”.

The subcategories of the concept of self-regulation are highlighted in Table 5: *ability to relax, positive attitude and mind control*. Informants realise the significance of the concept of self-regulation in the activities of future music teachers. They state that self-regulation is necessary while performing teacher’s activities: conducting lessons, singing, playing, conducting, etc. According to students, the essence of self-regulation lies in the ability to relax, have a positive attitude and controlling one’s mind: “you become overwhelmed by the abundance of thoughts, cannot control them, but if self-regulation works, you are able to turn your thoughts towards positive direction <...>”. Furthermore, if there is no self-regulation or it is forgotten, then suffers the quality of activity:

“if there is no self-regulation which is a necessary condition of performing any activity, then, the quality suffers, sometimes it is unexpected, a lot of mistakes appear, etc.”.

During the other stage of research, it was analysed what ways of self-regulation are known to future music teachers (see Table 6).

Table 6 Ways of self-regulation according to students

Category	Subcategory	Proving statements
Ways of self-regulation	Breathing exercise	“Breathing exercises help a lot before going on stage”. “<...> I have long been using various relaxing exercises; they help me to relax <...>”. “Breathing exercises not only help to relax, but also direct thoughts away from anxiety; I just concentrate at that time on breathing
	Positive self-suggestion	“Most often negative thoughts overwhelm, but I know what follow, so I always make myself think positively”. “I am helped by the positive thoughts that everything will be fine, I will succeed in playing, since I have learned it perfectly <...>”. “Psychological attitude is the most important – that everything will be fine, just indispose yourself so. And it really helps <...>”.
	Being alone and focusing	“I like to stay alone and focus <...>”. “I step aside, do not participate in any talk, focus and attempt to repeat the most difficult parts in my mind. It makes me happy if I can recreate them without the instrument, sometimes happens that I start worrying if I fail to remember without the instrument, then I run into the free room to revise the forgotten part”. “I advise to concentrate the most on that future activity, for example, even if you know that you need to accompany, play or conduct, automatically do not see, hear anything, just focus on what awaits you and it will help, since there will be only you and your activity”.
	Encouraging self-confidence	“I often repeat: I can, I will succeed, I am confident <...>”. “If I only start feeling that fear is rising, I start to repeat to myself the words of self-confidence, I think, confidence helps more than doubts, they only destroy the performance”. “The encouragement of self-confidence is very important; teachers also should encourage students to trust themselves more <...>”.

Ways of self-regulation (Table 6) according to respondents are based on *breathing exercises*, *positive self-suggestion*, *being alone and focusing* and *encouraging self-confidence*. Breathing exercises not only help to relax, but also direct the thoughts away from negative feelings, while concentrating on the performance of exercises and focusing on that activity. Informants think that positive mind control is one of the ways of self-regulation enabling to help oneself before the performance, when negative thoughts about the future performance overwhelm: *“Psychological attitude is the most important – that everything will be fine, just indispose yourself so. And it really helps <...>”*. Very often before the performance gathered students can be observed, who try to distract themselves and their friends by describing funny adventures, various stories, willing this way to distract their attention from performance. However, respondents state the way opposite to that one, mentioning as one of the possible self-regulation ways *staying alone and focusing*: *“I like to stay alone*

and focus <...>”. The respondents also assign the *encouragement of self-confidence* to the ways of self-regulation. They think that lack of confidence may damage the quality of performance, thus, it is necessary to encourage self-confidence, which should be also done by teachers, constantly encouraging learners’ self-confidence.

Research results presented in Table 7 reflect the *students’ well-being* during certain activities. The category of *students’ well-being*, is divided into subcategories: *public performance (concert)*, *performance during exams* and *conducting a lesson*. Informants state that during concerts they experience strong anxiety, which is associated with responsibility that they feel while performing in front of a big audience.

Table 7 Analysis of students’ well-being

Category	Subcategory	Proving statements
Students’ well-being	Public performance (concert)	“If I know that I will have to perform in front of a big audience, anxiety intensifies <...>”. “Responsibility is very important, you cannot let down the people who trust you; one thing is to play alone and completely different when many people are listening to you, since you cannot start again from the beginning if you fail”. “I like to play or sing to the audience in which there is no familiar people the most, since I don’t want to hear criticism because things do not always succeed <...>”.
	Performance during exams	“The evaluation is very important for me, so I’m always very nervous during exams; I don’t think that it can be any other way <...>”. “It is linked to evaluation, if there wouldn’t be a grade, I could relax more and my performance would be more musical <...>”. “I try to perform as good as possible, but not always succeed, maybe I lack confidence, and sometimes maybe I don’t like the program which I perform <...>”.
	Conducting a lesson	“My first lessons weren’t very successful because I felt a strong anxiety, now I already feel more confident, thus, I feel better too <...>”. “I want to be a music teacher, so each lesson is an interesting achievement for me, even though I can’t defeat the anxiety <...>”. “I don’t think that I have sufficient skills for all the activities, but I feel good enough when conducting, thus, I conduct a lot when teaching solfeggio, songs and even for rhythmic exercises”.

Students are afraid of criticism, thus, they prefer to perform to unfamiliar audience (see Table 7). Strong nervousness is typical during exams as well, since it is linked to evaluation. The presumption is that performance could be qualitative and musical if there would be no evaluation grades. Moreover, it is mentioned that sometimes there is a lack of self-confidence and sometimes the choice of program influences the quality of performance. While evaluating their well-being during conducting lessons, respondents have noticed that first lessons were not successful, since the strong anxiety was felt, but by conducting more and more lessons self-confidence and well-being are improved. It is also achieved with the help of strengthened motivation to become a music teacher and the choice of activities: “I don’t think that I have sufficient skills for all the activities, but I feel good enough when conducting, thus, I conduct a lot when teaching solfeggio, songs and even for rhythmic exercises”.

In summary, it can be said that self-regulation is a necessary component when optimizing the scenic state. It is impossible to avoid negative thoughts, but it is also very important to substitute them with positive ones (positive attitude), while conscious psychological guidance for physical and psychological body stands – factor of successful performance.

Conclusions

The research has disclosed the factors promoting positive students' state during lesson: preparation for the lesson, stage experience and experience in conducting lessons, musical skills and personal qualities, positive attitude and confidence. According to respondents, serious preparation improves one's state in a lesson, while learners feel more interested. The conducting of a lesson is associated with being on stage. Informants have mentioned that musical skills are very important when conducting a music lesson, since perfect singing, use of instruments etc., strengthens teacher's authority. In addition, positive attitude and confidence are necessary when willing to achieve harmony in class. The results have also disclosed creativity as a factor which helps to relax much more in different activities in the class.

While evaluating their well-being during conducting lessons, respondents have noticed that first lessons were not successful, since the strong anxiety was felt, but by conducting more and more lessons self-confidence and well-being are improved. It could also be achieved with the help of motivation to become a music teacher and choice of appropriate activities.

Factors disclosed in the process of research that promote the positive students' state while on stage are the following: assuredness, level of preparedness, musical skills, stage experience, personal qualities, favourable environment and support. According to informants, appropriate preparation strengthens not only positive stage well-being, but also confidence; however, when going on stage adequate evaluation of one's abilities is required. They mostly like to perform in the environment, where they feel support, being needed and safety. Informants agree that when going on stage are required decisiveness, good musical skills and a wish to share artistic performance, while positive state is promoted by the strive for attention and glory.

According to informants, the concept of self-regulation is disclosed through ability to relax, positive attitude and mind control. Self-regulation is necessary while performing the teacher's activities: conducting lessons, singing, playing, conducting, etc. Ways of self-regulation according to respondents are based on breathing exercises, positive self-suggestion, being alone and focusing and encouraging self-confidence.

References

- Ali, S., 2010, Understanding Our Students' Self-Regulation During Practice: Verbal Protocol as a Tool. *Journal of singing*, 66(5), 529-536.
- Denissen, J. J. A., van Aken, M. A. G., Penke, L., Wood, D, 2013, Self-Regulation Underlies Temperament and Personality: An Integrative Developmental Framework. *Child Development Perspectives*, 7(4), 255–260.
- Girgin, D., 2017, The relations among musical instrument performance self-efficacy, self-esteem and music performance anxiety in pre-service music teachers. *Educational Research and Reviews*, 12(11), 611-616.
- Goleman, D., 2015, Self-Regulation: A Star Leader's Secret Weapon. Date of access: 03/01/2017, <http://www.danielgoleman.info/daniel-goleman-self-regulation-a-star-leaders-secret-weapon/>.
- Jale, D., 2012, Video Recorded Feedback for Self Regulation of Prospective Music Teachers in Piano Lessons. *Journal of Instructional Psychology*, 39(1), 17-25.
- Kılıç ÇDB, 2017, Pre-service music teachers' opinions about the teaching practicum course. Mariateresa Gammone/Mehmet Ali Icbay/Hasan Arslan (Ed.) Recent Developments in Education. *International Association of Social Science Research*, pp. 371-376.
- Kirliauskienė, R., 2017, Self-regulation peculiarities of future music teachers. *Educational Alternatives*, 15, 100-107.

- Koole, S. L., Van Dillen, L. F. and Sheppes, G., 2011, The self-regulation of emotion in *Handbook of Self-regulation*, eds. K. Vohs and R. Baumeister (New York, NY: Guilford Press), pp. 22-40.
- Leon-Guerrero, A., 2008, Self-regulation strategies used by student musicians during music practice. *Music Education Research*, 10 (1), 91-106.
- McPherson, G. E., and McCormick, J., 2006, Self-efficacy and music performance. *Psychology of Music*, 34(3), 322-336.
- McPherson, G. E., Zimmerman, B. J., 2011, Self-regulation of musical learning: A social cognitive perspective on developing performance skills. In R. Colwell, P. Webster (Eds.), *MENC Handbook of Research on Music Learning*, Vol. 2 (New York, NY: Oxford University Press), pp. 130-175.
- Moestl, B., 2009, *Menas prisijaukinti drakoną* (Vilnius: Algarvė).
- Nielsen, S., 2001, Self-regulating Learning Strategies in Instrumental Music Practice. *Music Education Research*, 3(2), 155-167.
- Panadero, E., Alonso-Tapia, J., Reche E., 2013, Rubrics vs. self-assessment scripts effect on self-regulation, performance and self-efficacy in pre-service teachers. *Studies in Educational Evaluation*, 39, 125-132.
- Roberts, B. W., Mroczek, D., 2008, Personality trait change in adulthood. *Current Directions in Psychological Science*, 17(1), 31-35.
- Schunk, D. H. and Miller, S. D., 2002, Self-efficacy and Adolescents' Motivation, in F. Pajares and T. Urdan (eds.) *Academic Motivation of Adolescents* (Greenwich, CT: Information Age Publishing), pp.29-52.
- Teixeira Dos Santos, R. A. & Capparelli Gerling, C., 2011, (Dis)Similarities in music performance among self-regulated learners: an exploratory study. *Music Education Research*, 13(4), 431-446.
- Van Eekelen, I. M., Boshuizen, H. P. A. & Vermunt, J. D., 2005, Self-regulation in higher education teacher learning. *Higher Education*, 50, 447-471.
- Zimmerman, B. J., & Schunk, D. H., 2008, Motivation: An essential dimension of self-regulated learning. In D. H. Schunk & B. J. Zimmerman (Eds.): *Motivation and self-regulated learning: Theory, research, and applications* (Boca Raton, FL: Erlbaum/Taylor & Francis Group), pp. 1-30.

INTERNET USAGE AND JUVENILE DELINQUENCY OF HIGH SCHOOL STUDENTS IN SURABAYA INDONESIA

Herdina Indrijati^{1*}, Endah Mastuti¹ and Prihastuti¹

¹*Faculty of Psychology Universitas Airlangga, Indonesia*

Abstract: This research aimed to find out differences in juvenile delinquency based on the frequency of internet usage on high school students in Surabaya, Indonesia. Internet usage was measured based on the average frequency of daily use of the internet. Juvenile delinquency is students' tendency to violate regulations which can result in loss and damage both to oneself and others. This research used quantitative approach, involving 498 students from eight different schools in Surabaya, Indonesia. Data collection used internet usage and juvenile delinquency questionnaires. Descriptive statistical analysis and analysis of variance were conducted to analyze the data. The hypothesis testing resulted F coefficient of 3.125 with significance value of 0.026, implying that there were marked differences in juvenile delinquency based on the usage frequency of the internet of high school students in Surabaya Indonesia.

Keywords: Internet usage, juvenile delinquency, high school students

Introduction

Internet usage among adolescents keeps increasing alongside with the continuous advancement of technology. Internet users always want to have updated technology, to upgrade their gadget's ability hoping that it will ease their access to the internet. The rapid changes and development in various aspect of the world, particularly in technology, are inevitable. These changes and development have their positive and negative consequences. Among the negative consequences of internet usage is its worrying impact on children and adolescents. The repercussions it may bring will get bigger as the use of the internet gets more intense.

As often reported by the media and studies, among the biggest users of the internet are children and adolescents. The Ministry of Communication and Informatics of Republic of Indonesia (KOMINFO) also reports in its press release No. 17/PIH/KOMINFO/2/2014 concerning a research by KOMINFO and the United Nations Children's Fund (UNICEF) on children and adolescents' behavior in relation to internet access by tracking online activities of children and adolescent sample aged 10 to 19 years old (with a total of 400 respondents) from all across the country, representing both urban and rural areas. The data shows that at least 30 million children and adolescents in Indonesia are users of the internet and that digital media is the current main communication medium of their choice. (http://kominfo.go.id/index.php/content/detail/3834/Siaran+Pers+No.+17-PIHKOMINFO-2014+tentang+Riset+Kominfo+dan+UNICEF+Mengenai+Perilaku+Anak+dan+Remaja+Dalam+Menggunakan+Internet+/0/siaran_pers#.Vit_Wyub4rE).

Taking this data by KOMINFO into account, one can imagine how much Indonesian children and adolescents have been exposed to the internet each day because the majority of them has their own gadgets which are connected to the internet anywhere and anytime they want. This fairly high exposure to the internet might cause some implications for the youth, including unfavorable behaviors.

Juvenile delinquency is known to have considerably increased in recent years. It can be observed from a data by Indonesia's National Commission for Child Protection (Komnas PA), which indicates an increase in criminal

behavior among adolescents and children. According to this data, during January and October 2009, there was 35% rise over the crime rate by young offenders of the previous year. The age of the offenders was ranging from 13 to 17 years old (nusantaraku.com, 2009).

In the East Java province alone, the rate of crime by adolescent offenders is quite worrying. The Central Bureau of Statistic of East Java province recorded a growth in the number of criminal and drug cases by children under 21 years old each year, as shown in the Table 1 below:

Table 1 Number of Criminal and Drug Cases by Adolescents in East Java

Year	Juvenile Delinquency	Drug Case
2005	-	115
2006	11	70
2007	56	152
2008	45	22
2009	-	16

Source: Central Bureau of Statistics of East Java Province

The data shown in Table 1 indicates that adolescents' deviant behavior has become increasingly apprehensive. According to Sarwono (2010), every behavior which deviates from the social norms within a community (e.g. religious norms, ethics, school and family regulations, etc.) can be classified into deviant behavior (deviation). When a deviant behavior violates the law, it is then deemed as juvenile delinquency.

As Young (1998) suggests, excessive use of the internet can lead to negative experience. Students with internet addiction are very likely to play truant, to be disobedient to parents for playing games, to be addicted to social media, and to conduct other juvenile delinquencies. Ma, et.al (2011) found that delinquent Internet use was likewise associated positively with delinquent daily social behavior at chinese adolescent. Ma, et.al (2011) also found that boys were more delinquent in daily behavior than were girls. Boys spent more time using the Internet each week than did girls. Perhaps this finding is related to the fact that Chinese people tend to have higher expectations in the educational achievements of boys than of girls, and boys are often given more opportunities and resources than are girls

In this study, researchers want to know whether there are various dilinquency behavior in adolescents based on internet usage.

Hypothesis

Ha: There are significant differences in juvenile delinquency based on usage frequency of the internet on high school students in Surabaya, Indonesia.

Method

In term of methodology, this research used quantitative approach.

Operationalization of the Research Variables

1. Internet usage is Internet usage in this case is the average duration of internet usage on a daily basis. This research also classified it into three categories, namely low (an hour or less), moderate (2-3 hours), high (4 hours or more) in a day.. This variable is measured by Internet Usage Questionnaire.

2. Juvenile delinquency is adolescents' tendency to behave in particular fashions which violate regulations and can cause loss and damage both to oneself and others. This variable is measured by Juvenile delinquency scale

Subject: Subjects of this research were youth in early to middle adolescence. The total of subjects involved in this research is 498 adolescents.

Data Collection Technique

The data collection in this research utilized some scales. The scales used Likert-scaling techniques and are enlisted as follow : (1) Internet usage scale, (2) Juvenile delinquency scale. The validation techniques was content validity, and reliability test using alpha Cronbach techniques resulted in alpha of 0,927. This scale developed by Aroma (2012). The indicators of the trends scale of juvenile delinquency scale include: 1. Target That is the cognitive pattern of opinion or individual attitudes that lead to the behavior of juvenile delinquency 2. Action That is the behavior of individuals who begin to lead to the behavior of juvenile delinquency 3. Context It is an environment that lacks social control, a place for rogue children, or an environment with bad stimuli 4. Time Referring to certain times when teenagers tend to do delinquent behavior

Data Analysis: The data was analysis using descriptive statistical analysis via SPSS program. In order to test the hypothesis, Analysis of variance was also run.

Result and Discussion

Descriptive Data

The sample pool of current research consisted of 498 students from eight different high schools in Surabaya. Detailed distribution of the subjects is shown in Table 2 to Table 9 below:

Table 2 Subject Distribution Based on School of Origin

Type of School	Total	Percentage (%)
1 Public High School	60	12.04
4 Private High Schools	245	49.19
2 Public Vocational High Schools	133	26.7
1 Private Vocational High School	60	12.04
Total	498	

Table 3 Subject Distribution Based on Age

Age	Total	Percentage (%)
14 years old	21	2.81
15 years old	139	27.91
16 years old	183	36.74
17 years old	143	28.71
18 years old	10	2.008
Missing data	2	
Total	498	

Table 4 Subject Distribution Based on Sex

Sex	Total	Percentage (%)
Male	228	37%
Female	265	63%
Missing data	5	
Total	498	

Table 5 Frequency of Internet Usage in a Month

Frequency	Total	Percentage (%)
Everyday	420	84.33
Twice a week	34	6.83
Every week	18	3.61
Every month	12	2.41
Other	14	2.81

Table 6 Duration of Internet Usage in a Day

Duration	Total	Percentage (%)
Less than an hour	40	8.03
An hour	48	8.63
2 (two) hours	74	14.85
3 (three) hours	70	14.05
4 (four) or more hours	258	51.8

Table 7 Daily Frequency of Internet Usage

Frequency	Total	Percentage (%)
Low	88	17,67
Moderate	149	29,91
High	259	52

Table 8 Purpose of Using the Internet

Purpose	Type	Total	Percentage (%)
Email communication	To read emails	195	39.16
	To send emails	204	40.96
	Other	79	15.86
Chatting	WhatsApp (WA)	134	26.91
	BlackBerry Messengers (BBM)	418	83.94
	LINE	386	77.51
	Facebook (FB)	219	43.98
	Other	12	2.41
Social media access	Facebook (FB)	302	60.64
	Twitter	103	20.68
	Path	77	15.46
	Instagram	391	78.51
	Other	12	2.41

Table 9 Descriptive of Internet Usage and Juvenile Delinquency

	N	Mean	Standard Deviation	Standard Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Missing data	2	65.5000	.70711	.50000	59.1469	71.8531	65.00	66.00
Low	89	72.4270	14.25808	1.51135	69.4235	75.4305	44.00	114.00
Moderate	148	67.1622	13.20588	1.08552	65.0169	69.3074	39.00	106.00
High	259	68.5483	12.61999	.78417	67.0041	70.0924	43.00	119.00
Total	498	68.8173	13.17140	.59022	67.6576	69.9769	39.00	119.00

Hypothesis Testing

The hypothesis testing resulted in $F=3.125$ with significance value of 0.026 which implied that “**There are significance differences in juvenile delinquency based on internet usage**”, detailed result is as follows:

Table 10 Analysis of Variance

ANOVA					
Juvenile Delinquency					
	Sum of Square	df	Mean Square	F	Significance
Between Groups	1605.841	3	535.280	3.125	.026
Within Groups	84616.530	494	171.289		
Total	86222.371	497			

Table 11. Multiple Comparisons

LSD							
Dependent Variable	(I) Internet	(J) Internet	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Prokrastinasi	.00	rendah	1.3315	3.43164	.698	-5.4110	8.0739
		sedang	.9189	3.41658	.788	-5.7939	7.6317
		tinggi	.8668	3.40680	.799	-5.8268	7.5604
	rendah	.00	-1.3315	3.43164	.698	-8.0739	5.4110
		sedang	-.4125	.64378	.522	-1.6774	.8523
		tinggi	-.4647	.58971	.431	-1.6233	.6940
	sedang	.00	-.9189	3.41658	.788	-7.6317	5.7939
		rendah	.4125	.64378	.522	-.8523	1.6774
		tinggi	-.0521	.49455	.916	-1.0238	.9196
	tinggi	.00	-.8668	3.40680	.799	-7.5604	5.8268
		rendah	.4647	.58971	.431	-.6940	1.6233
		sedang	.0521	.49455	.916	-.9196	1.0238
kenakalan	.00	rendah	-6.9270	9.35782	.460	-25.3130	11.4591
		sedang	-1.6622	9.31674	.858	-19.9675	16.6432
		tinggi	-3.0483	9.29008	.743	-21.3012	15.2047
	rendah	.00	6.9270	9.35782	.460	-11.4591	25.3130

	sedang	5.2648*	1.75555	.003	1.8155	8.7141
	tinggi	3.8787*	1.60808	.016	.7192	7.0382
sedang	.00	1.6622	9.31674	.858	-16.6432	19.9675
	rendah	-5.2648*	1.75555	.003	-8.7141	-1.8155
	tinggi	-1.3861	1.34859	.305	-4.0358	1.2636
tinggi	.00	3.0483	9.29008	.743	-15.2047	21.3012
	rendah	-3.8787*	1.60808	.016	-7.0382	-.7192
	sedang	1.3861	1.34859	.305	-1.2636	4.0358

Based on observed means.

The error term is Mean Square(Error) = 171.289.

*. The mean difference is significant at the

Based on the hypothesis testing and the means obtained from the descriptive data, the result indicated that the three groups of internet usage showed different juvenile delinquency. The group with high frequency of internet usage, which was more than four hours a day, had juvenile delinquency tendency score of 68.54 which is classified as low-level tendency. The group whose usage frequency was moderate (i.e. two to three hours a day) had juvenile delinquency tendency score of 67.16, classified as low-level tendency. Meanwhile, the group with low frequency of internet usage (i.e. between 0 to an hour a day) had average score of juvenile delinquency of 74.42 which can be classified as moderate-level tendency. In general, it implies that all subjects had low to moderate level of tendency for juvenile delinquency. Further post hoc analysis and Least Significant Difference (LSD) see Table 11, test resulted as follow:

1. There was a marked difference in juvenile delinquency tendency score between group of high internet usage and group of low internet usage.
2. There was a marked difference in juvenile delinquency tendency score between group of mediocre internet usage and group of low internet usage.
3. No notable difference in juvenile delinquency tendency score was found between group of high internet usage and group of moderate internet usage.

As shown in the result of hypothesis testing and in the mean values obtained from descriptive statistical data, the three groups with different level of internet usage also differed in their juvenile delinquency tendency and generally all subjects had low to moderate level of tendency for juvenile delinquency. Although the mean values of juvenile delinquency were in low and moderate category, this condition should be our concern because it still indicates the presence of juvenile delinquency. It occurs due to, among other things, the use of the internet which has both its advantages and disadvantages. Similarly, Young (1988) states that excessive use of the internet can result in unfavorable experience. Uncontrolled use of internet may also affect the academic life of adolescents. As Budhyati (2012) suggests, juvenile delinquencies that may be caused by the internet are skipping school due to staying all night for online gaming. Adolescents might also lie to their parents because internet addiction demands money for the bill of internet café or of home internet service. In addition, the subjects of this research also reported playing truant and stealing which supports the suggestion of Budhyati about the probable consequences of internet usage.

Result also shows that Facebook is the second most accessed internet-based social media by adolescents. The usage of Facebook per se also has a repercussion as stated by Andina (2010), which is the development of antisocial personality (i.e. inclination to behave in a fashion that contradict the social norms). According to the Indonesian Guidelines for Classification and Diagnosis of Mental Disorder (*Pedoman Penggolongan dan Diagnosis Gangguan Jiwa* [PPDGJ]), such personality trait in adolescents is characterized by tendency to act against school or home regulations, for instance lying, stealing, and vandalism. In other words, people with antisocial personality tends to move against the norms of their community. It is possible that the negative

behaviors reported by the subjects of this research, such as disobeying parents or teachers, leaving home without parents' permission, theft and vandalism, occurred because of uncontrolled usage of the internet among adolescents.

References

- DETIK COM, 6 Bulan, Angka Kriminal Anak di Bawah Umur Tinggi, Date of access: 20/4/2012. <http://surabaya.detik.com/read/2009/09/01/091523/1193666/466/6-bulan-angka-kriminal-anak-di-bawah-umur-tinggi>.
- American Psychiatric Association, 2013, *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5)* (Arlington, VA: American Psychiatric Association).
- Andina, E., 2010, Studi dampak negatif facebook terhadap remaja Indonesia. *Aspirasi*, 1(1), 119-146.
- Badan Pusat Statistik (BPS). https://www.bps.go.id/website/pdf_publicasi/profil-kriminalitas-remaja-2010
- Budhyati, A., 2012, Pengaruh internet terhadap kenakalan remaja. *Prosiding Seminar Nasional Aplikasi Sains & Teknologi Periode III*, 426-434
- NUSANTARAKU, Jumlah Anak dan Remaja Pelaku Kriminal, Data of access: 17/4/2011. <http://www.nusantaraku.org/forum/archive/index.php/t-16476.htm>.
- Monks, F.J., Knoers, A.M.P., Haditono, S.R., 2002, *Psikologi Perkembangan : Pengantar Dalam Berbagai Bagiannya* (Yogyakarta, Indonesia: Gadjah Mada University Press)
- Sarwono, S., Meinarno, E, 2010, *Psikologi Remaja* (Jakarta, Indonesia: Salemba Humanika).
- KOMINFO, Siaran Pers Tentang Riset Kominfo dan UNICEF Mengenai Perilaku Anak dan Remaja Dalam Menggunakan Internet, Date of Access: 24/10/2015. http://kominfo.go.id/index.php/content/detail/3834/Siaran+Pers+No.+17-PIH-KOMINFO-2-2014+tentang+Riset+Kominfo+dan+UNICEF+Mengenai+Perilaku+Anak+dan+Remaja+Dalam+Menggunakan+Internet+/0/siaran_pers#.Vit_Wyub4rE.
- Young, K. S., 1998, Internet addiction: The emergence of a new clinical disorder. *CyberPsychology & Behavior*, 1(3), 237-244.

ENHANCING THE CAPACITY OF ORGANIZATIONS AND HIGHER EDUCATION INSTITUTIONS (HEIS) IN INCREASING GRADUATES EMPLOYABILITY SKILLS

Anisa Sultana

American International University Bangladesh (AIUB)

Abstract: This paper analyzed the perceptions of Graduates, Higher Education Institutions (HEIs) and Employers on Graduates Employability in Bangladesh. By using Quantitative Methodology, the study found that there is a significant perception gap between Employers and Graduates as Graduates strongly believe that scoring higher CGPA increases the chance of securing a job in the competitive labor market, on the other hand Employers give top most priority on 'Integrity' and 'Communication Skills' and advised that CGPA is used mostly for job applications screening purpose. Therefore HEIs should include 'Employability Skills' in the curriculum and assessment. Though few HEIs have introduced Outcome Based Evaluation (OBE), however these are yet to contribute in Employability Skills Development. The Existing Curriculum is not Employability Skills focused, so Employers and HEIs should establish a collaborative strategy for developing Employability Skills that will eventually develop efficient Human Resources.

Keywords: Employability Skills , CGPA, Employers, HEIs, Graduates

Introduction

Many students find themselves at the road of life with little direction upon graduation. Unfortunately 70% of high school graduates lack professionalism and work ethic skills found by Bronson (2007), Gewertz (2007) and Dutton and Omar et al. (2012) . It is also identified by Sutton (2002), Perreault, (2004), Wilhelm (2004), Glenn (2008), Parsons (2008), Mitchell et al, (2010) and Shafie & Nayan (2010) that most of the community college students in USA ,Malaysia and Latin America lacked relevant employability skills. According to employers, a good academic qualification is no longer sufficient to secure employment(Yorke,2006) , degree classification is for screening the job applications and for short listing purposes (Graduate Prospects, 2009).In many cases, employers use criteria like series of skills activities, psychometric tests and personality profile other than degree to assess applications(Graduate Prospects, 2009).It is believed that graduates with good employability skills may otherwise be missed because they have not achieved good academic qualifications (Denholm, 2004; Morley et al., 2006; Morley and Aynsley, 2007). Moreover, degree classification or grading system may not be reliable (Yorke, 2007) and grade inflation has been a concern for long (Baty,2007).

Furthermore, different regulations and practices related to degree outcomes in different universities could undermine the fairness and comparability of the grading system across different institutions (Lowe, 2007; Yorke et al., 2007). As students are expected to contribute at workplace immediately after getting hired (Confederation of British Industry, 2008) Employers suggested that Higher Educations Institutions (HEIs), should be teaching their students how to cooperate with others in the workplace (Evenson, 1999) by developing skills that will make them employable.

However no research has attempted to know the reasons why graduates are incapable of meeting employer's requirement and the role of HEIs in developing students' knowledge and skills that make them employable. Therefore this study has four objectives : i. To explore Perceptions of Employers, Graduates and HEIs' about graduates Skills, Knowledge and Characteristics which help new graduates to be employable ii. To address the perception Gap if there is any iii. To evaluate the HEI's curriculum whether these are students employability

focused and iv.To explore the opportunity to collaborate HEIs and Employers to increase Graduates Employability. This research has taken 'Bangladesh' for data collection.

Literature Review

Employability is a set of achievements-Skills, Understanding a
Personal attributes- that make graduates more likely to gain employment
and be successful in their chosen occupations, which benefits themselves
the workforce, the community and the economy.”
(Yorke,2006).

Keller, Parker, and Chan (2011) defined employability skills as an assorted array of knowledge, skills, and attributes that are relevant for the workplace. The term Employability skills used interchangeably with nontechnical skills, is defined as the “interpersonal, human, people or behavioural skills needed to apply technical skills and knowledge in the workplace” (Weber, Finley, Crawford, & Rivera as cited by De Villiers, 2010, p. 2). Employability skills are categorized as being related to human issues, such as communication, teamwork, leadership, conflict management, negotiation, professionalism, and ethics (Azim et al., 2010).Employers always prefer graduates to be social enough to adapt with the workplace culture, use their knowledge, skills and abilities to achieve the common goals of organisations. Critical thinking ability (reflection) is also highly required for innovation and anticipating and leading change (Harvey et al,1997; Little 2001 in Lees 2002). In the research report 'How much does higher education enhance the employability of graduates?' Mason et al (2003) discussed that the concept of employability is mostly centred on the development of communication, numeracy, information technology, and learning how to learn. However, more recently, authors have moved towards a more complex understanding of graduate employability and proposed a number of inter-related attributes, skills and competencies that help individuals to both secure and perform well in employment. Rothwell and & Arnold (2007) proposed an approach for understanding employability that was based on interrelated components which included wider contextual factors such as: student's (a) academic performance and engagement in his/her studies (b) confidence in his/ her skills and abilities (c) ambition (d)perception of the strength of the university's brand (e) The reputation the student's university has within his/her field of study (f) The status and credibility of the student's field of study (g) The student's awareness of opportunities in the external labour market (h) the student's perception of the state of the external labour market (i) The external labour market's demand for people in the student's subject field.(Lowden at el.2011)

Beside these factors some organizations comment that graduates academic Performance is not so important that make them employable rather for some employers , 'the degree subject studied is not as important as the graduates' ability to handle complex information and communicate it effectively' and that 'Graduate recruiters want a variety of other skills, personal and intellectual attributes, rather than specialist subject knowledge'.(Knight and Yorke 2000).But unfortunately, 'One of the major problems facing the employability agenda is the discrepancy between HEIs and Organizations.Some, such as Lees (2002), suggest that there are fundamental differences in the understanding of employability between employers and HEIs which has impeded progress in promoting graduate employability measures. In her literature review, Lees highlights a number of studies (e.g. Dunne et al, 2000; Harvey, 2000) which suggest that there is little common understanding between employers and HEIs over the concept of relevant skills, and that increasingly, 'graduate attributes' are seen by employers as more important than the degree subject studied.

The literature suggests that academics can be skeptical of incorporating employability skills into their teaching and can see it as an attack on academic freedom in terms of content. Gunn et al (2010), states that while those responsible for Higher Education provision agree that universities should take into account students' employment needs 'including the generic skills and abilities needed in the workplace' and reflect this in the curriculum and course design, tensions remain because of academics' concerns that engaging with the employability agenda will lead to a diminution of academic standards and objectives(Gunn et al2010). However,

this can be addressed by framing the issue in terms exploring how academics can teach their subject to promote employability skills and attributes rather than diminishing the academic content (Coopers & Lybrand, 1998; Harvey, 2000a). Knight and Yorke (2001) argue that curricula designed to enhance employability can also be of benefit in academic terms. For example, in addition to subject knowledge, course content can address specific and generic skills, self-efficacy and critical, reflective thinking (Knight & Yorke, 2001). As Lees (2002) states: These dimensions will be developed through the program of study, the methods of learning, teaching and assessment that the student experiences, through any paid work that is undertaken whilst at university and through their social life and involvement with Guild activities.

Furthermore, it is argued that resources would be better utilized to increase employment-based training and experience, and/or employer involvement in courses, which were found to positively affect immediate graduate prospects in the labor market and, therefore, support graduates in the transitional stage into employment Cranmer (2006). It will also minimize the concern as in many cases the employability skills acquired at university may mismatch the skills that they need in employment (Mason et al 2006).

Employability is to be tackled comprehensively. Universities have to reflect it in their mission statements, learning and teaching strategies, course frameworks, strategic documents and practical guidance. Yet some concern has been raised with regard to how the development of such skills can be embedded into universities' practice, considering other priorities that influence their policies. In 2008, the House of Commons Innovation, Universities, Science and Skills Committee carried out an inquiry into skills and training policy. Their report, "Re-skilling for recovery" (House of Commons, 2009) identified successful examples of HEIs collaborating with employers, but reported that employers were reluctant to fund collaboration with HEIs. This was because they preferred to train employees when they started work rather than provide universities with money to do this beforehand.

Therefore this study aims to find out whether or not Bangladesh's HEIs and Employers are creating employability skills by analyzing the perceptions of Graduates, HEIs and Employers.

Methods

An Employability Skills Inventory Profile was adapted from Cleary, Flynn, and Thomasson (2006), Venetia Saunders and Katherine Zuzel (2010) and Ann-Marie Claudia Williams' (2015) research on Graduates Employability. Beside Skills Inventory, a list of activities has been formulated by collecting data from Higher Education Institutions (HEIs) Curriculums and Students' Assessment Criteria. Assessment Criteria of Twenty five out of forty six Business School of Bangladesh were taken into consideration. After the analysis six common assessment criteria had been identified that directly contribute in Cumulative Grade Point Average (CGPA). Some extra curriculum activities have been identified that are promising for developing employability skills but those activities were not mandatory for all students to participate and the outcome of performance of these activities are not included in the Grades in most of the Business Schools.

During Summer Semester 2017 the Skills Profile and the HEIs activities list were sent to eighty employers through four hundred Internship students of a business school of one private university of Bangladesh. These students were selected as they got three months Internship placements in those organizations, as a partial fulfillment of their BBA and MBA degree. The office of Placement and Alumni (OPA) of American International University Bangladesh (AIUB) distributed the questionnaire through these students and made it mandatory to return while submitting the internship report. Other than the Skills listed on the inventory that employers were requested to priorities, they were also requested to include any new skills they wanted new employees to possess when hired for a position within their organization. Respondents from employers group were consisted of Human Resource Managers, Training Managers, line Managers and other managers who usually are responsible for employees career management and performance management and recruitment and selection. Eighty organizations received the questionnaire and more than 50 skills were listed though there were

repetitions. The common skills were identified and renamed on the basis of organizational and theoretical terms. Finally 12 employability skills were placed in a questionnaire that was sent for survey during Fall 2017 through another batch of four hundred thirty internship students. These students also participated in the survey to give their opinion about employability. 'CGPA' was also included as students of Summer included academic performance as a means of winning a job. A 5-point Likert-type scale was created to measure the strength of importance of each attribute. The questionnaire asked the employers and graduating students to rate the level of importance of each of the 12 skills attributes. The range of extremely important (5), very important (4), somewhat important (3), not very important (2), and not important (1) was used. At the end of the questionnaire, there was space for free response, comment on any matters relating to students employability. The same scoring regimes were applied for both employers and Graduating students, so that direct comparisons could be made. The list of activities from HEIS also distributed through AIUB Institutional Quality Assurance Cell (AIQAC) to twenty five universities in Bangladesh to comment on their existing curriculums role in students employability.

Data Analysis

Collected data were analyzed using the SPSS statistical software package (Version 20). Graduating students and the employers were divided into two different groups. The overall mean values and standard deviation (SD) of the scores for each skill were determined for each of these two groups. Skills were ranked in descending order (standard competition order) by the mean value and SD.

To determine the correlation between the prioritization of skills data for the two groups the overall mean values of the employer's scores and of the graduates score for each skill were expressed as a scatter plot Pearson's correlation coefficient derived.

Another analysis on perception of HEIs and Employers on curriculum has been made to reflect the importance of assessment criteria for employability. Some of the criteria, which are part of curriculum, deemed necessary for students to attend and some are voluntarily offered.

Findings and Discussion

A scatter plot of employer mean scores and graduating mean scores for the importance of the various skills represents a strong positive linear correlation. The correlation coefficient was +0.992 indicating that there was good agreement among these two mean scores (Figure 1), and this was strongly statistically significant ($p < 0.001$).

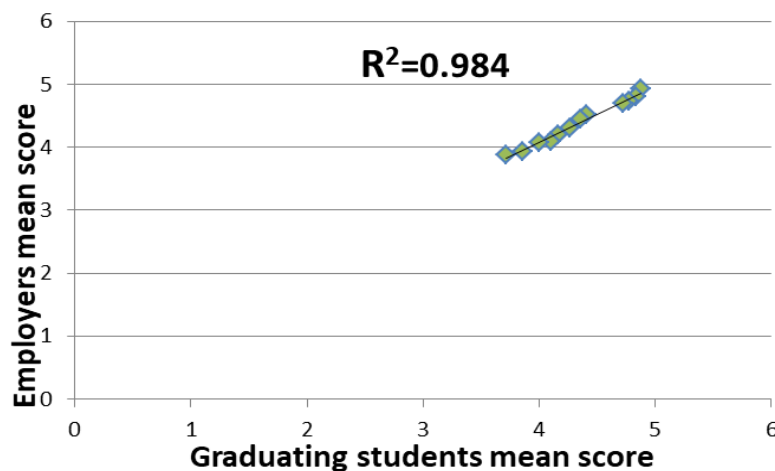


Figure 1: Scatter plot showing correlation between skills priorities of employers and graduating students

Employers overwhelmingly responded that integrity and communication was the top of two most important skills needed by employers in today's market. All 80 employers (100%) indicated that integrity and communication skills were extremely and very important. More than 70% employers indicated that work ethics, interpersonal skills and adaptability are also extremely important for employment.

The frequency of each response and the percentages that indicated the level of importance of each skill attribute as perceived by employers are represented in figure 2.

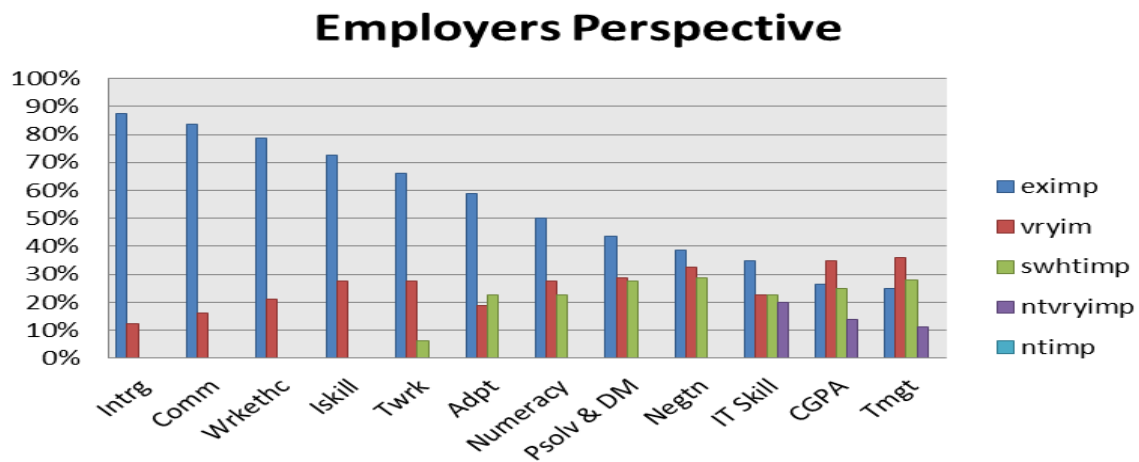


Figure 2: Employers perspective of employability skills

Same survey questionnaire was sent to graduating students in order to find out their perspective about the skills required for employability. Response received was very surprising indeed as the factor that employers tend to value less for employability has been identified as a top ranked priority by graduating students. CGPA, the skill set/employability factor that was ranked 11th on the list from employers' perspective placed on top of the list of graduates. Because they strongly believe that scoring high CGPA increases the chance of securing a place in the competitive job market, a good CGPA is good enough to change the course of their career. This led to believe them that scoring higher CGPA is very significant at times of employment issue. On the other hand, common thoughts shared as well by both the groups during the survey. Communication, as an employability skill has been identified with equal importance. More than 90% responses agree that both CGPA and communication are extremely important for upcoming graduates. Following diagram represents the ranking of employability factors from graduates perspective.

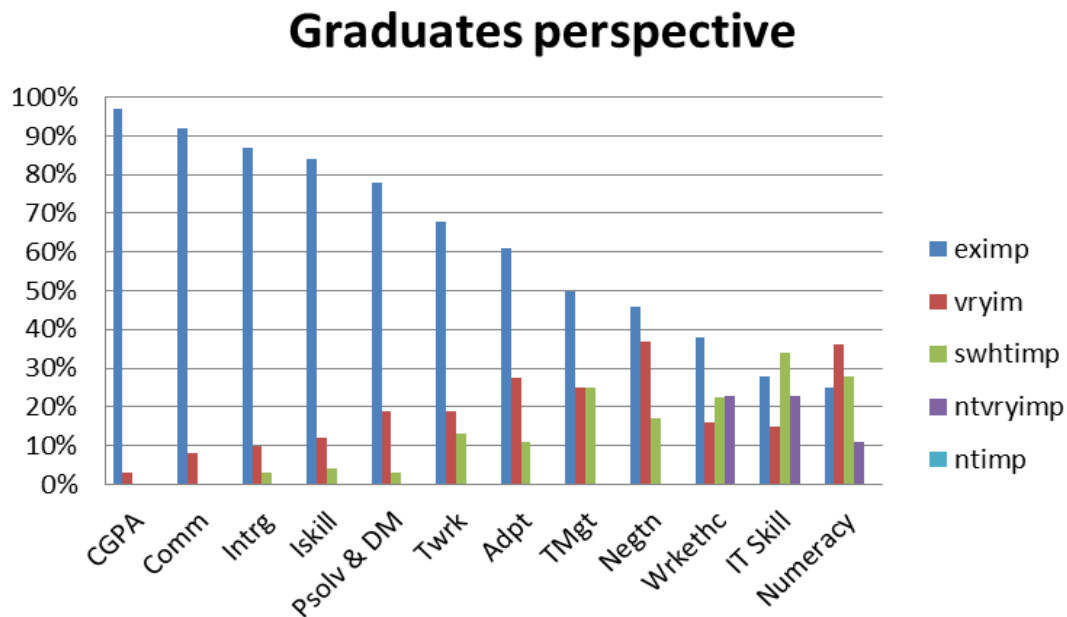


Figure 3: Graduates perspective of employability skills

The mean score and standard deviation of employability skills attributes related to its perceived level of importance is represented in Table 1 (see appendix). Each of the soft skill attributes from employers perspective had a mean score of ≥ 3.72 based on a 5.0 scale, where 5 = *extremely important*, 4 = *very important*, 3 = *somewhat important*, 2 = *not very important*, and 1 = *not important*. None of the skills attributes received a *not important* ranking. From graduates perspective each of the employability skill attributes (see appendix) had a mean score of ≥ 3.88 based on a 5.0 scale, where 5 = *extremely important*, 4 = *very important*, 3 = *somewhat important*, 2 = *not very important*, and 1 = *not important*. None of the soft skills attributes received a *not important* ranking.

Table 3: Employers and Graduates preference

Top Ranked skills employers prefer	Top ranked skills graduates prefer
Integrity	CGPA
Communications	Communications

While trying to investigate the perception of employers and HEIs on the role of existing curriculum in students' employability, following findings has been identified:

Table 4: Employers and HEI's perception about employability in curriculum (5=strong employability, 0= No employability)

Students Assessment Criteria	Employability (Employers view)	Employability (HEI's view)
Written Exam	1	1
Viva	2	3
Attendance	1	1
Written assignment	0	0
Individual and team presentation	4	4
Volunteering experience in event management (seminar, workshops)	5	5

From the above table, perception about students' assessment criteria from two different perspectives has been drawn. Assessment criteria those contribute towards better academic result and mandatory part of curriculum has been identified as least importance for employability by employers and HEIs whereas in reality, general thoughts among people are that "better academic result ensures strong chance of employment". Most importantly both employers and HEIs agree to the same note. Surprisingly, engagement in volunteer work has been identified as one of the most important assessment criteria for employability by both employers and HEI. This can be explained in a way that students have the scope of showing their skills when they involve themselves in volunteer works as it is a kind of platform to showcase their individual skills and qualities that ultimately portrays employability skills that employers look for. So, it is a very interesting finding that can be taken into account for study and how these particular criteria can be included in the curriculum could be a matter of further research.

Table 5: List of Activities that HEI doing for creating Employability (5 Strongly Agree, 0 Strongly Disagree)

Voluntary Activities	Employability by Employers
Club Activities	3
Internal and External Competition	3
Student Exchange Program	2
Event Management Skills	4
Participating Workshops Seminar	3
Guest Speakers from Organizations	2
Field Visit & Study Tour	3

Educational institutes have been trying to introduce certain voluntary activities in order to raise the skills of new graduates that will eventually help them while hunting for job. Initiatives like organizing event management

program where student can have the scope of presenting their strength in dealing with various activities their own using skills and knowledge in order to host a particular event successfully. And employers view this activity on a high ground as this ultimately shows how an individual will react to a situation and come up with a positive outcome. So, in collaboration with employers, HEI's have been implementing voluntary activities to raise the employability skills that deemed necessary and significant from employers perspective. All the activities listed on the table mentioned above, HEI's trying to incorporate in the curriculum so that every passing out graduates should have the required skills that is needed for employability.

Suggestions

Integration of employability skills as assessment into HEIs curriculum will promote hiring of students in today's workforce (also supported by Glenn, 2008; James & James, 2004; Mitchell et al., 2010; Perreault, 2004; Wilhelm, 2004. Industry-Educators Partnership is Highly required. Employers also need to make both external and internal communication about required employability skills they are looking for in a particular job position. It is suggested that Skills list will be mentioned in the job advertisement & direct questions related to skills must be included during recruitment & Selection Process. It will survey to create awareness among students and Higher Education Institutions. It is advisable that HEIS and employers should come forward and start working in collaboration to develop graduates profile. In this regard they can have a joint fund through which graduating students will be receiving skills training. It is understandable that both of the parties or any of them may be resistant about having joint fund, however it should also be realized that beneficiaries of this initiative is not only the students, employers can save time and money to develop employees, long term training and many other development schemes. Organization will surely provide need based training but they will get more ready to perform employees which actually they want. And interestingly no one should forget that development is a long term process and employees cannot be developed within a limited time period of training or counseling. Students and Human Resources as a whole needs to go through systematic development framework since their student life. All the skills mentioned in this paper are also called as life skills, people management skills, behavior skills, human skills, soft skills, work skills (Weber, Finley, Crawford, & Rivera as cited by De Villiers, 2010, p. 2). Therefore, few hours training program for employees cannot ensure learning or developing these skills.

Limitation and Future Research

This study did not address the number of acceptance and rejection in hiring graduates because of employability. Moreover, since Skills Development is a long term process, it is important to figure out the right age, time and level of Education to start learning and developing Employability Skills. Future researchers are also suggested to investigate how environment too contributes in achieving these skills along with HEIs and Employers as environment (family, friends, community, and culture) also has a vital role in developing skills into Human Resources.

Conclusion

It's a matter of great concern that students still strongly believe that scoring higher CGPA will ensure their job in the competitive market. The core gap between the Employers and Graduates expectations is that employers are skills focused and graduates are CGPA focused. Therefore this is where HEIs can contribute the most. Higher Education Institutions can surely develop the employability skills among graduates by engaging employers in the course, stating 'employability' in the mission statement, Curriculum and Assessment. This is how both of the stakes can work in collaboration in graduate employability. Though some HEIs are now prioritizing Outcome Based Evaluation (OBE) but the number is very less. This study has not found any evidence of inclusion of employability skills in the Graduates Assessment and CGPA. Hence, a highest CGPA achiever in many cases fails to demonstrate employability skills that are a threat to the credibility of the excellence of a graduate or a potential employee. Therefore to continue with the credibility, Higher Education

Institutions (HEIs) should reform the existing curriculum and include 'employability skills' into it. It is a matter of hope that students also realize the importance of developing 'Communication Skills' to be employable, as according to employers this skills enhances other skills from the list i.e. interpersonal skills, negotiation, adaptability, team building. Hence, it's the high time for both HEIs and Employers to sit together to find the right process of developing 'Skilled' human resources who are ready to perform in the work and life.

Acknowledgements

I dedicate this work to my husband, Shafqat Rana Sayed who has been an outstanding support emotionally, physically and intellectually. To my daughters, Sumayrah Alisha Sayed and Sarinah Ambareen Sayed, two motivating factors for completing this paper; it is my hope that their academic achievements will be more than their mother's achievement.

References

- Arkansas Department of Education. (2007). Combined research report of business leaders and college professors on preparedness of high school graduates. Little Rock: Author.
- Azim, S., Gale, A., Lawlor-Wright, T., Kirkham, R., Khan, A., & Alam, M. (2010). The importance of soft skills in complex projects. *International Journal of Managing Projects in Business*, 3(3), 387-401. doi:10.1108/17538371011056048
- Baty, P. (2007) Concern at rise in top degrees. *Times Higher Education Supplement* 12 January 2007 p2
- Bronson, E. (2007). Career and technical education is ideally suited to teaching students the softskills needed to succeed in the 21st century workplace. *Techniques: Connecting Education & Careers*, 82(7), 30-31.
- Cleary, M., Flynn, R., & Thomasson, S. (2006). *Employability skills from framework to practice: An introductory guide for trainers and assessors*. Canberra, Australia: Department of Education, Science and Training.
- Cooper, K. (2006) Personal Developmental Planning at Oxford Brookes - Still Developing? *Brookes eJournal of Learning and Teaching*, 1, issue 4 available at bejlt.brookes.ac.uk/vol1/volume1issue4/practice/cooper.html (accessed 3 June 2009)
- Cranmer, S. (2006) Enhancing graduate employability: best intentions and mixed outcomes. *Studies in Higher Education*, 31 (2), 169-184
- Denholm, J. (2004) Considering the UK Honours degree classification method, a report for the QAA/SHEFC Quality Enhancement Theme Group on Assessment Edinburgh: Critical Thinking. Available at <http://www.enhancementthemes.org/uploads/documents/JaneDenholmfinalreporthonoursclassificationREVISED200904.pdf> (accessed 30 November 2008)
- Dunne, E., Bennet, N. & Carré, C. (2000) Skill development in higher education and employment. In: Coffield, F. (ed.) *Differing visions of a learning society. Research findings, volume I*. The Policy Press & ESRC
- Dutton, G. (2012). Taking soft skills for granted? *Training*, 49(5), 48-50. Retrieved from EBSCOhost Business Source Complete (Accession No: 80511710)
- Gewertz, C. (2007, June 12). Soft skills in big demand: Interest in teaching students habits of mind for success in life is on the rise. *Education Week*, 26(40), 25-27.
- Glenn, J. L. (2008). The "new" customer service model: Customer advocate, company ambassador. *Business Education Forum*, 62(4), 7-13. (Graduate Prospects, 2009).
- Harvey, L., Locke, W. and Morey, A., 2002, *Enhancing Employability, Recognising Diversity*. London, Universities UK.
- Harvey, L. (2000a) New realities: the relationship between higher education and employment. *Tertiary Education and Management*. 6, 3-17
- House of Commons, (2009) Innovation, Universities, Science and Skills Committee. *Reskilling for recovery: After Leitch, implementing skills and training policies*. <http://www.publications.parliament.uk/pa/cm200809/cmselect/cmdius/48/48i.pdf>
- Knight, P.T. and Yorke, M. (2002) Employability through the curriculum. *Tertiary Education and Management* 8 (4), 261-276.

Jon Lewin:Employers Perceptions of the employability skills of new graduates

Keller, S., Parker, C. M., & Chan, C. (2011). Employability skills: Student perceptions of an IS final year capstone subject. *ITALICS: Innovations in Teaching & Learning in Information & Computer Sciences*, 10(2), 4-15. doi:10.11120/ital.2011.10020004

Kevin Lowden, Stuart Hall,Dr Dely Elliot and Jon Lewin(2011) Employers Perceptions of the employability skills of new graduates, University of Glasgow SCORE Centre and Edge Foundation

Lowe, R. (2007) Degrees of fashion 1. *Times Higher Education Supplement* 26th October 2007

Mason, G. and Williams, G. and Cranmer, S. (2006) Employability skills initiatives in higher education: what effects do they have on graduate labour outcomes? London: National Institute of Economic and Social Research. GLM293.

Mason, G., Williams, G., & Cranmer, S. (2009). Employability skills initiatives in higher education: What effects do they have on graduate labour market outcomes? *Education Economics*, 17(1), 1-30. doi:10.1080/09645290802028315

Mitchell, G. (2008). Essential soft skills for success in the twenty-first century workforce as perceived by Alabama business/marketing educators (Ed.D. dissertation).

Morley, L. and Aynsley, S. (2007) Employers, quality and standards in higher education: shared values and vocabularies or elitism and inequalities? *Higher Education Quarterly*, 61 (3), 229–249

Rivera, L. M., & Schaefer, M. B. (2009). The Career Institute: A collaborative career development program for traditionally underserved secondary (6-12) school students. *Journal of Career Development*, 35(4), 406-426. doi:10.1177/0894845308327737

Rothwell, A & Arnold, J (2007), Self-perceived employability: development and validation of a scale. *Personnel Review*, Vol 36, N01, pp 23–41

Shafie, L., & Nayan, S. (2010). Employability awareness among Malaysian undergraduates. *International Journal of Business & Management*, 5(8), 119-123. Retrieved from <http://www.ccsenet.org/journal/index.php/ijbm/article/view/6917>

Sutton,N. (2002, August 9).Why can't we all just get along? *Computing Canada*, 28(16), 20

Weber, M. R., Finley, D. A., Crawford, A., & Rivera, D. (2009). An exploratory study identifying soft skill competencies in entry-level managers. *Tourism and Hospitality Research*, 9(4), 353-361. doi:<http://dx.doi.org/10.1057/thr.2009.22>

Yorke, M and Knight, P (2006) Embedding Employability into the Curriculum. Learning and Employability Series One. York: Higher Education Academy

Appendix

Table 2: Comparison between two groups of Mean and standard deviation of each employability skill attribute relative to perceived level of importance (N=80)

Employability skills	Employers		Graduating students	
	M	SD	M	SD
Intrg	4.88	0.26	4.92	0.16
Comm	4.84	0.30	4.8	0.24
CGPA	3.86	0.88	4.92	0.16
Wrkethc	4.78	0.39	4.07	0.79
Iskill	4.72	0.48	4.69	0.42
Twrk	4.41	0.64	4.44	0.66
Adpt	4.36	0.74	4.31	0.70
Numeracy	4.27	0.79	3.88	0.60
Psolv & DM	4.16	0.66	4.51	0.51
Negtn	4.1	0.82	4.21	0.73
IT Skill	4	0.84	3.94	0.81
Tmgt	3.72	0.79	4.2	0.62

3. List of Soft Skills/Employability Skills

1. Integrity-honest, ethical, high morals, has personal values, does what's right
2. Communication-oral, speaking capability, written, presenting, listening, Understanding
3. CGPA- Cumulative Grade Point Average
4. Work Ethics- hard working, willing to work, loyal, initiative, self-motivated, on time, good Attendance
5. Interpersonal Skills- nice, personable, sense of humor, friendly, nurturing, empathetic, has self-control, patient, sociability, warmth, social skills
6. Team Work-cooperative, gets along with others, agreeable, supportive, helpful, Collaborative
7. Adaptability- Flexibility, willing to change, lifelong learner, accepts new things, adjusts, teachable
8. Problem Solving & Decision Making-Critical Thinking, ability to lead, willingness and skills to solve problems
9. Negotiation-People management skills, highly require where multiple stakeholders are there in the organization
10. IT Skill-Technical , functional and hard skills that increases work efficiency
11. Team Work-cooperative, gets along with others, agreeable, supportive, helpful, collaborative
12. Numeracy-Basic functional Knowledge helps employees in the business world

EXPLORATION OF PHYSICS PROBLEM-SOLVING SKILLS WITHIN PHENOMENON-BASED LEARNING IN SENIOR HIGH SCHOOL STUDENTS

Lia Yuliati¹ and Parno¹

¹*Universitas Negeri Malang, Indonesia*

Abstract: Problem-solving skills are cognitive processes that help students find solutions to problems. The results of preliminary studies and previous research show that students have difficulty in solving optical problems. Students tend to solve optical problems with mathematical procedures without going through the process of identifying and analyzing how to solve problems. This research aimed to explore students' problem-solving skills on optical materials and find their solutions through phenomenon-based learning. The research used a mixed method on 30 high school students in East Java, Indonesia. The data was obtained by using open-ended questions (Cronbach Alpha = 0.82). Data analysis was done quantitatively and qualitatively. Data were collected using tests and interviews regarding phenomenon-based learning. The results showed that problem-solving skills were classified into useful description 18%, physics approach 17%, the specific application of physics 11, mathematical procedures 33%, and logical progression 21%. Most students used a mathematical approach rather than a physics approach to solving optical problems. Phenomenon-based learning helps students understand physics through problems presented with phenomenon and problem solving based on phenomena.

Keywords: problem-solving skills, optics, phenomenon-based learning

Introduction

Characteristics of Physics materials in schools can be concrete and abstract. Abstract concepts will lead to different thoughts on students when learning them. This resulted in the concept of physics into one material that is difficult to study in science education so the understanding of fairly fundamental concepts is weak or lacking (Docktor, et al., 2015). Ideally, after studying physics students get meaningfulness to the concepts learned so as to apply the concept in everyday life. This is consistent with the purpose of physics learning that students are able to master the concepts and principles of physics to develop knowledge, skills, and confidence so that it can be applied in everyday life (Serway & Vuille, 2014). One of the goals of physics education is the ability to solve problems in daily life (Selçuk, et al, 2008; Gok & Silay, 2010).

Previous research results have shown that students tend to have difficulty solving problems. Students tend to more easily solve problems with mathematical procedures without going through the process of analyzing how to solve problems (Danika, et al., 2017). In addition, indicators of physics learning success one of them can be seen from the ability of students in solving problems. Problem-solving activities of students can make their thinking more flexible (Bentley & Whitten, 2007).

Problem-solving skills are important goals in the 21st-century education system. Problem-solving skills require a special skill to solve a problem in daily life and social life (Selçuk et al, 2008). Problem-solving ability is a special ability that students have in analyzing the problems encountered so that students can determine what steps will be done. These problem-solving skills are linear and hierarchical (Selçuk et al, 2008). In addition, problem-solving refers to the efforts of students in determining the resolution of the problems at hand (Selçuk et al, 2008; Gok & Silay, 2010). Solving this problem also refers to the information that can be extracted by students during the learning process.

The development of learning should be oriented towards constructivist theory from an early age (Poedjiadi, 2005) and phenomenon-based learning (Silberman, 2007). A phenomenon based learning strategies that take advantage of the phenomenon as a learning resource (Basu, et al, 2014; Louca & Zacharia, 2014). Students can create a representation of the phenomenon investigated so as to be involved in cognitive processes (Louca & Zacharia, 2014). Students can also develop causal explanations for the relationships between objects observed in phenomena (Basu, et al, 2014). The phenomenon that is presented through simulation can develop students' ability assembles and analyze the question and select and develop solutions to the problems being studied (Yu, et al, 2015). A phenomenon-based teaching is embedded in a problem-solving environment, where the teacher starts by posing questions or problems and the students "build answers together to questions or problems posed concerning a phenomenon that interests them" (Silander, 2015)

The phenomenon based learning paradigm corresponds to the nature of physics. Physics is a branch of science that studies nature. Physics is derived from the thought through a systematic process with the use of scientific methods. Thought results are built on observations and experiences during data collection. The data is then interpreted so as to produce an explanation of the facts and concepts that evolve into principles, laws, and theories are tested truth (Yuliati, 2008).

The phenomenon can be a source of investigation. Students observed the phenomenon and collecting relevant experience of the phenomenon being studied (Louca & Zacharia, 2014). Then, students identify problems, formulate hypotheses, design experiments, collect and analyze data, and draw conclusions about Physical phenomena. In conducting the investigation stage, the students had a discussion about scientific phenomena they observe. By observing the phenomenon, students can build knowledge and use it to develop and test phenomenon-related explanations (Kipnis & Hofstein, 2008) to answer causal questions (Lawson, et al, 2000).

The phenomenon is thus seen as an authentic object of observation, a systemic framework for the things to be learned (systemic model), a metaphorical framework for the things to be learned (analogous model), a motivating "base" for attaching the things to be learned (Silander, 2015). The term phenomena are often employed to indicate things as they appear in our surroundings or experiences that are observable and can be explored. Phenomenon-based learning starts with observation of a phenomenon from different points of view. The teacher demonstrated about the phenomenon of the material being learned. Phenomenon-based learning consists of five dimensions: holistic, authenticity, contextuality, problem-based inquiry learning, and learning process. Holistic refers to the multidisciplinary of phenomenon-based learning, which is not integrated into traditional school subjects but rather focuses on a systematic, comprehensive exploration of current and actual events in the real world. Authenticity implies the use of methods, tools, and materials, which are necessary for real-world situations to solve problems that are relevant to students' lives and significant in the community. Contextuality refers to learning of phenomena as systemic entities, which are meaningful in a natural context and setting (Silander, 2015).

This article presents research results that aim to explore students' problem-solving skills and find their solutions through phenomenon-based learning. The research undertaken focused on exploring how students solve optic problems after learning with a phenomenon-based learning.

Method

This research used an exploratory research with mixed-method research: Embedded Experimental Model. This method collected quantitative and qualitative data together before and after conducting the research intervention (Cresswell & Clark, 2007). The research design used in this research is shown in Figure 1.

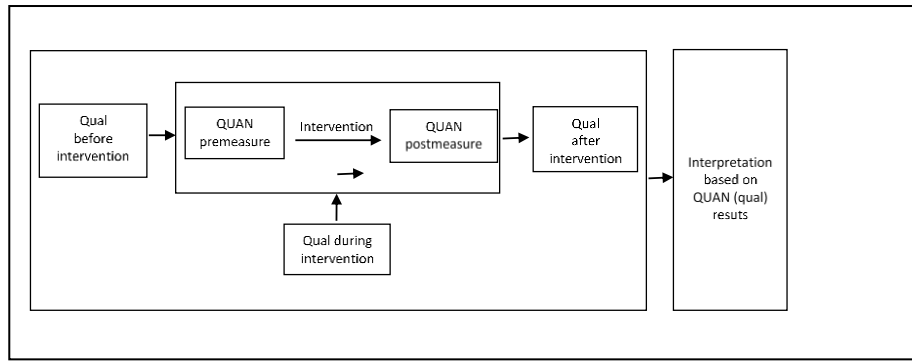


Figure 1. Embedded Experimental Model (Cresswell & Clark, 2007)

The research was conducted on 30 students in 10th grade at one of senior high school in East Java, Indonesia. The students consisted of 16 women and 14 men. These students have a good concept mastery of Physics concept that has been measured by a written test before. The data were collected by interviews, observation and open-ended questions test (Cronbach Alpha = 0.82) before and after phenomenon-based learning. Test results and interviews are categorized using the problem-solving rubric. Qualitatively, the data were analyzed using the problem-solving rubric presented in Table 1. Quantitatively, the data were analyzed using the paired t-test statistic descriptive, N-gain score, and the d-Cohen effect size.

Table 1. Physics Problem Solving Skills Criteria

Criteria	Description
Useful Description	Assesses a solver's process of organizing information from the problem statement into an appropriate and useful representation that summarizes essential information symbolically, visually, and/or in writing.
Physics Approach	Assesses a solver's process of selecting appropriate physics concepts and principles to use in solving the problem.
Specific Application of Physics	Assesses the solver's process of applying physics concepts and principles to the specific conditions of the problem.
Mathematical Procedures	Assesses the solver's process of selecting appropriate mathematical procedures and following mathematical rules to obtain target quantities
Logical Progression	Assesses the solver's processes of staying focused on a goal while demonstrating internal consistency.

(Docktor, et al., 2016)

Result and Discussion

The results of the descriptive statistical analysis for physics problem-solving skills are shown by paired t-test, N-gain score, and d-Cohen effect size. The paired t-test showed that there was a significant difference in problem-solving skills. The significance value is 0.00 (Asymp Sig. 2-tailed). The N-gain score was 0.6. There is an increase in problem-solving skills of students in the medium category. The d-Cohen effect size was 4.9. The results of the descriptive test statistic are presented in Figure 2.

Table 2. Results of descriptive statistic test for physics problem-solving skills

Statistic	Pretest Score	Posttest Score
Subject	30	30
Maximum score	33.91	93.04
Minimum Score	5.22	44.35
Mean	18.34	68.91
Median	18.26	72.17
Modus	16.52	74.78

Phenomenon-based learning has several benefits for students. New experiences about phenomena can lead to questions in the minds of students (Karplus, et al., 1977). Through phenomenon-based explanations, students may acquire better memories than the teacher's explanation (Kipnis & Hofstein, 2008). Some activities in phenomenon-based learning among other students observe phenomena, compile temporary explanations, conduct an inquiry prepare the final explanation and provide reasons to support the explanation.

In this research, students learn by a phenomena-based learning through demonstration activities about natural phenomena related to optic materials, experimental activities, discussions, evaluation, and reflection on investigation activities. Such learning helps students to practice explaining (Yao, et al., 2016) and to know concepts in concrete terms. The introduction of concepts in advance will make it easier for students to understand the abstract concept (Karplus, et al., 1977). Observation activities are also intended to provide an overview of the investigation that will be done so that the student worksheets can be arranged more simply.

After the observation activity, the students are asked to construct questions and explanations that are temporary about the phenomena that have been observed. It is based on the theory that composes a scientific explanation can enhance students' understanding of the ideas of science (NRC, 2012). The explanation is a temporary answer to be investigated through an inquiry. In learning, teachers can guide students through one big question then students develop it into a few small questions (Dolan & Grady, 2010).

After preparing the initial explanation, the students conducted an investigation in groups. Through investigation, students work together collaboratively to find out the truth of the initial explanations that have been prepared. Before beginning the investigation, the teacher ensures that students fully understand the goals and activities to be performed. The investigation activity is carried out by observing the phenomenon and experiments based on the worksheet. Investigation activity aims to train students to build knowledge, understanding the nature of physics and identify relationships between objects in the phenomenon as an ingredient to prepare the final explanation (Harlen, 2014). Data obtained from the investigation are presented in various ways. The data is interpreted to draw conclusions as the final explanation obtained from the group discussion. The explanation must be supported by the concepts and theories that students can hold his when communicating the results of the investigation (NRC, 2012).

Students problem-solving skills are explored through essays tests given at the end of the lesson. The test results were analyzed with rubric problem-solving skills and presented in Figure 3.

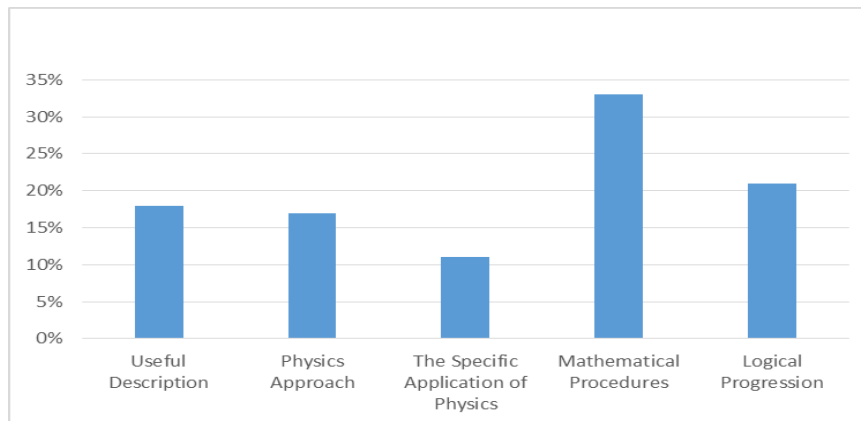


Figure 3. Physics Problem solving skills of students

Based on Figure 3, the problem-solving skills of physics at the optic material is dominated by the ability of mathematical procedures (33%) and only a small percentage are using the capabilities the specific application of Physics. This was confirmed the results of the analysis conducted student problem solving as shown in Figure 4.

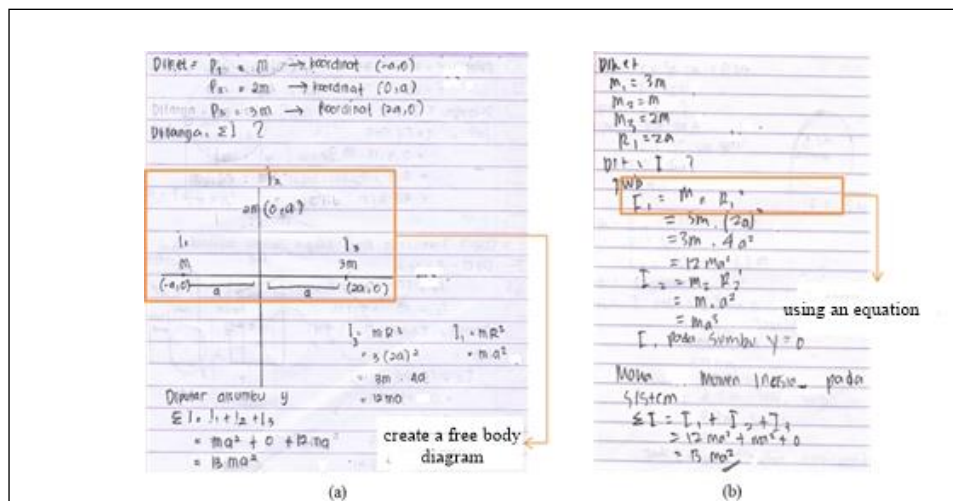


Figure 4. a) Student A used a physics approach by creating a free body diagram

b) Student B used mathematical equations directly

Most students solve physics problems using mathematical procedures. This is influenced by the ability to remember which is still dominant in the thinking pattern of students. The ability to remember is the lowest ability in Bloom's Taxonomy. In fact, in order to include the level of problem-solving skills, students need cognitive mastery at a higher level, namely to apply, analyze and create. Cognitive abilities at higher levels should be trained on the phenomenon based learning because this learning guide students master the concepts gradually, from an abstract concept to a concrete concept (Basu, et al. 2014; Dolan, & Grady, 2010).

Conclusion and Recommendation

Based on the results of research, the conclusion of the research shows that Student problem-solving skills on optical materials are still dominated by mathematical procedures. Conceptual mastery of physics needs to be improved because the mastery of this concept becomes the basis for the development of problem-solving skills. Mastery of the concept of has a positive influence on problem-solving skills. A phenomenon-based learning helps students understand physics through problems presented with phenomena and problem solving based on phenomena. This research recommends that students had difficulty to solve a problem so that the teacher should

provide a scaffolding to identify the problem and find a solution the problem. So, the teacher should be teaching physics with a physics approach and not a mathematical perspective. The results of the research found that there were misconceptions in physics that the future researchers can explore the sources of misconceptions and be looking for ways to reduce these misconceptions.

References

- Basu, S., Sengupta, P. & Biswas, G. 2014. A Scaffolding Framework to Support Learning of Emergent Phenomena Using Multi-Agent-Based Simulation Environments. *Research in Science Education*, 45:293–324.
- Bentley, L. D. & Whitten, J. L 2007. *System Analysis and Design for the Global Enterprise* Seventh Edition. New York: McGraw-Hill.
- Creswell, J. W & Clark, V. L. P. 2007. *Designing and Conducting Mixed Methods Research*. Thousand Oaks, California: Sage.
- Docktor, J.L.; Strand, N.E.; Mestre, J.P. & Ross, B.H. 2015. Conceptual problem solving in high school physics. *Physical Review Special Topics-Physics Education Research*, 11/2, 0201061-02010613.
- Docktor, J.L.; Dornfeld, J.; Frodermann, E.; Heller, K.; Hsu, L.; Jackson, K.A.; Mason, A.; Qing X. Ryan. & Yang, J. 2016. Assessing student written problem solutions: a problem-solving rubric with application to introductory physics. *Physical Review Physics Education Research*, 12/1, 0101301-01013018.
- Dolan, E. & Grady, J. 2010. Recognizing Students' Scientific Reasoning: A Tool for Categorizing Complexity of Reasoning during Teaching by Inquiry. *Journal of Science Teacher Education*. February 2010, Volume 21, *Issue 1*, pp 31–55
- Gok, T. & Silay. I. 2010. The Effects of Problem Solving Strategies on Students' Achievement, Attitude and Motivation. *Latin-American Journal of Physics Education*, 4(1), pp 7-21.
- Harlen, W. 2014. Helping Children's Development of Inquiry Skills. *Inquiry in Primary Science Education*, 1: 5-19.
- Karplus, R., Wollman, Lawson A. E., Arons, A., Lovell, K., Lunzer, E., Renner, J. W., Shayer, M. & Suarez, A. 1977. Science Teaching and the Development of Reasoning. *Journal of Research in Science Teaching*. Vol. 14(2): 169-175.
- Kipnis, M. & Hofstein, A. 2008. The Inquiry Laboratory as a Source for Development of Metacognitive Skills. *International Journal of Science and Mathematics Education*, 6: 601:627
- Lawson, A. E., Drake, N., Johnson, J., Kwon, Y-J. & Scarpone, C. 2000. How Good Are Students at Testing Alternative Explanations of Unseen Entities? *The American Biology Teacher*, 62(4): 249-255.
- Louca, L. T. & Zacharia, Z. C. 2014. Examining Learning through Modeling in K-6 Science Education. *Journal of Science Education and Technology*, 24: 192–215.
- NRC. 2012. *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*. Washington, D. C.: The National Academies Press.
- Poedjiadi, A. 2005. *Sains Teknologi Masyarakat: Model Pembelajaran Kontekstual Bermuatan Nilai*. Bandung: Remaja Rosdakarya
- Selcuk, G. S, Caliskan, S, Erol, M, 2008. The Effect of Problem Solving Instruction on Physics Achievement, Problem Solving Performance and Strategy Use. *Latin America Journal Physics Education*. (Online). 2(3). 2008, pp.151-166.
- Serway, R.A. and Jewett, J.W. 2014 *Physics for Scientists and Engineers with Modern Physics*. 9th Edition. Cengage Learning, Boston
- Danika, P.P., Yuliati, L., Wartono. 2017. Concept Acquisition of Rotational Dynamics by Interactive Demonstration and Free-Body Diagram. *Journal of Education and Learning*. Vol. 11 (3) pp. 291-298.
- Silander, P. 2015. Digital Pedagogy. In P. Mattila, & P. Silander (Eds.), *How to create the school of the future: Revolutionary thinking and design from Finland* (pp. 9-26). Oulu: University of Oulu, Center for Internet Excellence.
- Silberman, M. 2007. *The Handbook of Experiential Learning*. San Francisco: John Wiley & Sons, Inc.

- Yu, K-C., Fan, S-C. & Lin K-Y. 2015. Enhancing Students' Problem-solving Skills through Context-based Learning. *International Journal of Science and Mathematics Education*, 13: 1377-1401
- Yuliati, L. 2008. *Model-model Pembelajaran Fisika: Teori dan Praktek*. Malang: Lembaga Pengembangan Pendidikan dan Pembelajaran. Universitas Negeri Malang.

TEST ANXIETY, COMPUTER SELF EFFICACY, AND PERCEIVED EASE OF USE DURING COMPUTER-BASED TEST ON FIRST-YEAR STUDENTS

Endah Mastuti^{1*} and Dewi Retno Suminar¹

¹ Universitas Airlangga, Indonesia

Abstract: This study aims to provide description of psychological factors such as test anxiety, computer self-efficacy, and perceived ease of use in completing computer-based tests (CBT) on first-year students. Such study is important because for first year students from different regions, not all of them have experience of CBT and there are possibilities of various psychological aspects such as CBT anxiety, Computer Self-Efficacy, and perceived ease of use affecting them in completing CBT. The subjects are 203 first-year students of Faculty of Psychology Universitas Airlangga. Scales used in this research include an adaptation of Computer Self-Efficacy scale by Compeau, DR, and Higgins, CA (1995), Test Anxiety Inventory (TAI) by Taylor and Diane (2002), Perceived Ease of Use scale by Davis (1989). The results showed that the student's test anxiety test during CBT are categorized as 16.74% low, 76.26% moderate and 7% high. Regarding computer self-efficacy, about 28.57% students had low efficacy, 59.60% with mediocre efficacy and 11.82% had high efficacy. In term of perceived ease of use of the CBT, 2.46% perceived low ease, 34.48% perceived moderate degree of ease, while 63.05% perceived high ease of use.

Keywords: Computer self-efficacy, test anxiety, perceived ease of use

Introduction

Technology advancement has been very rapid in the last decades. It certainly affects the human life both in daily activities and at work. Utilization of technology has a wide range of impacts and important roles. Universities are among the institutions which are expected to follow the advancement of technology, for instance by utilizing it for evaluation process. One instance of such application is the use of computer-based test (CBT) for assessment process.

As one of the new technology innovations, of course CBT is not easily accepted by test-takers. Similar to the emergence of other technology, it takes some influencing factors for CBT to be fully accepted. This phenomenon is explained by the Computer-Based Assessment (CBA) Acceptance model. This model explicates that CBA acceptance can be indicated by intention to use CBA. Further, intention to use CBA is influenced by some factors, such as perceived ease of use and perceived playfulness (Maqableh *et al*, 2015).

Some studies on CBT focused on the issue of equivalence by comparing the test score in CBT and in paper-based test (PBT). Other studies focused on the acceptance of CBT as a new technology. A research pertaining to CBA, in which CBT is one sort of CBA, by Terzis & Economides (2011), proposed the Computer-Based Assessment Acceptance Model (CBAAM) and involved eight variables, namely content, perceived playfulness, perceived ease of use, perceived usefulness, goal expectancy, social influence, facilitating conditions, and self-efficacy in using computer. In addition, another study by Lu and colleagues (2016) found the effect of computer self-efficacy, training satisfaction, and test anxiety on attitudes towards and performance in computerized adaptive testing (CAT).

Faculty of Psychology of Universitas Airlangga is among institutions that has been applied CBT since 2013. Some researches on the application of CBT have been conducted by author, including an initial survey in 2014 which found that 27% students agreed and 19% students strongly agreed that online test had caused students to be more anxious. This is in accordance with a research by Chua (2012) which found that anxiety in facing test had negative impact on the performance during Computer Adaptive Test (CAT). It means that lower anxiety is associated with higher test score and vice versa. Meanwhile, 24% students were neutral, 16% disagreed, and 13% strongly disagreed that online test had made them more anxious (Mastuti, 2014). Further, a research by author in 2016 resulted in some findings as follow: (1) Self-efficacy in CBT among 170 students could be categorized as 2.35 low, 61% moderate, and 36.5% high. Meanwhile, self-efficacy in PBT among students could be categorized as 4% low, 54% moderate, and 42% high; (2) Students' motivation to complete test could be categorized as 1% low, 29.41% moderate, and 70% high; (3) Testing effect, i.e. the test score and test completion time differences, showed that in term of completion time, the average in CBT was 55 minutes, while it was 59 minutes in PBT. It implied that students were faster in completing the test in CBT compared to PBT. In addition, the average test score in CBT was 53.16 and it was 46.36 in PBT, indicating that students who took CBT obtained higher score compared to those completing PBT; (4) Additionally, significance difference was found between students' score in CBT and in PBT. The aforementioned research investigated three aspects, namely self-efficacy in CBT and PBT, motivation, and testing effect. Meanwhile, according to various studies, many other factors have roles in this issue, such as computer self-efficacy, test anxiety (Lu *et al*, 2016), perceived playfulness, perceived ease of use, perceived usefulness and self-efficacy in operating computer (Maqableh *et al*, 2015).

Furthermore, Faculty of Psychology of Universitas Airlangga admits approximately 200 to 220 freshmen each year (Self Evaluation, 2016). For freshman students from various city of origin, and not all of them has experience of CBT, some psychological aspects such as test anxiety toward CBT, computer self-efficacy, and perceived ease of use might influence their performance in CBT. Based on this information and some previous studies, there are many other things to investigate further pertaining to the application of CBT and its relation with CBAAM. Particularly, relevant psychological factors such as test anxiety in CBT, computer self-efficacy, and perceived ease of use in completing CBT, especially for students in their first year. Such research is necessary because according to CBAAM, psychological factors have influence in the acceptance of CBT. The application of CBT both in Indonesian universities and schools still does not take in to consideration some related psychological aspects like students' anxiety toward the test, computer self-efficacy, perceived usefulness, etc. The initial findings that students were more anxious in CBT compared to conventional test indicates that such phenomenon indeed exists. Additionally, student's self-efficacy in operating computers to the extent that they can handle it when encounter some problems is a critical aspect in completing computer-based test. According to Terzis and Economides (2011), computer self-efficacy correlates with perceived ease of computer use. In addition to those two aspects, perceived ease of use is also one of author's interest. Perceived ease of use is the extent to which individuals believe that utilizing a system does not require a great deal of effort (Davis, 1989). It implies that when it is easy to use, freshmen will find it easy to accept CBT and it will not affect their performance.

Based on the explication above, author aimed to empirically observe psychological aspects such as test anxiety, computer-based self-efficacy, and perceived ease of use during CBT in first-year students.

Test Anxiety

Test anxiety is defined as a set of phenomenological, physiological, and behavioral response that accompany concern about possible negative consequences or failure on a test or similar evaluative situation (Zeidner, 1998; Lu *et al*, 2016). Test anxiety can also be defined as one feature of generic anxiety comprising cognitive attention process which interfere competent performance in academic or testing situation (Spielberger & Vagg, 1995 cited

in Shermis & Lombard, 1998). CBT anxiety is conceptualized as apprehension or tension, fear, excessive worry, nervousness, and physiological arousal occurring prior to and during CBT (Balogun & Olanrewaju, 2016).

Among some finding relevant to CBT and test anxiety is the finding of a study by Cassady *et al* (2015) that students who took online test experienced low level of anxiety during the test (Cassady & Gridley, 2005). Lu and associates (2016) found that test anxiety had notable negative impact on performance in CAT.

Computer Self Efficacy

Self-efficacy is individual's evaluation and belief about their ability to effectively execute, do, or succeed in particular tasks (Bandura, 1997). It is one's belief in their own competence in dealing with a challenging task.

Computer self-efficacy (CSE) is defined as individual's perception on their capacity to operate computer (Compeau, D.; Higgins, 2014). There are some aspects of CSE, namely:

- a. Magnitude: refers to the level of estimated/expected ability.
- b. Strength: refers to one's level of confidence in finishing various tasks.
- c. Generalizability: refers to the extent of individual's evaluation of their ability in mastering particular areas or domains in computer.

CSE is one's belief about own ability to operate computer. In this research, CSE is conceptualized as students' decision and individual confidence to effectively execute, complete, and succeed in CBT and other computer-related activities (Balogun & Olanrewaju, 2016). Computer self-efficacy is known to affect attitudes towards CAT (Lu *et al*, 2016).

Perceived Ease of Use

Perceived ease of use is the extent to which one believes that using a particular system would be free of effort (Davis, 1989). In a study by Terzis & Economides (2011), perceived ease of use correlated with computer self-efficacy. Additionally, another study by Olafare (2011) found remarkable differences between male and females in perceived ease of use of CBT in Nigerian University.

CBAAM (Computer-Based Assessment Acceptance Model)

CBAAM is proposed by Terzis & Economides (2011), incorporating the Technology Acceptance Model (TAM), the Theory of Planned Behavior (TPB), and the Unified Theory of Acceptance and Use of Technology (UTAUT). This model explains that (1) Goal Expectancy (GE) is affected by Content (C); (2) Perceived ease of use is significantly associated with CSE and perceived Facilitating Conditions (FC); (3) Perceived of Usefulness (PU) markedly correlates with content, goal expectancy, social influence, and perceived ease of use; (4) Perceived Playfulness is explained by perceived usefulness, perceived ease of use, content, and goal expectancy; (5) Behavioral intention to use CBA notably correlates with perceived playfulness and perceived ease of use. As described before, playfulness in a mediator for four constructs to the behavioral intention use CBA. In conclusion, perceived playfulness is a strong and significant variable.

Another model that discusses the acceptance of technology revealed by Alkist (2010) uses constructs from TAM by adding factors, individual differences namely self-efficacy, attitudes toward computers and anxiety. Alkist (2010) found that anxiety has a negative correlation to behavioral intentions using technology.

The model above shows that in the application of a technology, there are indeed some factors influencing the acceptance of that particular technology. In this case, the application of CBT, as one sort of technology application, is also bound to the same mechanism. Therefore, author aims to examine further the effect of some factors, namely test anxiety, computer self-efficacy, and perceived ease of use on the completion of CBT.

Based on the literature review above and the findings of previous researches, the research questions are formulized as follow:

- How is the level of test anxiety of first-year students in CBT?
- How is the level of computer self-efficacy of first-year students in CBT?
- How is the level of perceived ease of use of first-year students in CBT?

Method

This research is a descriptive study using quantitative approach.

Research Variables

The variables being investigated in current research are:

- Test Anxiety is the degree of anxiety when taking an examination. It was measured using Test Anxiety Inventory to assess anxiety during a test. This variable was measured using test anxiety scale by Compeau, D. R., & Higgins, C. A. (1995).
- Computer Self-Efficacy is the degree of confidence in operating computer. This variable was measured using CSE scale by Compeau, D.R., & Higgins, C.A. (1995).
- Perceived Ease of Use is individual's perception that CBT is free of effort, or in other words, is easy to use. It was measured using Perceived Ease of Use scale by Davis (1989).

Subject

In term of subjects, this research involved the population of freshmen (admission year of 2017) of Faculty of Psychology who have taken a CBT for Individual Behavior and Mental Process course. Number of subjects are 203.

Data Collection Instruments

The scales include:

- Computer Self-Efficacy scale by Compeau, D. R., & Higgins, C. A. (1995). Reliability test resulted in $\alpha=0.784$.
- Test Anxiety Inventory (TAI) by Taylor and Diane (2002). Reliability testing estimated $\alpha=0.901$.
- Perceived Ease of Use scale by Davis (1989). The estimated reliability value was $\alpha=0.869$.

Research Design and Procedures

The procedure of current research is as follows:

- Adapting scales for the three variables
- Conducting a trial test
- Analyzing and finalizing scales
- Preparing a computer-based test for Individual Behavior and Mental Process course using an application via PsyChe which was developed by IT team of Faculty of Psychology Universitas Airlangga.
- Freshmen who took the CBT for Individual Behavior and Mental Process course were then given the three scales which measure the investigated variables.
- Inputting the data.
- Data analysis and report writing.

Data Analysis

This research is a descriptive study, hence the analysis resulted in descriptive data pertaining to the three investigated variables.

Result

The data from the survey to 203 first-year students about the three variables, which are test anxiety, CES, and perceived ease of use, was classified into three categories which were determined by author. The result then showed that in term of test anxiety during CBT, 16.74% subjects were categorized as low, 76.26 was moderate, and the other 7% was identified as high. In term of computer self-efficacy in completing CBT, 28.57% student had low self-efficacy, 59.60% of them had moderate degree of self-efficacy, while the other 11.82% reported high self-esteem. In term of perceived ease of use during CBT, 2.46% students perceived low ease of use, 34.48% of the sample perceived moderate ease, and the remaining 63.05% perceived high degree of ease. In details, the descriptive data is shown in Table 2 to Table 6 below.

Table 1 Categorical Norm for Test Anxiety Score

Score	Category
$X \leq 40$	Low
$40 < X \leq 60$	Moderate
$60 < X$	High

Table 2 Categorization of Test Anxiety Score of Freshmen in CBT

Category	Number	Percentage (%)
Low	34	16.74
Medium	121	72.26
High	15	7

Table 3 Categorical Norm for Computer Self-Efficacy Score

Score	Category
$X \leq 40$	Low
$40 < X \leq 70$	Moderate
$70 < X$	High

Table 4 Categorization of Computer Self-Efficacy Score of Freshmen in CBT

Category	Number	Percentage (%)
Low	58	28.57
Medium	121	59.60
High	24	11.82

Table 5 Categorical Norm for Perceived Ease of Use Score

Score	Category
$X \leq 18$	Low
$18 < X \leq 30$	Moderate
$30 < X$	High

Table 6 Categorization of Perceived Ease of Use Score of Freshmen in CBT

Category	Number	Percentage (%)
Low	5	2.46%
Medium	70	34.48%
High	128	63.05%

Discussion

The descriptive statistic of test anxiety showed that the degree of anxiety of the majority (72.26%) of first-year student in Faculty of Psychology was classified as moderate. There is 7% of the population who had high level of anxiety. This finding is understandable inasmuch as the use of CBT in university is a new experience for freshmen and they had not yet gotten used to it. Although some of them had taken CBT in their previous school for the Computer-Based National Examination (*Ujian Nasional Berbasis Komputer/UNBK*), the format and the program were different from the one used in this research hence it still caused anxiety. This finding is somewhat different from the study of Cassady *et al* (2015) which found that students who took online test experienced low anxiety during the test (Cassady & Gridley, 2005). Therefore, test anxiety need to be considered in the application of CBT for first-year students.

Various research finding pertaining to test anxiety during CBT application can be seen, among others, in a study by Hong Lu and associates (2016) which found that anxiety during an examination had noteworthy negative impact on the performance in CAT. Another study concluded that test anxiety negatively correlated with performance in various testing or evaluative settings. Taking these effects into account, test anxiety during CBT on freshmen needs some attention, particularly at the level in which individual would need appropriate intervention.

The finding concerning computer self-efficacy during CBT indicated that about 28.57% students had low degree of self-efficacy, 59.60% students had moderate, and the other 11.87% had high self-efficacy. It showed that some freshmen were confident in operating computer during CBT in Faculty of Psychology Universitas Airlangga. However, the 28.57% who had low-level of efficacy would need some attention. Lack of confident in operating computer and navigating the application used in the CBT can influence students' anxiety during the examination. It is as reported in a research by Balogun and Olanrewaju (2016) which found that computer self-efficacy significantly predicted CBT anxiety. In addition, computer self-efficacy also happened to correlate with perceived ease of use (Terzis & Economides, 2011).

In term of perceived ease of use, the result showed that 2.46% students perceived low degree of ease, 34.48% perceived moderate level of ease, while the other 63.05% deemed the test as of high ease. It implies that students regarded CBT was easy to use. Only 2.46% of them who had low ease perception of it. It also indicated that perceived ease of use remarkably associated with computer self-efficacy.

According to Computer Based Assessment Acceptance Model (CBAAM), Perception Ease of Use is significantly associated with Computer Self Efficacy. With the results of the two aspects that still exist in the low and medium for Computer Self Efficacy and Perception of Ease of Use, then this still need to get attention to new student in using computer based test. Meanwhile, according to Alkist (2010) found that anxiety has a negative correlation with behavioral intentions using technology. Another research, Lu and associates (2016) found that test anxiety had negative impact on performance in CAT. The results of test anxiety that still exist in the medium and high category so this also need to get attention to new student in using computer based test because high test anxiety will be impact several aspect as previous research.

Conclusion

This research inferred that in term of test anxiety, 16.74% of the subjects was classified as low, 76.26% as moderate, and 7% as high. Concerning the computer self-efficacy while taking CBT, there was 28.57% of freshmen who had low degree efficacy, 59.60% freshmen with moderate efficacy, and the other 11.82% with high level of efficacy. Meanwhile the result of measurement on perceived ease of use showed that 2.46% perceived low degree of ease, 34.48% perceived mediocre ease and the remaining 63.05% perceived high ease of use.

Some recommendation that this research may imply are:

1. Test anxiety during CBT is categorized as moderate and high for more than 50% of the population, hence intervention aiming to lower this degree of anxiety is necessary for the first-year students.
2. Regarding the computer self-efficacy and perceived ease of use, it is recommended for future research to study about their correlation with other variables such as performance in test.

References

- Alkiş, N. (2010). Identifying Factors That Affect Students' Acceptance Of Web-Based Assessment Tools Within The Context Of Higher Education. *Master Dissertation*, Middle East Technical University.
- Balogun, A. G., & Olanrewaju, A. S., 2016, Role of computer self-efficacy and gender in computer-based test anxiety among undergraduates in Nigeria. *Psychological Thought*, 9(1), pp.58–66. <https://doi.org/10.5964/psyct.v9i1.160>
- Bartram, D.S., 2001. Group plc, Thames Ditton, Surrey, UK dan Hambleton, Ronald K, University of Massachusetts at Amherst, USA. *Computer-Based Testing and the Internet*.
- Bodmann, S.M. and Robinson, D.H., 2004. Speed and performance differences among computer-based and paper-pencil tests. *Journal of Educational Computing Research*, 31(1), pp.51-60.
- Cassady, J.C. and Gridley, B.E., 2005. The effects of online formative and summative assessment on test anxiety and performance. *The Journal of Technology, Learning and Assessment*, 4(1). <https://doi.org/10.1118/1.2336501>
- Clariana, R. and Wallace, P., 2002. Paper-based versus computer-based assessment: key factors associated with the test mode effect. *British Journal of Educational Technology*, 33(5), pp.593-602.
- Compeau, D.R. and Higgins, C.A., 1995. Computer self-efficacy: Development of a measure and initial test. *MIS quarterly*, pp.189-211. Retrieved from <http://www.jstor.org/stable/249688?seq=7>
- Davis, F.D., 1989. Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS quarterly*, pp.319-340. <https://doi.org/10.2307/249008>
- Lu, H., Hu, Y.P. and Gao, J.J., 2016. The effects of computer self-efficacy, training satisfaction and test anxiety on attitude and performance in computerized adaptive testing. *Computers & Education*, 100, pp.45-55. <https://doi.org/10.1016/j.compedu.2016.04.012>
- Mastuti, E. (2014) Pemanfaatan Teknologi Dalam Menyusun Evaluasi Hasil Belajar : Kelebihan dan kelemahan "Tes Online" untuk mengukur hasil belajar mahasiswa. Unpublished article disseminated at Konferensi Himpunan Evaluasi Pendidikan Indonesia, Bali.
- Maqableh, M., Moh'd Taisir Masa, R.E. and Mohammed, A.B., 2015. The acceptance and use of computer based assessment in higher education. *Journal of Software Engineering and Applications*, 8(10), p.557.
- Moon, J.W. and Kim, Y.G., 2001. Extending the TAM for a World-Wide-Web context. *Information & management*, 38(4), pp.217-230. [https://doi.org/10.1016/S0378-7206\(00\)00061-6](https://doi.org/10.1016/S0378-7206(00)00061-6)
- Olafare, F.O., 2011, Students' characteristics As Predictors Of Their Perceptions On The Effectiveness Of Computer-Based Test In Nigerian Universities. Retrieved from <http://aiou.edu.pk/sab/pje/Pakistan%20Journals/VOL-28,%20ISSUE-II%202011/2-Ogunlade%20&%20OLAFARE%20Students%20Characteristics%20and%20Perceptions%20on%20Computer.pdf>.

Redecker, C., 2013. The use of ICT for the assessment of key competences. *Joint Research Centre of the European Commission Scientific and Policy Report*. <https://doi.org/10.2791/87007>

Shermis, M.D. and Lombard, D., 1998. Effects of computer-based test administrations on test anxiety and performance. *Computers in Human Behavior*, 14(1), pp.111-123.. [https://doi.org/10.1016/S0747-5632\(97\)00035-6](https://doi.org/10.1016/S0747-5632(97)00035-6)

Self Evaluation . 2016. Annual Report Faculty of Psychology, Airlangga University

Terzis, V. and Economides, A.A., 2011. The acceptance and use of computer based assessment. *Computers & Education*, 56(4), pp.1032-1044. <https://doi.org/10.1016/j.compedu.2010.11.017>

TO LECTURE OR DISCUSS? TEACHING NON-NATIVE ENGLISH SPEAKERS STUDYING INTERNATIONAL RELATIONS AT WEBSTER UNIVERSITY, THAILAND

Rachael M. Rudolph

Webster University, Thailand Campus

Abstract: Scholars have engaged the normative debates and contributed to the vast literature by focusing on the advantages and disadvantages of the didactic, student-centered and mixed-method approaches and their contribution to student achievement, motivation, performance and retention. Most of the studies conducted however, employ experimental and survey research methods thereby leaving qualitative case studies neglected. This is problematic because it is not possible to engage in a debate on how to implement teaching strategies and transform the classroom environment. This study qualitatively examines fifteen cases which have been taught by the author at Webster University's Thailand Campus in the Department of History, Political Science and International Relations between 2013 and 2018. Case selection was based on the teaching approach, the level of the course (1000 to 4000 level), and the temporal range. The breadth of the cases covered and the emphasis on how the strategies were implemented open the door to an academic discussion on how to transform the pedagogical approach employed. A discussion on transformation of pedagogy is important in the 21st Century because of most primary, secondary and tertiary institutions are moving in the direction of adopting curricula and practices which are purely student-centered.

Keywords: Teaching Strategies, International Relations, Non-Native English Speakers, and Webster University Thailand

Introduction

Thailand is like many other countries across the world in requiring school curricula to be student-centered, yet the common practiced employed within the classroom at the primary, secondary and tertiary levels remains teacher-centered (Poohongthong and Supparerkchaisakul, 2017). Poohongthong and Suuparkchaisakul (2017) highlight that the discrepancy between requirements and practices are not just structural (i.e. time constraints, administrative duties, etc.), but also because of a lack of an emphasis on helping teacher's transform the teaching approaches they employ in the classroom. The transformation of teaching strategies does not seem to be focused on within the existing literature as well. Rather, there is a tendency for scholars to explore the debates between and benefits of the three teaching approaches, namely the didactic approach, the student learning centered approach, and the mixed method approach. To have a discussion on how to transform teachers' teaching strategies, there needs to be less debate within the literature on which approach best enhances students' achievement, motivation, performance and retention and more studies focusing on the implementation of teaching strategies within the classroom. There is needs to be more qualitative case studies within each of the disciplines so that academics and policymakers can ponder and discuss strategies for transformation from how teachers' implement their teaching strategies in the classroom.

This study seeks to contribute to the existing literature by focusing on the implementation of teaching strategies within selected courses taught to a primarily non-native English student population over a five-year teaching period in the Department of History, Political Science and International Relations at Webster University's Thailand Campus. Section one of this study provides an overview of the literature on teaching approaches and categorizes them according to each approach's normative assumptions, aims, teaching methods, and benefits

and limitations. Section two outlines the methodological approach adopted. This study diverges from the existing literature by employing a purely qualitative case study approach and argues that a case study approach is needed for there to be a discussion on implementation and transformation. Section three systematically examines the selected cases according to the teaching approaches and discusses them in relation to the existing literature. Each sub-section concludes with a reflection on the lessons learned. Section four concludes the study by discussing implementation of the teaching approaches across the cases and in relation to transforming the learning environment for transforming teachers' individual pedagogical approaches in the classroom.

The Didactic, Student-Centered and Mixed-Method Teaching Approaches: A Short Review of the Literature

A teaching strategy is a deliberately selected plan of action that involves the use of methods, techniques and procedures which are flexibly applied by the teacher to accomplish the desired course outcomes (Mehigan, 2005, pp.557-558, Bhali and Asif, 2016, p.614). The existing literature primarily focuses on the two dominant teaching approaches, which are the didactic approach and the student learning-centered approach (Nagel, 2008, Sancho-Vinuesa, *et. al.*, 2013, Johnson and Barrett, 2017). The didactic approach is teacher-centered and emphasizes lecture, whereas the student-centered or the learning-centered approach emphasizes teacher facilitation of a student-driven learning process. Only a few studies focus on what could be referred to as a mixed-methods approach (Rowe, 2016); that is, a strategy which employs a plan combining the methods and procedures from the two dominant teaching approaches. A lack of emphasis on the mixed method approach but a predominant focus on the didactic and learning-centered approaches in the literature means that, at least initially, only the normative assumptions, aims, methods and benefits and limitations of the two dominant approaches can be extrapolated.

Within the didactic approach, there are four overarching normative assumptions which are common among the referenced studies. First, the didactic approach is the dominant approach employed by teachers at all levels of teaching, which enhances students' motivation and thus performance through knowledge transfer. Second, the transfer of knowledge or, rather, providing a foundation of both knowledge and critical skills are necessary for the acquisition and development of higher levels of learning within the students' discipline. Third, lecture is an important mode of knowledge transfer and remains the most predominantly used teaching method among teachers. A didactic lecture is defined as "a constant oral presentation of facts with organized thoughts and ideas by a qualified person (Kumar, *et. al.*, 2015, p. 1). As a method, it is considered economical, efficient, comprehensible, and needed for the timely completion of the syllabi and the teacher's other duties such as administrative or committee work, community service and research. Fourth, the transfer of knowledge through lecture is necessary for students' acquisition of a theoretical foundation for which they can understand and engage others within their discipline. The main aims of the didactic approach are to transfer knowledge to the students, to have students acquire and develop knowledge and critical skills, and to have students understand and engage their discipline. The cited teaching methods aside from the didactic lecture, which was already discussed, include Ted-ED talks or other public forum talks which are available online or through YouTube, chalk and board, PowerPoint, documentaries and video clips, animations, Quizlet, and Scoop.It (Kumar, *et. al.*, 2015, Cudney and Ezzel, 2017). Kumar, *et. al.* (2015) highlight there is a lack of emphasis on the teaching methods employed in the didactic approach as well as the student-centered approach. Teachers who employ the didactic teaching approach posit that it provides a convenient, important and simplistic mode for the transfer of knowledge and does not require additional resources (Ijaz and Ul-haq, 2014, Cudney and Ezzel, 2017). Despite the preference for the approach and its predominant use, the referenced literature highlights that it promotes superficial learning as a result of the over-emphasis on rote memorization of facts, concepts and theories (Rowe, 2016), a student focus on passing rather than understanding course content (Poohongthong and Supparerkchaisakul, 2017), and limits constructive dialogue, thereby creating a dependent relationship between the student and teacher (Papworth, 2016). The studies focusing on student preferences varied, with some

indicating a preference for the didactic approach over the student-centered approach and others preferring the latter over the former (Struyven, Dochy and Janssens, 2008).

Within the student-centered approach, there are four overarching normative assumptions. First, the generation of new ideas and creativity which is driven by students and facilitated or guided by the teacher creates an environment where there can be a greater transfer of knowledge. In a student-centered learning environment, students are introduced to and immerse themselves in the culture of their academic discipline. Second, students learn to develop trust and sharpen their cognitive and critical thinking skills through student-activating methods such as small group projects and task-oriented assignments. Third, the “student activating methods challenge students to construct knowledge by means of authentic assignments that literally require their active participation in the learning/teaching process to incorporate [and apply] the available information from external sources” (Struyven, *et. al.*, 2008, p.297). Fourth, teachers facilitate and guide the student-driven learning process by providing directional or instructional information which enables a greater transfer of knowledge. The main aims of the student-centered approach are to facilitate a student-driven learning centered environment, to guide the transfer of knowledge through directional instruction, to promote student achievement, motivation, performance, and retention, and to develop a sense of responsibility for the student-driven learning process. Student-centered teaching methods and aides are not really focused on within the existing literature. There are only references to small group, collaborative projects and reflection and exploration assignments and instruction provided by teachers (Nagel, 2008, Johnson and Barrett, 2017). Studies highlighting the benefits of the approach find that it increases student attention and thus cognition, achievement, motivation, retention, and decreases student dependency on the teacher for the transfer of knowledge (Nagel 2008). Poohongthong and Supparerkchaisakul (2017) find that structural factors such as overloading content into the curriculum, teaching overload, and the time spent for and lack of teacher training in the learning-centered approach hinder implementation and transformation of an individual’s teaching strategy from the didactic to a learning-centered approach. An emphasis on implementation and transformation of teaching strategies are not really focused on in the existing literature, and this is problematic because of the overwhelming adoption of the learning-centered approach by academic institutions yet the continued use of and preference for the didactic approach by experienced teachers.

The mixed-method approach, as was previously highlighted, is not a primary focus within the existing literature. Rowe (2016) posits that there is a need for an integration of teaching strategies to provide students with the knowledge they need at all levels. As was highlighted in the literature on the didactic approach, lecture provides students with the foundational knowledge they need to engage in a higher-level of learning. A greater transfer of knowledge, as advocated by the student-centered approach, is not conceivable without a conceptual and theoretical foundation and instruction which teaches students how to engage and use the information they have acquired through lecture, readings and assignments. Moreover, teachers are not going to be able to transition from one approach to another without an understanding of and focus on how teaching strategies are limited. This study adds to the literature on mixed-method teaching approach by focusing on five courses wherein it was applied, contributing to an understanding of the normative assumptions, aims, methods and advantages and disadvantages of the approaches, and engaging the missing component of the debate on teaching strategies, namely on implementation and transformation of teaching strategies.

Methodology

This study adopts Katherine Riley Mehigan’s Strategy Toolbox Model to discuss and examine the didactic, student-centered and mixed method teaching approaches employed in the selected cases. According to Mehigan (2005, pp.552-553), the model helps teachers to identify, adapt, modify and combine their own teaching strategies so that they can be shared and reflected on to promote individual and collective teacher development. By adopting the model, five assumptions frame the study’s analysis (Meighan, 2005, p.556-564). First, teacher development begins at the individual level and by identifying, discussing, adapting and modifying teacher

strategies. Through individual teacher development and discussion with others within and across the academic disciplines, both the discipline and the institution will likewise develop. Second, analyzing and discussing teacher strategies help teachers to view strategies and teacher-student engagement from different perspectives as well as gaining a better understanding and appreciation for how they can be applied. Teachers cannot develop if there is not a discussion on how to implement the different types of teaching strategies. Third, analyzing and discussing teacher strategies help individual teachers to understand strategies in relation to context and to better monitor how they impact students with different learning styles. Likewise, a deeper understanding of the different teaching strategies allows teachers, departments and institutions to develop better measurements for assessing teachers' successes and failures and student achievement and retention, as well as to determine the feasibility of a strategy's use within a given context and among certain student populations. Fourth, the analytical process of identifying teacher strategies is useful for teachers to develop more rigorous thinking about teaching. Finally, by sharing the strategies and how they are used help teachers by having not only a repertoire of teaching strategies, but also by providing examples of how those strategies can be implemented in the classroom.

The declarative, conditional and procedural questions which the Strategy Tool Box Model poses are as follows: 1) What is the strategy or set of strategies? 2) Why should they be used?, and 3) How do they work? These questions are asked for each course within the teachings approaches, for each teaching approach, and across the teaching approaches. By breaking down the analysis accordingly, the methods used in each course can be highlighted and discussed in relation to the debates in the existing literature. As the brief review of the literature highlighted, the existing studies tend to focus on the approaches and not *per se* the methods employed and how they were implemented. The methods are just as important as the teaching strategy. This study is, therefore, unique because it emphasizes the implementation of teaching strategies and methods within the selected courses rather than engaging in the debate on which strategy is better for enhancing student achievement, performance and retention.

Strategies in Context: Employing Different Teaching Approaches within the Discipline of International Relations at Webster University's Thailand Campus

Webster University Thailand's Department of History, Political Science and International Relations offers students studying in Cha-Am, Thailand a Bachelor of Arts degree in International Relations. The degree is accredited by the U.S. Department of Education and Thailand's Ministry of Education. Students who study in the program are primarily non-native English speakers from South and Southeast Asia. There are also students from Europe, Africa and America who study in the program, but they comprise the minority of the student population. As a result, each class consists of many different nationalities ranging from 17 to 35 who have varying educational, experiential, socioeconomic and sociopolitical backgrounds. Classes typically run for 16 weeks in the Spring and Fall semesters and for eight weeks in the Summer semester. The 16-week courses meet once per week for three hours, while the eight-week courses meet twice per week for three hours per session. They also ranged according to the level difficulty (1000 to 4000). The aims, objectives, teaching methods and course content including assigned reading materials and assignments are discussed within each of the course across the teaching approaches. Each sub-section concludes with a reflection on the lessons learned in relation to the referenced literature.

The Didactic Teaching Approach

The courses selected employing the didactic approach include INTL 1000: Introduction to Global Insurgencies (Spring 2014), POLT 3310: Conduct of Foreign Policy (Fall 2014), and INTL 4600: Asian Security: Antiterrorism and Counterterrorism (Summer 2014). Lecture was the primary teaching method employed, but it

was supplemented by a minimum of three documentaries depending on the course and the use of social media platforms such as Facebook and the author's personal blog.¹ Assignments were distributed throughout the sixteen weeks and used to assess students' understanding of the lecture content. Modifications were made as needed and according to whether the students understood what had been previously delivered in the lecture. Each course is examined separately throughout this sub-section.

In the Introduction to Global Insurgency course, the main aim was to introduce students the contemporary understanding of insurgency and counterinsurgency within the context of selected insurgencies.² The course objectives were as follows:

- To learn of the complexity of the environment where insurgencies occur;
- To learn of the prerequisites, fundamentals and threat characteristics of insurgencies;
- To learn of and develop an understanding for the shared commonalities of insurgencies across the globe;
- To learn how to critically examine a specific phenomenon;
- To learn how to conduct research and articulate arguments orally and in writing; and,
- To develop critical communication and writing skills.

The insurgencies selected included the Boko Haram insurgency in Nigeria, the Katanga insurgency in the Democratic Republic of the Congo, the Houthi insurgency in Yemen, the Chechen insurgency in Chechnya, the Afghan insurgency in Afghanistan, the insurgencies in the Northeast of India, the Southern Insurgency in the South of Thailand, the Communist insurgency in the Philippines, the FARC insurgency in Colombia, the Paraguayan insurgency in Paraguay, the Kurdish insurgency in Turkey, the ethnic insurgencies in Myanmar, and the insurgency in Syria. Each student was randomly assigned an insurgency to research. Lecture was used to provide students with a basic understanding of the definitions, concepts and theories, and an analytical framework to analyze the strategic context and operational environment, culture, the prerequisites and fundamentals of insurgency, and strategies and tactics employed by the insurgents. Documentaries supplemented the lecture to mediate the theoretical and conceptual nature of the lecture content. Homework assignments were distributed across the course to reduce the research burden at the end of the course and as a tool to assess the students' understanding of the lecture content. The reading materials assigned ranged from the U.S. and UK military manuals on insurgency and counterinsurgency and scholarly works published by preeminent military science scholars. Discussion was limited to the days when the documentaries were watched and on the due date of homework assignments.

¹ Each course has its own Facebook page. The albums contain course documents and lectures. Mental2Musings is the blog I use to post lecture for my courses. I began using the blog in addition to Facebook because of some of the students not using the platform. All course documents and lectures are also uploaded to the World Classroom platform which Webster University uses to manage the courses taught across the globe at each of the campuses.

² The link to this course's Facebook page is as follows:
https://www.facebook.com/introduction2insurgency/?ref=br_rs.

In the Conduct of Foreign Policy course, the aims were to study the foreign policy decision-making process by studying the actors, the decision environment and the types of decisions made, and to learn the different theoretical and game-theoretic lenses which can shape actors' decisions and how they can influence the types of decision which emerge within a given decision environment.³ Students examined the foreign policy decision-making process within the context of Myanmar, looking more specifically at how the foreign policy of key strategic actors could be network to help facilitate peacebuilding in the state. The course objectives were as follows:

- To develop an understanding of foreign policy and how the actors influence the foreign policy decision-making process;
- To examine the role and importance of context for foreign policy'
- To understand the impact of foreign policies on facilitating coordination and cooperation among state and non-state actors for peace-building.

Lecture was the primary teaching method used to deliver the conceptual and theoretical content needed to understand the foreign policy decision-making process. Documentaries were used to provide a background on the conflict in Myanmar. A core text was used to supplement the lecture content. In addition, students were required to read academic studies and government reports on both the conflict in Myanmar and the foreign policies of the two states they were assigned to research for the first course assignment. The assignments for the course consisted of two extensive research papers and presentations. In the first research assignment, each student had to research the foreign policies of two states which were deemed strategically significant to Myanmar's ethnic insurgency and present the findings to the class. In the second assignment, students were paired into seven groups. Each group was responsible for a specific ethnic state within Myanmar. They were required to develop strategies for peacebuilding from the assigned state's perspective, taking into consideration the actors within the state and across the states of Myanmar and the foreign policies of the key strategic actors. The groups produced a research paper and delivered a presentation to the class.

In the Asian Security course, the aim was to have students engage in an in-depth study of antiterrorism and counterterrorism in Asia but in relation to the region's desire to create a common security framework to promote peace and stability.⁴ The main objectives of the course were as follows:

- To learn and examine the three AT/CT pillars, namely combating violence/terrorism through security and public diplomacy; combating violence/terrorism through the AML/CTF System; and, combating violence/terrorism through ideological, intellectual and cyber initiatives;
- To learn of ASEAN's AT/CT Approach and the importance of collective security among community members for promoting peace and stability;
- To conduct in-depth AT/CT research on selected ASEAN, EAS and SARC members states; and,

³ This course's Facebook page is as follows: <https://www.facebook.com/conductofforeignpolicy/>. The COF course runs every fall and the course content changes with each course. Please be sure to look at the albums corresponding to the year of reference.

⁴ This course's Facebook page is as follows: <https://www.facebook.com/Exploring-News-and-Policies-in-Asia-1464923523723679/>.

- To write on a specific AT/CT issues such as security, intelligence, public diplomacy, and/or retributive and rehabilitative justice.

Lecture was the primary teaching method. The materials assigned for the course included the author's book on the Saudi anti-terrorism and counterterrorism model, which details Saudi security strategy, policies and operations undertaken by the Saudi Ministry of Interior between 2003 and 2012, open-source books on the U.S. and U.K. antiterrorism and counterterrorism models including the U.S. military's manual on counterterrorism operations, regional member states' government documents on counterterrorism and security policy, and expert studies on the selected countries' security and counterterrorism policies. Students were taught through lecture and the assigned readings the existing counterterrorism models and how to conduct open-source intelligence analysis. They used open-source intelligence methods and an analytical framework, which the author was developing at the time, for their course research assignments. A total of four research assignments were given in the eight-week period, which meant that students spent many hours outside of the actual course contact time. The first assignment required students to conduct wire assessments to identify and analyze patterns of violent and non-violent behavior in two assigned regional countries. In the second assignment, the intelligence and security infrastructure and the security policies of the two assigned countries were assessed. The third assignment required students to write an annotated bibliography and a literature review on counterterrorism. The last assignment, which was a research paper on counterterrorism in the two selected countries, built on and used all the material produced in the previous assignments and what was delivered in lecture.

Upon reflection, there are several lessons which can be learned from using the didactic approach within the context of this study. First, the didactic approach is necessary to provide students with the foundation needed to engage in higher levels of learning. This is especially the case for non-native English speakers who are studying international relations in an English-based curriculum. The varying levels of English proficiency and comprehension require the teacher to provide and explain in detail the conceptual and analytical foundation of each subject and how they are to be used for analysis in order for them to engage the upper-level courses. The upper-level courses highlighted here could not have been taught in such a complex, strategic manner if the students did not have the foundation which was set forth in the lower-level courses. Second, the teaching methods used matter. Lectures were provided to students in PDF and PPT format and posted on Facebook, the blog and World Classroom prior to the start of class. Providing the lecture ahead of time was useful because it allowed students to ask questions on content they did not understand. They also knew which of the assigned reading material was more relevant, thereby allowing them to spend more time on specific articles or chapters. Third, the didactic lecture is beneficial for a teacher who is teaching a subject for the first time. Through lecture and observation of how the students respond to different points as it is being delivered, the teacher is able to gain an understanding of which material needs to be explained better or elaborated on for greater understanding. Fourth, there is not much of an emphasis on course content when discussing the teaching approaches, yet it is needed. What was learned from reflecting on the introductory and upper-level courses is that there was a tendency to try to cover too much content in a short period of time, and this could be the reason for students' superficial learning of a subject matter. In the upper-level courses, it was not so much an issue of course content as much as it was the assignments. Finally, assignments are also not focused on in the existing literature. The assignments in the upper-level courses were complex and the students did a commendable job, but there was mental fatigue toward the end of the semester by both the students and the teacher. Too many assignments could also be contributing to superficial learning of the subject matter.

The Student-Centered Teaching Approach

The courses selected employing the student-centered approach include HIST 1010: Street Art and Politics (Summer 2016), POLT 2060: Politics and Gender (Spring 2017), and POLT 2070: Race and Ethnicity (Spring 2018). Lecture was used to provide instruction and explanation for student-focused group projects or learning-centered group work. Group projects and group work were the primary teaching aides used for each course, but

they varied in complexity according to the level of the course and its aims, objectives and content. Each course is examined separately throughout this sub-section.

In the Street Art and Politics course, the aims were to have the students explore the beauty and complexity of the politics and symbolism behind graffiti and street art by looking at them through the eyes of graffiti writers, street artists, cultural activists, the state and security apparatus, and the public; to participate in a graffiti and street art workshop led by a Thai graffiti writer and street artist; and, to design, prepare and implement a student-led graffiti and street art project on one of the campus buildings.⁵ The course objectives were as follows:

- To learn of the debates behind the terms street art or graffiti art.
- To learn of the different types of street art and graffiti, as well as some well-known artists within the U.S. and across the globe.
- To learn of the politics and symbolism laden in the street art and graffiti and how each one tells a story of given time, place and person.

Lecture was used to provide background information, guidance and instruction. Typically, the first one hour of the course was spent on lecture while the remaining two hours were spent either in discussion or group work. Students led the group work while the teacher walked around listening to the group discussion and answering questions and facilitating cooperation and exchange between the groups. The lecture component of the course only lasted for the first two weeks of the eight-week session. Weeks three and four were led by student discussion on the graffiti writers and street artists which the students had researched. On week five, the students were divided into two groups to plan for and map out their graffiti and street art murals. They needed to have an idea and sketch of the murals for the workshop. A Thai graffiti writer and street artist delivered a graffiti and street art workshop on week six. He also assessed the plans the students had drawn up the previous week. Week seven was spent making stencils and laying out the work for the murals as was instructed during the workshop. The students, teacher and graffiti writer/street artists came in on the weekend of week seven to prep the walls and spray paint the murals on the campus building.⁶ The class met on week eight to discuss the meaning, symbolism and politics behind the murals and what was learned over the course regarding theory versus practice. The course materials assigned included two books on graffiti and street art, selected chapters from a book on cultural activism, and documentaries on the psychology and symbolism of colors and the use art therapy to heal individuals suffering from post-traumatic stress disorder (PTSD) and communities suffering from violence. Course assignments consisted primarily of in-class assignments, a comparative research paper on graffiti writers and street artists, and a reflection paper on the meaning and politics of the student projects. The students had to critically analyze the murals with what was taught in lecture over the course of the semester.

⁵ This course's Facebook page is as follows: <https://www.facebook.com/Exploring-Street-Art-and-Politics-1766648196892069/>.

⁶ Photos of the workshop, student preparation and the final projects are available by clicking on the following link: https://www.facebook.com/pg/Exploring-Street-Art-and-Politics-1766648196892069/photos/?tab=album&album_id=1817300195160202.

In the Spring 2017 Politics and Gender course, the aim was to explore the main concepts and theories that seek to explain the role women play in intelligence, drug trafficking and organized crime, terrorism, and war and peace.⁷ The course objectives were as follows:

- To provide students with a conceptual and theoretical framework for analyzing the relationship of women in culture, society and politics;
- To understand how the relationship impact women differently across culture, society and the state; and,
- To examine specific aspects of the relationship within each of the specified areas.

The first three weeks of the course covered the concepts, definitions and theories through lecture and discussion. Rather than lecturing continuously and keeping in mind what students had struggled with when the course was taught using the didactic approach in 2014, questions were asked to engage the students and to try to elicit their own personal stories so that they could be connected to how a particular theory explained outcomes. Then, the students were required to use the theories to explain some aspect of the book on the life of Gail Harris, the first African American naval intelligence officer. Two weeks of class were used to engage and discuss the book. Afterward, the students were split into groups and assigned chapters to read in the remaining three books, one on women drug traffickers, one on women as terrorists, and one on Muslim women in war and crisis. The method was similar in that they had to read the assigned chapters and analyze them through one of more of the theories taught in the first part of the class. Course assignments consisted of an in-class exam on the Gail Harris' book, a short research paper analyzing the book with the theories, and three group presentations.

In the Race and Ethnicity course, the aims were to provide students with an understanding of what is meant by race-thinking, race and racism, explore the politics of exclusion, situate race and its debates within the larger context of ethnicity and culture, and examine the varying theories used within academia to explain race and ethnicity but within the context of white and black nationalism.⁸ The main course objectives were as follows:

- To develop an understanding of race and ethnicity;
- To learn of the different conceptual and theoretical lenses to examine issues of race and ethnicity; and,
- To explore selected texts and figures pivotal to racial and/or ethnic tensions in the past and present.

The first three weeks of the course were spent examining the concepts of race, ethnicity and nationalism and theories on identity construction. Unlike the previous courses, lecture was not used to provide the conceptual and theoretical background. Each group of students was assigned selected articles on the topics and required to present on them informally (without using PPT). The presentations had to address a common list of questions, which had been given on the first day of class and was to be used for all the course readings. The remainder of the semester continued in this format, with the groups covering the remaining selected text. Hitler and Mein Kampf, Sophie Scholl and the White Rose Movement, Malcom X and his writings, and Bobby Seale and his book on the Black Panthers were covered. Other materials had been included, but in the second part of the

⁸ The course's Facebook page can be accessed via the following link: <https://www.facebook.com/Exploring-Race-Ethnicity-378258242353065/>.

⁸ The course's Facebook page can be accessed via the following link: <https://www.facebook.com/Exploring-Race-Ethnicity-378258242353065/>.

semester the schedule had to be amended to reduce the reading content. The reading materials were not difficult for the students but because of how much engagement there was on Hitler, Mein Kampf and the White Rose Movement, it was better to reduce the course content. It should be noted that this was the first class in the author's entire teaching career where there was such a high-level critical engagement of the course content.⁹ Course assignments consisted of in-class assignments, class participation, a research paper and presentation, and a comprehensive in-class final exam.

Upon reflection, there are several lessons which can be learned from using the student-centered teaching approach. First, the generation of new and creative ideas which are driven by students and facilitated or guided by the teacher and the ability of the students to learn to develop trust and to sharpen their cognitive and critical thinking skills (the first two assumptions of the learning-centered approach) depend on the nature of the course content and the structure of course assignments. Too much content contributes to superficial learning, while too little content can lead to disinterest and demotivation. The key is to find a balance, even if it requires the reduction of the original course content. Similarly, too many course assignments can contribute to mental fatigue for both the teacher and the students, which thus has an impact on group-projects and simulations. Additional research on course content and course assignments is needed to better engage the debates within the literature on teaching strategies. Second, students need a foundation in the subject area in order to engage at a higher-level, but when it is provided and combined with a student-centered approach in the lower-level courses, they are able to engage at a deeper level in the upper-level courses. Again, either finding a balance between lecture (whether traditional or instructional) and student-activating teaching methods or developing course assignments which facilitate the students' learning of the basic concepts, definitions and theories (e.g. the Race and Ethnicity course) is necessary to facilitate a higher-level of learning and student-to-student transfer of knowledge. Third, there needs to be more of a focus on the different types of student-centered learning methods in order to better understand the assumptions of the student-centered learning approach. The three different types of methods employed in the selected cases can be categorized according to student-guided transfer of knowledge methods (e.g. the use of books and group presentations), a research driven methods approach (e.g. sharing of responsibility), and task-oriented or assignment driven method (e.g. use of simulations). Methods, as will be recalled from the assumptions identified from the existing literature on the student-centered learning approach, challenge students to construct knowledge. They, therefore, should vary in complexity and according to the type of learning environment the teacher is attempting to facilitate. A teacher must be cognizant of the type of environment s/he wants to create and of the different types of methods which can be employed to accommodate the varying student learning styles.

The Mixed Method Teaching Approach

The courses selected employing this approach include POLT 3310: Conduct of Foreign Policy (2015 and 2017), and KEYS 4003: Human Trafficking (2015 and 2017). Each course is discussed separately in this sub-section. The Conduct of Foreign Policy and the Human Trafficking courses are being counted twice because of the changes in the format, content and the types of methods employed. This sub-section concludes with reflections on implementation of the mixed-method within the context of the courses taught and in relation to the assumptions identified from the existing literature.

In the Conduct of Foreign Policy courses, the aims and objectives were similar to those which were discussed when the course was taught in 2014 using the didactic approach but differed according to the focus and the teaching approach and methods employed. The 2015 and the 2017 courses discussed here were also different by focus and the methods despite utilizing the mixed-method approach. In 2015, the course focused on foreign

⁹ The author started teaching at the university level in 2005.

policy decision-making process and the Afghan insurgency. The foreign policy decision-making process was covered in the first eight weeks of the course through lecture. Lecture was supplemented with a core text on the decision-making process. Students also had to simultaneously read a book on the culture, history and politics of Afghanistan and a U.K. Ministry of Defense report on tribal and ethnic cleavages. The aim in the first part of the course was to provide students with a foundation upon which they could build in the simulation in the second part of the course. In simulation, students were divided into groups according to Afghanistan's regional divisions, and each group was assigned key strategic provinces to assess. The purposes of the simulation were to assess the internal and external actors and their issues and interests in both the continuation and end of the Afghan insurgency and to develop proposed strategies for networking the external actors' foreign policies in order to implement networked stability operations. Students were required to conduct in-depth research on Afghanistan and brief the class each week over an eight-week period on the tasks assigned. In the last week of the simulation, the entire class discussed and shared ideas on how to develop a strategic doctrine to wage network stability operations in Afghanistan. Course assignments consisted of an in-depth research paper on the foreign policy decision-making process in two countries, five simulation task assignments, two major briefings, and one strategy paper on strategies for implementing network stability operations. In the 2017 foreign policy course, the focus was on foreign policy decision-making and North Korea. A foundation in the foreign policy decision-making process was provided in the first six weeks of the course through lecture, while the remainder of the course was spent on student-activating methods including discussing the selected books on North Korea, student research papers, and how to facilitate cooperation among the actors in the global informal and illicit economies for peace-building initiatives. A simulation was not run because of the small number of students enrolled. Instead, the second part of the course operated more like a seminar where each student was responsible for contributing to a certain part of the discussion. Course assignments consisted of an in-class mid-term exam on the foreign policy decision-making process, writing a literature review and an in-depth research paper, and class participation.

In the Human Trafficking courses, the aim was to provide students with an understanding of the global phenomenon of human trafficking, human trafficking victim narratives, the impact of human trafficking within specific countries and regions, and the approaches to combating and preventing human trafficking.¹⁰

- To explore human trafficking globally and within specific regions and countries;
- To highlight the conceptual fuzziness between human trafficking, smuggling and migration and the different international, regional and nation-specific definitions given to the concepts;
- To understand the national, regional and international legal gaps and how they impact efforts to combat and prevent trafficking globally, regionally and nationally;
- To investigate human trafficking in a selected region and/or country; and,
- To develop an awareness video or alternative production which brings global, regional and/or domestic awareness to human trafficking.

¹⁰ The course's Facebook page can be accessed with the following link: https://web.facebook.com/exploringtrafficking/?ref=br_rs. An album exists for each year the course was taught. Student work including awareness videos on trafficking can also be found in the page tables. The videos are also accessible through the author's YouTube page.

Despite the aims and objectives of the courses being similar and them both being taught within the mixed method teaching approach, the focus and teaching methods varied. In the 2015 human trafficking course, the students focused on human trafficking in the United States and Thailand. This year was the first time the course was taught, and it ran at the same time the Thai government was implementing new strategies to remove itself from the U.S. Trafficking in Persons Tier 3 ranking. Students looked at trafficking in Thailand in relation to the U.S. and engaged in two significant projects, namely conducting interviews with local, regional and global NGOs and/or government officials on human trafficking and producing two awareness videos to bring attention to sex and labor trafficking in Thailand. They also produced a research paper which looked human trafficking as understood in the present in relation to slavery as understood in the past. The teaching methods included didactic and instructional lectures and documentaries and student-activating methods such as group presentations, fieldwork, and video production. Lectures were delivered over the course of the 16 weeks. In the 2017 human trafficking course, the students focused on human trafficking in the Mekong region. The course ran at the same time the U.N.ACT in Bangkok was preparing a regional report on trafficking in the Mekong region. Rather than spreading the lectures across the 16 weeks as had been done previously, the first four weeks of the course were spent laying the conceptual and legal foundation of the subject and how it was understood within the context of the Mekong countries. Lecture provided students with the framework for examining the countries while they undertook group-based research tasks to examine human trafficking in specific countries. Each group was assigned one Mekong country, which was focused on over the course of the 16 weeks. As they learned about the definition problem and the legal differences through lecture, the groups conducted research on the same thing within the assigned country. This approach was applied through the course and, in so doing, the students produced extensive country reports at the end of the semester. In addition, the students produced videos on human trafficking. The students utilized real trafficking narratives which they found from the U.S. TIP Reports, country government reports and/or media reports to create fictionalized narratives that were acted out to bring awareness to human trafficking narratives. Human trafficking narratives were the main focus because this remained one of the main issue areas of critique for the Thai government by the U.S. in the TIP Report. The methods were similar as what had been employed in the 2015 course but they different in that there was a greater emphasis on instructional lecture and student-activating methods. Course assignments were also reduced in the 2017 course. The students were overworked in the 2015 course.

Upon reflection, there are several lessons which can be learned from employing the mixed-method approach. First, the mixed-method approach became the author's preferred approach in the post-2015 period. It was also in this period when the courses began to rotate and new methods, assignments and material could be cycled in and others omitted based upon reflection of how the courses were previously taught. Second, the didactic approach was necessary for the author to employ in the first two years of teaching because of not being familiar with the students and needing to write course preps. Third, there was more student participation and teacher motivation in the mixed-method approach than when simply employing the student-centered approach. The students were more confident to engage one another and the teacher because of the foundation provided through the didactic lecture. The only exception was the Spring 2018 Race and Ethnicity course. Student engagement was higher than in any previous course and the level of analytical engagement was far more expansive in terms of the number of students' participating than in the upper-level courses which were taught in didactic approach. There were a lot of students enrolled in that course who came to Thailand from Webster's Leiden and St. Louis campuses for the semester. This course could be an outlier. Finally, the level of student engagement depends not just on the course methods but also the course reading materials and assignments. Additional studies should be conducted to better understand how the selected reading materials and course assignments impact the teaching approaches and student engagement, performance and retention.

Conclusion

This study employed Meighan's Strategy Toolbox Model to examine the implementation of selected courses within each of the didactic, student-centered and mixed-method teaching approaches. As was highlighted in the

literature, implementation of the teaching approaches is not something which is typically focused on by scholars. This is problematic because it is from a discussion on how the teaching approaches are implemented which will help teachers improve their pedagogy. By learning from one another, we can try new things to increase student engagement and student-teacher interaction within the classroom as well as reduce the time spent on preparing didactic lectures. There would be additional time for research and other administrative tasks.

A focus on implementation of teaching strategies would also provide rich in-depth case studies from which we can draw lessons from to develop strategies or teacher development programs to help teachers transition from the didactic teaching approach to the student-centered approach or the mixed-method approach. Academic studies on the transition process are necessary because of more primary, secondary and tertiary schools requiring programs, departments and teachers to employ a student-centered approach. Teachers who have been predominantly employing the didactic teaching approach cannot simply switch to a different teaching approach overnight regardless of the teachers' experience. As the existing literature highlights, more experienced teachers prefer the didactic approach over that of the student-centered approach (Cayirdag, 2017). A transitional strategy which facilitates the gradual transition from didactic to mixed-method to student-centered may help to better transition programs, departments and schools and reduce the hostility among the older teachers who are hesitant to adopting different teaching methods in the classroom. It may also enhance the transformation of the learning environment. As the existing literature highlights, the transformation of the teaching environment depends quite a bit on student engagement and participation. It also depends on teacher engagement. Too many of the existing studies focus on the student component rather than on the teacher.

For teachers to guide students to the doors which enhance knowledge transfer, there needs to be more attention given to implementation and transition of teachers' pedagogical approaches and practices and more discussion among teachers within the existing literature. Discussion is rich in conferences, but it is lacking in the literature due to our over emphasis on quantitative and mixed-methodological approaches to the study of teaching strategies. All teachers who entered the profession did so, in part, because of the belief in the power and importance of education to transform individuals and society. Shall we believe in the power and importance of the pen to transform us as teachers so that we can better help our students to realize their full knowledge potential?

References

- Bhali, MA, Sattar, A, and Asif M., 2016, Teaching Strategies: Perception of Medical Students, used in basic sciences years. *The Professional Medical Journal*, 23(5), 614-619. DOI: 10.17957/TPMJ/16.3206
- Cayirdag, N., 2017, Creativity Fostering Teaching: Impact of Creative Self-efficacy and Teacher Efficacy. *Educational Sciences: Theory & Practice*, 17(6), 959-1975. DOI 10.12738/esp2017.6.0437
- Cudney, E.A. and Ezzel, J.M., 2017, Evaluating the Impact of Teach Methods on Student Motivations. *Journal of STEM Education*, 18(1), 32-48.
- Ijaz, A. and Ul-haq, S., 2014, Evaluation of Strategies to Increase Students' Involvement for Improving Interactive Lecture in Chemical Pathology. *Pakistan Armed Forces Medical Journal*, 64(2), 237-43.
- Johnson, H.A. and Barrett, L.C., 2017, Your teaching strategy matters: how engagement impacts in health information literacy instruction. *Research Communication*, 105(1), 44-48.
- Kumar, M., Saxena, I., Kumar, J., Kumar, G., and Kapoor, S., 2015, Assessment of Lecture Strategy with Different Teaching Aids. *Journal of Clinical and Diagnostic Research*, 9(1), 1-5. DOI: 10.7860/JCDR/2015/10805.5413
- Mehigan, K.R., 2005, The Strategy Toolbox: A ladder to strategic teaching. *The Reading Teacher*, 58(6), 552-566.
- Nagel, P., 2008, Moving Beyond Lecture: Cooperative Learning and the Secondary Social Studies Classroom. *Education*, 128(3), 363-368.

Papworth, R., 2016, A Multi-disciplinary, Social Constructivist Approach to Promoting Student Engagement, Retention, and Achievement in Higher Education. *Dialogue Book*: 1-17. Available at : http://dlib.eacademy.bg/bitstream/handle/10610/3146/p592_DialogueBook3eng2016_52_68.pdf?sequence=1&isAllowed=y

Poohongthong, C. and Supparerkchaisakul, N., 2017, Designing Learner-centered Instruction Practices Based on Transformative Learning through Critical Participatory Action Research. *International Journal of Behavioral Science*, 12(2): 31-49.

Ramierz, H. and Jones, D., 2013, Effects of Reading Strategies and the Writing Process with Written Recasts on Second Language Achievement, *Administrative Issues Journal: Education, Practices, and Research*, 3(1), 73-85. DOI: 10.5929/2013.3.1.7

Rowe, M., 2016, Beyond the lecture: Teaching for professional development. *African Journal of Health Professions Education*, 8(2), 208-210.

Sancho-Vinuesa, T., Escudero-Viladoms, N., and Masia, R., 2013, Continuous activity with immediate feedback: a good strategy to guarantee student engagement with the course. *Open Learning*, 28(1), 51-66.

Struyven, K., Dochy, F., and Janssens, S., 2008, Students' likes and dislikes regarding student-activating and lecture-based educational settings: Consequences for students' perceptions of the learning environment, student learning and performance. *European Journal of Psychology of Education*, 23(3), 295-317.

COMMUNICATIVE LANGUAGE TEACHING COMPARED TO THE TRAINING OF STUDENTS' PROFESSIONAL DIRECTION

Svetlana Gridneva

Yugra State University, Russia

Abstract: The research deals with the notion of psychological training of students' professional direction, with the analysis of training peculiarities. The alternative of communicative English teaching at higher educational institutions to the training of professional direction is substantiated. The level of professionalism has descended for the last decades in Russia. And the basis of professionalism is a high level of professional direction. We consider professional direction as a structural part of personality direction and the system of components, which directs personality behavior and activity to obtaining professional skills, their development and mastering. The most famous and effective way of development of personality's professional direction is a psychological training. The principles of the training are voluntary participation, "here and now", partner communication, proactive attitude, feedback, confidentiality, and principles of humanistic psychology, i.e. unbiased attitude, acceptance of other people, psychological safety and support. But the psychological training is not available in the educational process of the university. The research in which all the mentioned pedagogical and psychological conditions had been created was conducted at Yugra State University in the framework of communicative English language teaching. During the research the set of theoretical and empirical methods were used. Among them are system analysis and synthesis, modeling, questionnaire surveys, testing, lesson observation, pedagogical experiment, methods of mathematical statistics. The data obtained as a result of our research proved the effectiveness of communicative language teaching for developing students' professional direction that points out the possibility of its use instead of the psychological training.

Keywords: professional direction, psychological training, communicative language teaching

Introduction

The level of professionalism has descended for the last decades in Russia. The proof of it is frequent doctors' mistakes, conflicts between teachers and pupils, politicians' inadequate behavior, man-made disasters etc. All these situations were caused by lack of professionalism. The point is that educational formation of professional begins not after his graduation from the University and not from the first day at work, but from the first day of studying his future profession. And the basis of professionalism is a high level of professional direction.

We consider professional direction as a structural part of personality direction and the system of components, which directs personality behavior and activity to obtaining professional skills, their development and mastering. The components of professional direction are versatile and changeable elements, yielding to correction. We distinguish the following components of students' professional direction: motive of professional choice; interest to the future profession; educational and professional goal-setting; professional expectations; the level of self-reliance in professionally directed educational activities; professionally directed perception of the learning process.

We are of the view that due consideration of the problem of formation and development of students' professional direction is not paid in the teaching and learning process at higher education institutions. In

academic process at universities much attention is usually paid to the thematic training of bachelors and masters, to the developing of definite competency. Process of development of personality's professional direction is usually formed spontaneously and often depends on the student himself. We consider that it is essential to create psychological and pedagogical environment which will encourage the formation process of the high level of students' professional direction in the academic process of a higher education institution.

The most famous and effective way of development of personality's professional direction is a psychological training. Trainings of professional direction are widely used for students of Psychology (Kunts, 2005). Professional education of future psychologists is based on the variety of trainings, which is determined by the particular nature of their future profession. Consequently, those trainings may be provided by the curriculum or at least be a part of some professional disciplines. As for the students of other professional areas training incorporation into their educational process seems problematic. It means that it is necessary to find an alternative, effectively developing students' professional direction in any professional area. To do it we should consider main features of the training, which help in students' professional direction development.

Phenomenon of training is considered as the most efficient psychotherapeutic humanistic technology in psychology. Practical psychologist's dictionary defines training as a set of methods of development of communicative features and reflexive abilities, of the skill to analyze your own behavior and behavior of the group members, to analyze social situations and your role in them, of the skill to perceive yourself and other people around adequately (Golovin, 2003).

The pedagogical dictionary defines training as a form of interactive teaching, the aim of which is development of competent interpersonal and professional behavior in communication (Kodzhaspirova *et al.* 2001).

According to E.V. Andrienko, students carry out consistent process of learning during the training, acquiring social and professional experience, taking into account advantages and disadvantages of subjective, personal qualities, becoming clear in the activity, social and professional sphere being considered as well (Andrienko, 2001).

The training, proposed by L.I.Kunts (Kunts, 2005) as instrument of professional direction development, is a system of specially organized developmental interactions between its participants, each interaction being characterized by unity of such components as: professionally directed contents; developmental situations; interaction process; methods of organizing and realization of this interaction; readiness for interaction; intrapersonal conditions of its effective realization and results of interaction as intrapersonal transformation of its content.

The main strategy of training program aims at creation of abilities for development of independence, initiative, responsibility for one's own life, ability of solving problems, readiness for the further personal and professional development.

The training, established by L.I.Kunts, forms the attitude to the professional activities and to the psychological and pedagogical process as to instrument of professional direction extension, of self-development. It creates a fertile ground for developing of professional future defined by the complex including image of profession and self-image.

The tasks of L.I.Kunts' training were realized with the help of two goal-oriented units. The first unit was created for identification of professional direction type and image of the acquiring profession. The second unit included personal image design of professional future, understanding of the future professional role, students' realizing of their professional resources due to specification and content-related analysis of professional direction (of learning and future professional activity motives, of awareness of activity kinds and of emotional attitude to the acquiring profession).

The training tasks were being solved through reflection (what am I doing? why am I doing it?) and analyzing of professional activity model. Problem-based personal dialogue was used (Stepanov, 2000). Students were given “open” tasks, having more than one solution. Proposing of new ideas breaking the patterns and common viewpoints were stimulated; students’ abilities for self-cognition and self-understanding were developed; respect for individual characteristics of any person and ability to correlate personal acquiring experience with another person’s was educated.

The training principles were voluntary participation, “here and now”, partner communication, proactive attitude, feedback, confidentiality, and principles of humanistic psychology, i.e. unbiased attitude, acceptance of other people, psychological safety and support (Boljshakov, 1996, Vachkov, 2003, Schneider, 2004, Petrovskaya, 2007) .

Training application during psychologists’ professional education, as L.I.Kunts considers, foregrounds understanding of possible correction of some characteristics necessary for the future professional activity and leads to the self-understanding as a subject of activity, to the setting the definite goals and finding the ways to reach them. In the course of such work the process of learning becomes personally valued and approach of professional identity becomes justified and mature. The training allows improving the level of motivation for professional future development and stimulation of interest for various kinds of professional activity takes place.

The structure of training program allows students to explore the elements of various kinds of psychologist’s professional activity that is reflected in professional behavior and communication, in emotional attitude to oneself as a subject of the future professional activity and to the other people of this profession.

If to summarize all the features of the training mentioned above we can define that the training is humanistic technique which has the form of developmental interaction between its participants in the course of which development of students’ communicative characteristics and reflection abilities takes place as well as social situations analysis, acquiring of social and professional experience, development of attitude to the professional activity and psychological and pedagogical process of higher school.

Our task in the framework of teaching foreign language is to create conditions for formation and development of students’ professional direction as obtained during the training. The role of such course as “Foreign Language” in the development of personal professional direction is also important as it is the subject of the first two years of studying. The third year of studying according to some researchers (Lubimova, 2000, Buyakas, 2001, Zeyer, 2008) is the crucial moment of professional formation and connected either with assurance in professional choice and its further specification or with negative attitude to the future professional activity. Consequently, the earlier student will realize the sense and the purpose of his professional activity and his own place within it the higher level of his professional direction will be and the more first-rate professionals will come into all spheres of society.

In the process of teaching foreign languages at higher school a teacher can choose methods of education according to the purposes and goals. It is possible to name about ten methods of teaching foreign languages which are used today. They are audio-lingual, communicative language teaching, community language learning, direct method, grammar-translation method, natural approach, oral approach, silent way, situational language teaching, suggestopaedia, total physical response. Having analyzed the nature of each method we arrive at a conclusion that the best opportunity to create all necessary conditions for development of students professional direction belong to communicative language teaching.

One of the main principles of communicative language teaching is realization of humanistic approach in education (Miljrud, 2000). Only this approach allows creating positive conditions for active and free development of personality in activity. Necessary conditions can be described in the following way: students get an opportunity of free expression of their thoughts and feelings in the course of communication (non-criticality);

every participant of group communication is in the center of attention (partner communication); personal self-expression during professionally oriented learning activity becomes more important than demonstration of the language (non-judgment); contradictory, counterintuitive, even “wrong” opinions, but showing independence and pro-active attitude of students are encouraged (acceptance of others); the use of language material comply with the task of personal speech intention; the learning norm is some bending of the rules and occasional errors.

Humanistic approach implies student-oriented teaching. It means that interacting students become the center of cognitive activity at the lesson. The training is also a humanistic technique the basis of which is interaction of its participants.

The principle of humanistic approach in the course of communicative language teaching in higher education institution allows providing conditions for creative and emotional self-expression, encourages students for communication including professional one. Humanistic approach in the training process creates person-centered emotional interaction between a teacher and students.

The aim of communicative language teaching is developing students’ communicative competence, i.e. creative use of means and ways of foreign communication both in written and oral, in receptive and productive form. In the course of communicative competence formation of personal communicative qualities takes place as in the course of professional direction training.

The second principle of communicative language teaching is realization of learning process with activity approach. This principle is based on the theory of goal-directed activity and the theory of speech activity (Rubinstein, 2003, Leontyev, 2004, Leontyev, 2005).

Activity approach in foreign language teaching include creation of problem, nonstandard, professionally directed situations in the learning process; organizing of creative types of educational and professional activity for students; providing variety of professionally directed activity; creation of successful situations in the course of activity; purposeful organizing of transition from outer goal-setting to the inner one; organizing of independent professionally directed activity.

Activity nature of communicative language teaching is realized through activities i.e. tasks worked out by the teacher and containing communicative goal and problem solving for the students. Activities in communicative language teaching are based on game, imitative and free communication. R.P.Milrud and I.R.Maksimova (Miljrud, 2000) distinguish the following types of activities: communicative games; communicative imitations (role plays and problem solving); free communication (socialization).

Activity nature of communicative language teaching is realized through technique “here and now”. This formula was proposed by F.Perls in gestalt-therapy the main principle of which is absolute self-acceptance, acceptance of other people and the world as they are, attitude to and evaluation of instantaneous status as a perfect one, not necessary to change or improve (Golovin, 2003). This principle is also one of the foundational principles in the training of professional direction.

Communicative language teaching is put into practice through interactive activities. Interactive activities are impossible to be performed without a partner. They are realized in pair or group work. Only some elements of interactive activity can be performed individually. The task may be gradually done in larger groups and then may become a task for the whole group. It is called pyramid grouping. This is the way of interaction between students which is put into practice as in the course of professional direction training.

Communicative language teaching is applied with the help of organized role communication technique. Role communication is realized through role play, the kind of educational communication which is organized according to the plot, the distributed roles and their relations. Creative role communication needs developed

social skills. That is why role plays in communicative language teaching include elements of social training (communicative exercises).

The third principle of communicative language teaching is that of socialization. Communicative language teaching organizes an authentic process of students' socialization. In this context the term "authentic" means not only the usage of the original learning material but also creation of methodically reasonable conditions of natural learning communication. The term "socialization" means formation of personal social role in the course of acquiring social interaction experience and learning social values (Miljrud, 2000).

In the course of socialization a person tries and plays various social roles. Person can express oneself through these roles. Judging from the dynamics of playing the role it is possible to get information about earlier social experience of a person.

Socialization in the field of education has a great importance for development of personal identity which is connected with personal intention to take an active part in social events, to make important life decisions, to choose sphere of professional activity. According to B.M.Bim-Bad socialization in educational sphere means integration of personal experience with the social one having been reflected and codified in art images and science notions. Education in the context of socialization is a constantly expanding sphere of personal life activity including rich cultural interaction with outer world and being a part of social and cultural experience selected according to the educational goals.

The main point of socialization is that it develops a person as a member of society which he or she belongs to (Amitrova, 2011). Requirements of the state educational standard of higher professional education aim at such an organizing of learning process which would be able to create conditions for transfer of cultural experience from one generation to another and to allow for students' socialization (Zimnyaya, 1999). Thus we can say about professional socialization in the course of communicative language teaching in higher education institution.

Students' professional socialization is an active, motivated, social process of personal professional formation and development, in the course of which students' primary integration into professional sociocultural sphere takes place. The meaning of professional socialization is in the developing of future specialist as a subject of professional activity owing to the purposeful influence on the formation of students' independence and creativity (Murzagalina, 2010).

If to compare all the principles of professional direction development which are realized through training and communicative teaching we can see the same abilities of creating necessary environment.

Table 1. Comparing the principles of Professional Direction Development

Principles of Professional Direction Development	Professional Direction Training	Communicative Language Teaching
"here and now"	+	+
partner communication	+	+
proactive attitude	+	+
feedback	+	+
confidentiality	+	+
unbiased attitude	+	+
acceptance of other people	+	+
psychological safety and support	+	+

According to this analysis, applying of communicative language teaching can create necessary psychological and pedagogical conditions for development of students' professional direction similar to the professional direction training as humanistic approach provides necessary psychological comfort for students, activity approach provides students' interaction in the course of communicative competence development and organizes active forms of learning activity, and the principle of socialization realizes development of self-reflection, analysis of social situations and professional expectations, acquiring of social and professional experience by the students.

The research in which all the mentioned pedagogical and psychological conditions had been created was conducted at Yugra State University in the framework of communicative English language teaching. During the research the set of theoretical and empirical methods were used. Among them are system analysis and synthesis, modeling, questionnaire surveys, testing, lesson observation, pedagogical experiment, methods of mathematical statistics. The results obtained are shown in the diagrams below. They demonstrate the level of each component of professional direction before and after the experiment with applying communicative language teaching. The experimental group of students is colored with red and the control group – with blue.

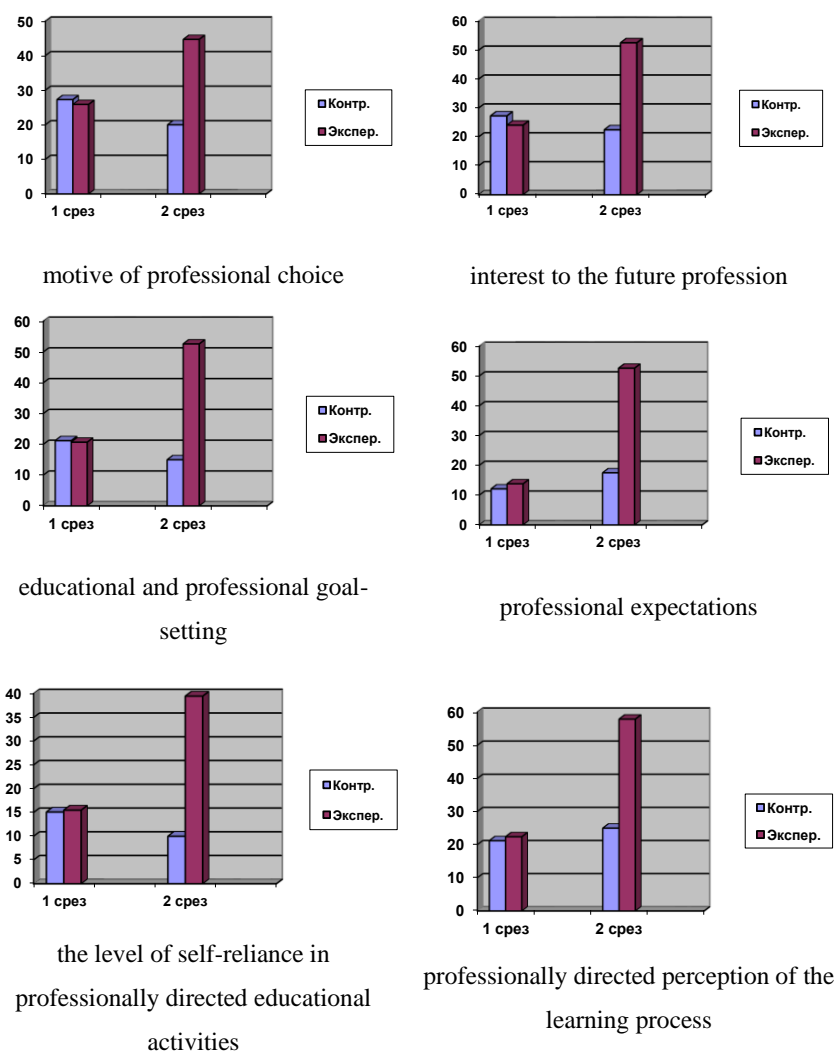


Figure 1. The change of professional direction components

The data obtained as a result of our research proved the effectiveness of communicative language teaching for developing students' professional direction that points out the possibility of its use instead of the psychological training.

References

- Amitrova, M.V., 2011, Vliyanie professionalizatsii na formirovaniye lichnostnykh kachestv budutshikh zhenerov-tekhnologov v processe izucheniya inostrannogo yazyka v vuze // *Vihsshe obrazovaniye segodnya*. № 1. – pp. 77 – 79.
- Andrienko, E.V., 2001, Professionalno-pedagogicheskoe obrazovanie I razvitiye lichnosti uchitelya: Ucheb. posobie / E.V. Andrienko. – Novosibirsk: Izd-vo NGPU.
- Boljshakov, V.Yu., 1996, Psikhotrening. Sociodinamika. Uprazhneniya. Igrih / V.Yu. Boljshakov. – SPb.: Social'no-psikhologicheskij centr.
- Buyakas, T.M., 2001, Process obucheniya kak dialog mezhdu professionalnykh lichnostnykh ustanovleniyem / T.M. Buyakas // *Vestnik MGU. Ser 14. Psikhologiya*, № 2. – pp. 69-77.
- Golovin S.Yu., 2003, Slovar' prakticheskogo psikhologa. — Minsk: Kharvest.
- Kodzhaspirova, G.M., Kodzhaspirov, A.Yu., 2001, Pedagogicheskij slovar': Dlya studentov viysshih I srednikh pedagogicheskikh uchebnykh zavedeniy / G.M. Kodzhaspirova, A.Yu. Kodzhaspirov. – M.: Izdatel'skiy centr «Akademiya».
- Kunts, L. I., 2005, Professional'naya napravlenost' kak faktor formirovaniya obrazovaniya professional'noy deyatel'nosti lichnosti: Na material studentov-psikhologov: Dis. ... kand. psikh. nauk: 19.00.01 / L. I. Kunts. – Novosibirsk.
- Leont'ev, A.A., 2005, Yazyk, rech', rechevaya deyatel'nost' / A.A. Leont'ev. – M.: URSS.
- Leont'ev, A.N., 2004, Deyatel'nost'. Soznanie. Lichnost' : ucheb. posobie dlya studentov vuzov po napravleniyu spec. "Psikhologiya", "Klin. psikhologiya" / A.N. Leont'ev. – M.: Smy'sl: Academia.
- Lyubimova, G.Yu., 2000, Otpervokursnika do vihpusknika: Problemy professional'nogo lichnostnogo samoopredeleniya studentov — psikhologov / G.Yu. Lyubimova // *Vestnik MGU. Ser 14. Psikhologiya*. - 2000. - № 1. - pp. 57-66.
- Miljrud, R. P., 2000, Sovremenniyeh konceptual'nyeh principih kommunikativnogo obucheniya inostrannim yazykam / R. P. Miljrud, I. R. Maksimova // *Inostranniyeh yazykh v shkole*. – 2000. - № 4. – s. 9-16; № 5. – pp. 17-22.
- Murzagalina, L.V., 2010, Processual'naya model' professional'noy socializatsii budutshego vracha / L.V. Murzagalina // *Vihsshe obrazovaniye segodnya*. – 2010. – № 5. – pp. 94 – 96.
- Petrovskaya, L. A., 2007, Obsheniye – kompetentnost' – trening: izbranniyeh trudih / L.A. Petrovskaya. – M.: Smisl.
- Rubinshteyn, S.L., 2003, By'tiesoznanie. Chelovekimir / S.L. Rubinshteyn. – SPb.: Piter.
- Stepanov, S.Yu., 2000, Refleksnaya praktika tvorcheskogo razvitiya cheloveka I organizatsiy / S.Yu. Stepanov. – M.: Nauka.
- Schneider, L.B., 2004, Trening professional'noy identichnosti: Rukovodstvo dlya prepodavateley vuzov i praktikuyutshikh psikhologov / Avtor-sost. L.B. Schneider. – M.: Izd-vo Moskovskogo psikhologo-social'nogo instituta; Voronezh: Izd-vo NPO «MODEhK».
- Vachkov, I.V., 2003, Osnovy tekhnologii gruppovogo treninga: Psikhotehniki: Ucheb. posobie / I.V. Vachkov. – M.: Osh-89.
- Zeir, E.F., 2008, Psikhologiya professional'nogo samoopredeleniya v ranney yunosti: uchebnoe posobie: uchebnoe posobie dlya studentov, obuchayutshikhya po specialnosti 030500 "Professionalnoe obucheniye" (po traslam) / E.F. Zeir, O. A. Rudey. – M.: Izd-vo Moskovskogo psikhologo-social'nogo in-ta; Voronezh: Izd-vo NPO "MODEhK".
- Zimnyaya, I. A., Bodenko, B.N., Krivchenko, T.A., Morozova, N.A., 1999, Obshayakul'turacheloveka v sisteme trebovaniy gosudarstvennogo obrazovatel'nogo standarta / I.A. Zimnyaya, B.N. Bodenko, T.A. Krivchenko, N.A. Morozova. – M.: Issled. centr problem kachestva podgotovki specialistov.

INTERCULTURAL TEACHING EXPERIENCES OF A SELECTED GROUP OF FILIPINO PRE-SERVICE TEACHERS IN AN OVERSEAS PRACTICUM IMMERSION

Florante D. Garcia

Adamson University, Philippines

Introduction

Quality pre-service teacher training is a key part of Basic Education in the Philippines. As such, it is of great significance that the highest standards are achieved by the pre-service teachers. These standards are reflected on the seven (7) domains that represent the desired features of the teaching-learning process as stipulated in CMO 30 s. 2004.

The Melbourne Declaration on Educational Goals for Young Australians (2008: p 4), cited that global integration and international mobility have increased rapidly in the past decade. As a consequence, new and exciting opportunities for Australians are emerging. This heightens the need to nurture an appreciation of and respect for social, cultural and religious diversity, and a sense of global citizenship.

White and Toms (2009) stated that globalization is not entitled only to business courses, but is relevant to all courses that are qualified for higher education. Therefore, classroom instructors for all disciplines must shift their teaching philosophy from a domestic pedagogy to a global perspective. Educators must equip students with knowledge about global economics that will have a direct impact to students' future job choices (Dowling & Welch, 2005).

The Education Department of the Adamson University conducted overseas teaching immersion because this program achieved PACUCOA Level III accreditation and CHED recognized as Center of Development based on the CHED Memorandum Order No. 22, series 2013 which stated that only higher education institutions (HEIs) as defined under Article II are allowed to conduct internship abroad for CHED recognized programs with practicum subject in their curriculum.

The Education Department of Adamson University conducted overseas teaching immersion as part of the ASEAN Integration to produce high quality and competitive educators, and in the same way, to ignite the beginning of an educational crusade towards global excellence in accordance to the agreement with Bangpleeratbamrung World Class School. Both parties signed the official Memorandum Agreement for International Practicum last January 2016. Through this agreement, both schools got the chance to conduct exchange programs promoting knowledge and culture that would benefit their students.

Bangpleeratbamrung World Class School is the oldest and famous secondary institution in SamutPrakan, Thailand. The Ministry of Education approved the implementation of Matthayom 6 in 1955 and it became a special school by the year 1994. Furthermore, it has been developed continuously for providing high quality education for Thai youth.

The course framework supports the Education Department in the effective planning, implementation and integration of student overseas learning experiences into school programs. It draws upon the work of schools that have successfully incorporated such experiences into whole-school programs for international education.

The study was conducted to describe the understanding of inter-cultural experiences of a selected group of Filipino Pre-service Teachers of Adamson University who conducted a 3-week overseas teaching immersion in Bangpleeratbamrung World Class School in Samutprakan, Thailand.

The scope and limitation of this study focused on understanding the intercultural experiences of the pre-service teachers of Adamson University during the implementation of overseas practice teaching immersion in Bangpleeratbamrung World Class School in Samutprakan, Thailand in school year 2016-2017.

The study is further limited to what transpired in the reflective journal of the eight pre-service teachers.

The research design of this study made use of the descriptive qualitative design of research that involved personal judgment as the prime basis for assertions about how something works (Stake, 2010). The study also utilized phenomenological approach to describe the practice-teaching immersion learning intercultural experiences of the pre-service teachers.

This study was conducted based on the intercultural learning experiences of eight pre-service teachers during their practice teaching immersion in Bangpleeratbamrung World Class School in Samutprakan, Thailand to provide and expose them to different avenues of the world of teaching in public schools locally or internationally. This immersion equips them to acquire the vital competencies of the 21st century teachers in order to respond to global demands.

In a more profound perspective of study, a survey conducted by Wilson (1984) shows that short-term international travel has a positive effect on elementary and secondary teachers. It improves their teaching about the places they visited, engenders responsibility for passing on the experience, and encourages them to try more cross-cultural encounters. Teachers with international experience know more and want to share that knowledge, are aware of and accept differences in peoples and cultures, and often act as cultural mediators.

The data presented in this study were extrapolated from the actual comments and reflection journal of the eight pre-service teachers who conducted teaching practice teaching immersion in Thailand.

To analyze the narrative report and journal of reflections of the pre-service teachers and the chairperson, the researcher utilized Colaizzi's process for phenomenological data analysis. Specialize and Carpenter (2007) present the usual steps done as introduced by Colaizzi in 1978 under the supervision of Giorgi:

In this method, the researcher read the transcription of each pre-service teacher's narrative report on their reflective journal and underlined and extracted significant statement from the transcript that directly pertained to the investigated phenomenon the learning intercultural experiences of the pre-service teachers.

Having accomplished the preliminaries of the transcription procedures, the researcher formulated and analyzed the meanings of each significant statement. These meanings were categorized into clusters or themes. The researcher integrated the results of the data analysis into exhaustive description of the study resulting to concrete and significant themes anchored on the intercultural learning experiences and immersion of the pre-service teachers.

The findings shed light on the eight emergent themes drawn from the intercultural learning experiences of the pre-service teachers at Bangpleeratbamrung School, Samutprakan, Thailand.

Themes

First Theme: The feeling of winning after overcoming an obstacle

Teaching is both rewarding and challenging profession. Through it, people can become more ethical, cultured and well-rounded individuals. In the same manner, the process of making human to become more humane is one essential part of this profession. The expression of pre-service teacher 1 evokes that the way to obtain the teaching profession entails obstacles that need to go through in order to refine the totality of one's behavior and attitude. He testified that meeting problems like rebooking their flight to Thailand and encountering some unexpected shortcomings along the way brought them much distress and discomforts. The road along its way was not smooth, but just like what an old adage said "there is a rainbow after the rain", they made it to resolve the obstacles that obstructed their ways and they finally arrived in Thailand. Problem is part of life and things may go above and beyond one's control. At the end, it is the faith and courage that a person strongly holds to conquer and overcome the giant obstacles of life.

Second Theme: The goal of establishing culture of awareness of the overseas teaching immersion and learning experience from the school community

There is no substitute to genuine feeling of realizing the importance of one's community and its citizenry. Culture diversity, spectrum of rich customs and exchange of academic intelligences among neighboring countries have posed great gains and importance in all institutions and different organizations. This is made possible through internships and immersions across the Asian countries.

Five of the pre-service teachers stated that they came to Bangpleeratbamrung School as ambassadors of their institution and of their country in general. They have been given a hearty welcome and immense family-atmosphere embrace to build rapport, establish awareness of Thai's customs, familiarity and appreciation of their cultures and traditions. Filipino and Thai people were both hospitable and treat visitors with heart-warming accommodation.

The teaching immersion and learning experience of the students served as their training ground to see the real world of delving to and dwelling in other territories. These five teachers stated that orientation of pre-service teachers before they get deployed to their respective schools must be thoroughly emphasized among the interns. They should be ready to adopt and learn other cultures and become flexible to adjust to language barriers and climate differences.

All pre-service teachers must appreciate by heart that active exchange of culture diversity is extremely important in order to allow understanding, appreciation and adaption of the country's best practices, policies and progress. Indeed, traveling to other countries and learning their way of living is one of the best ways to inspire curiosity about other cultures. In effect, this provides the pre-service teachers vicarious and worthwhile experiences beyond the tenets of educative principles and the pages of professional subjects.

Third Theme : Honoring oneness and interconnections as one Asian family

The good advantage of partnerships and interconnectedness of the ASEAN countries is the benefit of strengthening the workforce of their respective nations. The greater part of elevating the kind of enforcement is to provide equal opportunities for expansion of one's horizon through immersion, exploration and innovation. Through this intercultural exchange of academic efforts and development, community-based researches and other economic endeavors, educational landscape in the Philippines is more achievable. This is one of the strong thrusts of Adamson University – to establish more linkages in the international academe and to provide students with more profound teaching experience that is world-class and competitive.

The significant statements of pre-service teachers on their learning experience in Thailand gave an important result that collaboration with other races allow a realistic and concrete experience how to adjust with different behavior of learners in consonance with their religions, creed and family background. The students observed that Thai and Filipinos are similar when it comes to politeness. Thai would religiously make greetings, give smiles and social grace in many places even at public areas. They testified that this kind of warm acceptance gave them a feeling like they were in their own country. They observed a very strong interconnectedness of Thais giving due respect and honor to one another even to the other Asian people.

Forth Theme: Developing good communication and social skills for successful intercultural teaching and learning experience.

The Philippines is recognized globally as one of the largest English-speaking nations with majority of its population having at least some degree of fluency in the language. Proficiency in the language is also one of the country's strengths that has helped drive the economy and even made the Philippines the top voice outsourcing destination in the world, surpassing its Asian neighboring countries.

Improving one's intercultural communication skills helps interact with individuals of different cultures and expands viewpoint on life. In today's society, for a majority of people, it is difficult to avoid interacting with others outside one's own culture. The statements of the pre-service teachers made a significant note that having good communication skills are vital tools to link oneself to others. It is the only means to make teaching possible with foreign learners. Acquiring the necessary skills to communicate with other people is ensuring a successful teaching practicum to ASEAN countries. Indeed, the more one communicates with other people, the better he/she will become good at it.

Fifth Theme: Gaining intercultural teaching experiences for higher perspectives on the teaching profession

Gaining an international teaching experience not only enhances student teachers' pedagogical skills and appreciation of other cultures but also their professional and personal development. It allows greater benefits of realizing and understanding the very heart of the teaching profession in the context of cultural diversity.

The pre-service students testified that they benefitted from the pre-teaching experience in many ways. They believed that it improved their self-confidence, helped them to develop and shape teaching strategies and gain more insight about teaching. Moreover, according to them, the overseas teaching practice increased their cultural and world awareness and let them to set world citizenship.

As Day (2000) points out:

“enthusiasm for teaching, learning and pupils is not something that can be sustained without personal commitment – to the pupils who, through force of circumstance or past experience, may not always be highly motivated, whose confidence needs to be encouraged and who need to be challenged and cared for; and to the moral purposes of education to work for the betterment of both the individual and society as a whole”

The pre-teaching experience of the students strengthened their beliefs about the integration of different teaching methods, use of technology, authentic and modern materials in lessons. The program enhanced their awareness about the impact of culture, classroom management and discipline policy in teaching. These acquired skills and experiences deepen their knowledge on how to perform and provide teaching tasks effectively, elevated their enthusiasm and eagerness to teach, and empowered them to become catalysts of revolutionized and culture-based education in local and international context.

Sixth Theme: Establishing rapport to build learning environment that responds to the aspirations of the community

Forging people-to-people contacts through cultural exchanges, academic immersions, teaching practicum and student-exchange programs are some of the core goals of integration among Asian nations. This cross-cultural exchange of workforce and nation's rich resources entails to build strong ties and establish rapport that will open for greater heights of business investments, infrastructures and other businesses, attract other nations to forge tourism, culture upliftment and gain other nation's supports for stronger economy.

With enormous potential given to such kind of thrust, strengthening the value of building bridges to other nations and their regions will yield great benefits. In the education sectors, this partnership will spring out innovations in pedagogical reformation, international linkages for faculty development programs, world-class student services and relevant trainings and seminars that address issues in community, school-related problems such as curriculum enhancement, research-based classroom management procedures, syllabi enhancement and alignment of course requirements to international trends and demands.

The student-teachers who were deployed at Bangpleeratbamrung World Class School in Samutprakan, Thailand admitted that there is still a need to strengthen the tie-ups of the school and the Adamson University. Nonetheless, they observed that there have been established links for exchange of school procedures, administrative systems and better delivery of education to students.

Seventh Theme: Creating openness that shows character of caring and empathy

Distance has been no barrier for teachers and students across Philippines and other Asian countries like Thailand who have been sharing knowledge and learning together as part of the student-exchange school partnerships program where students render their teaching practicum. It is a whole school program that builds teachers' capability through international school partnerships to develop intercultural understanding, enhance information communication technology skills, and establish sustainable school partnerships.

The pre-service teachers were deployed with the learning objective of increasing their global skill set of students in Thailand and across the region by assisting schools to facilitate student collaboration on projects, practice language skills and develop life-long friendships with students at their partner school. Openness and care for students are the core elements to continuously show empathy and sincere devotion to teach them by heart. Students' academic needs are catered with thorough understanding of their cultural background, interest and needs and through compassion given by the teachers.

At the end of their teaching practicum, the students revealed that they gained the global perspectives of teaching and this perceptive served as an eye-opener that they way to expand one's horizon is to see and experience the real world of learners and appreciate imminent potentials they possess. Learning then takes place when a teacher becomes responsive to the diverse needs of students.

Eighth Theme: Promoting equal rights of human race and building a strong sense of nationalism and unity among the ASEAN countries

A plethora research indicates that understanding one's own cultural traditions, values and beliefs and engaging with the experiences and ideas of others, is the foundation to becoming a responsible local and global citizen. Providing school communities with immersive, first-hand teaching and learning experience and equal opportunity to build strong sense and spirit of nationalism supports students to develop and explore their interest in the region, and alerts them to further opportunities available, including scholarships, involvement with youth organizations, and government initiatives.

The intercultural exposure provided to students allowed them to gain opportunities and appreciation that generate for education, science and innovation and the arts to work with partners among ASEAN countries. The pre-service students learned the value of understanding gender equality, building friendship among all nations including indigenous people regardless of their racial, national, ethnic, religious and linguistic orientations and most importantly the essence of elevating their country, the Philippines to school where they immersed. Having been chosen as ambassadors of Adamson University to Bangpleeratbamrung World Class School, the students took pride of their roles as the chosen representatives of their school. They stated that Thais and Filipinos have good social and cultural relationships. The spirit of nationalism is observed as they give high respect to their king. The portrait of their king is seen everywhere as a sign of honor. Gender difference is not an issue and everyone is free to express themselves. There is acceptance to everyone's fashion, rights and privileges.

Conclusions

The overseas teaching immersion program is considered very meaningful practicum experience that bridges between mentor teachers and foreign student teachers. This global teaching experience equipped students with increased understanding and appreciation of other country's history, culture, education and tradition. Moreover, the immersion of the eight pre-service students emphasized the interrelatedness of diverse populations and broaden their perspective on diverse learners, curriculum, and school settings. This experience illumined them how to better apply the teaching and learning researches and theories on education into more realistic and skill-based approaches. It likewise gave them significant implications on instrumental preparation to become globally competitive teachers.

As reflected in the intercultural learning experiences of the pre-service teachers, most of them acquired more global outlook in life, a higher sense of engagement with others students and appreciation on diversity of cultures. They gained deeper understanding of their own cultures as divergent from others.

The immersion program is ultimately and professionally relevant program of the Adamson University as it enables the students to have clearer view point of educational system before they enter the arena of teaching as their lifetime profession.

Recommendations

The following recommendations were formulated based on the perspectives that emerged in the study.

To address the need for the misconception of classification for the overseas teaching immersion, the institution must set rules and guidelines for this kind of program.

The practice teaching curriculum must broaden global and intercultural components so that the pre-service teachers have a wide range of understanding the multidimensional perspectives of teaching locally and internationally.

The overseas teaching immersion is most effective if facilitated using reflections provided with different forms of activities as guided by the pre-service teachers before pre-departure learning and teaching; during their learning and teaching on the school and post learning and teaching to develop the holistic understanding of intercultural teaching immersion.

The Commission on High Education (CHED) should consider formulating specific guidelines pertaining to the time frame in the conduct of their practice teaching immersion abroad in consonance with the CMO No.22 s.2013, the revised policies, standards and guidelines (PSGs) on Student Internship Abroad Program.

The host school and the institution that conduct overseas teaching immersion should strengthen their partnerships in order to produce globally competitive students who possess the 21st century skills and who are equipped to handle students in different countries.

Guidelines for Practice Teaching Immersion can be enhanced to establish the parameters for the conduct of learning intercultural experiences in the host school. It may also include the guidelines on the assignment of pre-service teachers to guide them in the implementation of the regulations of the program.

References

- Atherton, J.S. (2013). *Learning and teaching:Experiential learning* (Online:UK) retrieve 11 September 2013 from <http://www.learningandteaching.info/learning/experience.htm>.
- Guest, Greg, MacQueen, Kathleen M. and Namey, Emily E. (2012). *Applied thematic analysis*. Los Angeles:Sage.
- Baliao, Maria Elisa D. and Parcon, Cristabel Rose F. (2011). *Society and culture in a changing world*.Manila: Rex Book Store.
- Barners, J. (2011). *Cross-curricular learning 3-14, 2nd edition*. London Sage.
- Roe, Betty D., Smith, Sandra H. and Ross, Elinor P. (2010). *Student teaching and fieldexperiences handbook*. Pearson.
- Fahim, M. & Haghani, M. (July 2012). *Sociocultural perspectives on foreign languagelearning*. Retrieved from <http://www.academypublication.com/issues/past/jltr/vol103/04/14/pdf>
- Hartas, D. (Ed.). (2010). *Educational research and inquiry: Qualitative and quantitative approaches*. New York: Continuum International Publishing Group.
- O' Neil, N. (2010). *Internships as a high impact practice. Some reflections on quality*. Peer Review,12(4),4-8.
- Tulio, Doris D. (2010). *Psychological, anthropological, and sociological foundations of education 1*. Mandaluyong: National Bookstore.
- Brenes-Carvajal, M.G.del C. (2009) *Initial development of English language teachers in Mexico*, Doctorate in Applied Linguistics Thesis, Macquarie University, Sydney, Australia.
- White, G. & Toms, L., (2009). *Preparing college of business students for aglobal world*. The Delta Kappa Gamma Bulletin. Summer.
- Colbert, J. A., Brown, R. S., Choi, H., & Thomas, S. (2008). *An investigation of the impacts of teacher-driven professional development on pedagogy and student learning*. Teacher Education Quarterly, 35(2), 135-154.
- Fochtman, D. (2008). *Phenomenology in pediatric cancer nursing research*, *Journal of Pediatric Oncology Nursing*, (25(4),185-192.
- Farrell, T.S.C. (2007). *Failing the practicum: narrowing the gap between expectation and reality with reflective practice*. *TESOL Quarterly*, 411 (1), 193-201.
- Fook, J. and Gardner, F. (2007) *Practicing Critical reflection: A resource handbook*. Maidenhead:OUP/McGraw Head.
- Borg S. (2006). *Teacher cognition and language education: Research and practice*. London:Continuum.
- National Research Council. (2005). *How students learn: History, mathematics and science inthe classroom*. Washington, DC: National Academic Press.
- Dowling, P. J., & Welch, D.E., (2005). *International human resource management:Managing people in multinational context*. Thompson-South-Western.Australia.
- (Goethals, M. Serra, Howard, A. Rose, and Sanders, Marie M. (2004). *Student teaching a process approach to reflective teaching*. Pearson.
- Kedall, Diana. (2003). *Sociology in our times*. Australia: Thomson Learning, Inc.
- Zeichner, K. (2003). *The adequacies and inadequacies of three current strategies to recruit, prepare, and retain the best teachers for all students*. Teachers College Record, 105(3), 490-51Watts, R. J. (2003). *Politeness*. Cambridge: Cambridge University Press.

Eby, J.W., and Martin, D.B. (2001). *Reflective planning, teaching and evaluation for the elementary school* (3rd ed.) Upper Saddle River, NJ: Merrill / Prentice Hall.

Cloudsley, M., (2001). *The importance of International education. Inquiry: The Journal of Virginia Community Colleges*, 6 (1). 53-60.

Goethals, S. and Howard, R. (2000). *Student teaching : A process approach to reflective practice*. Upper Saddle River.

CROSS-BORDER TERTIARY EDUCATION – ISBN-978-92-64-03363-4 © OECD AND IBRD/THE WORLD BANK 2007

Plan of Action of the United Nations Decade for Human Rights Education (1995-2004), para.

Online source:

<https://www.eduweb.v>

https://ac.els-cdn.com/S1877042809004509/1-s2.0-S1877042809004509main.pdf?_tid=6b1df9c6-f60e-11e7-91fc-00000aacb362&acdnat=1515592924_a511139a7c9a708629e4c04b9118534a

USING BOOKS IN ADDRESSING THE SOCIO-EMOTIONAL PROBLEMS OF CHILDREN WITH HEARING IMPAIRMENT

Rowena V. De La Cruz^{1*} and Maria Corazon Colendrino¹

¹*De La Salle University, Philippines*

Abstract: The lack of communication skills in children with hearing impairment poses difficulties in the detection and management of their socio-emotional issues. Unaddressed, these could negatively impact school performance. In search for possible interventions, an exploratory research used mixed methods to look into the use of books and read aloud activities using sign language. It sought to establish: 1. How the teachers select books for relevance, conduct the reading sessions, elicit responses from the hearing impaired children and process their issues; and 2. How the children with hearing impairment benefit from such activity. Of thirty (30) teachers surveyed, six (6) had previous training in therapeutic interventions and were using book therapy at the time of the study. Critical purposive sampling, the teachers were selected as respondents in case studies, along with six (6) hearing impaired children who were experiencing communication, anxiety and self-concept issues. The study employed a triangulation of the following methods: in-depth interviews and non-participant class observation of read aloud activities. Findings suggests that: 1. Reading material selection takes into consideration hearing impairment and the presenting socio-emotional issues of the students; 2. Books are low cost effective therapy tool, but locally produced ones depicting Filipino characters are hard to come by; 3. Read aloud activities are enhanced by the use of art activity and role playing, allowing the students to express themselves in variety of ways; and 4. Discussion allows the students to express how they relate with the characters, understand their issues better and works towards problem solving. The writing of books depicting Filipino characters and the conduct of more researches on the topic are recommended.

Keywords: Socio-Emotional Problems, Read Aloud, Children with Hearing Impairment

Introduction

Children with hearing impairment (CHI) experience issues that have the potential to negatively impact their social and emotional well-being and performance in school. Problems in communication, social development (e.g. adjusting to school, making friends, working together), low self-esteem or self-concept and coping with depression, fear and anxiety are among the many circumstances that can interfere with hearing impaired students' healthy functioning and learning (Rozalski, Stewart & Miller, 2010). Books are typically an abundant resource in schools, and can be inexpensively obtained from public libraries and local book stores, making the use of book through read aloud a practical method to address students' social and emotional needs.

Reading aloud is an important and valuable student activity within the classroom. Conventions of print can also be taught and reinforced through read aloud (Trelease, 2006). In addition, comprehension skills can be honed through read aloud (Lane & Wright, 2007). Dialogic read aloud can help develop language skills (Flynn, 2011). As Gavigan & Kurtts (2011) suggested that interactive read aloud can not only build vocabulary and comprehension skills but also build a sense of community and socio-emotional development in the classroom through the co-construction of knowledge between teachers to students and student to student. They continue that this application of reading aloud with a purpose outside the realm of reading and literacy can be defined an approach that uses books to effect affective outcomes such as understanding, coping with challenges, and promoting social-emotional growth. And as Lane & Wright (2007) suggested that read aloud practice in the school be done in a comfortable area, to prepare for the activity by: "a. Select the focus and gather several

books on the topic; b. Arrange to read the books in order, from simple to more complex; and c. Prepare for the read aloud by pre-reading and marking passages that require more time to think aloud and to invite student discussion. Lastly, during the activity: a. Introduce the subject and tell the students why you selected the book; b. Introduce the book and tell how it fits into the study, and c. After reading aloud, invite students to do a retelling of the text” (p. 670).

Moreover, one of the many benefits of using books is that it requires minimal preparation and can be easily implemented by teachers in the school (Zins & Elias, 2007). Stories can provide children with a non-threatening and often enjoyable way to deal with difficult circumstances (Goddard, 2011). Thus, books through read aloud provide a cost and time-effective, non-intrusive method for teachers to help guide their students through difficult experiences and promote their healthy development and success.

Methodology

This study employs the use of mixed method-case study design methodology. The case study design was used for this study to emphasize the detailed analysis of the event or conditions and their relationship.

Case Studies combine a variety of data collection methods such as interviews, questionnaires and observation. Data which are collected from interviews and from questionnaires like qualitative; such as words or quantitative, such as numbers or both are generated.

A mixed methods research design, which employs characteristics of quantitative and qualitative methods, was also chosen for this study to reach conclusions through the most suitable process of procedures and established principles by collecting and analyzing qualitative and quantitative data.

Results and Discussions

Communication issues are the least that hearing impairment can bring to school-age children. Beneath the tip of the iceberg are socio-emotional issues that they can acquire because of the inability or lack of skills to communicate. But the disabling condition itself poses difficulties in the detection and management of their socio-emotional issues. Without the ability to express themselves via spoken words, their mentors will never know if they need help or not. Unaddressed, these could negatively impact social development and performance in school.

Socio-emotional issues can greatly limit the hearing impaired children’s chances at making friends and socializing with the other members of the school community as a whole, alienating them in the process. The local and global initiative for inclusion behooves teachers to look for ways to address the socio-emotional issues in children with hearing impairment before they escalate to behavior disorder.

Consequently, this chapter presents the results of the case studies on teachers and children with hearing impairment. These answer the two research questions: 1. How do teachers use books in addressing the socio-emotional problem of children with hearing impairment?; and 2. How do children with hearing impairment benefit from the read aloud activities in class?

The six case studies on teachers are simply coded as Teacher 1 to Teacher 6. Likewise, the case studies on children with hearing impairment are simply coded as Pupil 1 to Pupil 6. These present the data collected through in-depth interview and non-participant class observations of read-aloud activities. Cross-case analyses are presented to answer the research questions.

Individual Case Report

Research Question 1: How do teachers use books in addressing the socio-emotional problem of children with hearing impairment?

Teacher 1: Uses picture story books, film and/or videos to address these socio-emotional problems, as they have proven to be effective in dealing with communication issues, depression, fear, and anxiety. *"the use of books through read-aloud helps students understand what they are experiencing, overcome their fear or anxiety and helps find solution to the present situation/issues they have"*.

Teacher 2: Considers communication issues, depression and social development when choosing her materials. *"The books they read make or helps the deaf child with the same problem understand that they are not the only one experiencing the same problem. The picture story book in a way help or answered the problem"*.

Teacher 3: Book through read aloud can help address specific issues being faced by a hearing impaired child: *"It is an alternate way to help a deaf child deal with the problem or issues he/she is presently encountering"*.

Teacher 4: Respondents' revelation on the use of book in addressing socio-emotional problem of a child with hearing impairment was that: *"The use of book(s) is a natural way to teach and support children. Stories allow children to understand that other child faces the same challenges in their life"*. Books *"serves as a role model on how to handle problem and develop their character"*.

Teacher 5: As the respondent suggested, the books were helpful because: *"Students can relate themselves with the characters"*.

Teacher 6: The respondent agrees that the use of books through read aloud, especially to a hearing impaired student with socio-emotional problem can be an instructional tool a teacher can use to help children experiencing socio-emotional problem cope with their diverse needs and life's challenges. *"It can easily explain the problem"*, that books *"can relate to what the child is going through and that there is a way out"*.

Sub Question Research Question 1:1a. What are the Perception of Teachers about the Use of Books Through Read Aloud?

Teacher 1: Students are able to use empathic skills to relate the stories to themselves and to others, and to recognize when their experience or story is different or the same with the character(s) of the story.

Teacher 2: Teacher 2 considered the use of books through read aloud as: *"Absolutely vital ... a cheap alternative to help student understand their problem and how they can handle it"*.

Teacher 3: Storytelling help such children cope with issues, *"books normalizes their thoughts, by letting them know that they are others like them with the same problem"*, she continued that after each read aloud activity *"it starts up a conversation, they can say in the form of the character, how or what they feel inside"*.

Teacher 4: Respondent states that books are a *"natural way to teach and to support children"* and *"stories allow students to understand that other people face the same challenges in their lives and books offer role modeling on how to handle problems and develop their character"*.

Teacher 5: The respondent shared the following perception about the use of books through read aloud in addressing the socio-emotional problem was: *"It let students know that they are not alone, books guides them and is a cheap way to help a child with his/her problem as well as educate them"*.

Teacher 6: The respondents mentioned that books was a useful tool for helping children to connect with others. As the respondent said that: "*Children can easily make the connection to oneself and their community through a book*".

Sub Question Research Question 1:1b. What are the Challenges in Using Books Through Read Aloud?

Teacher 1: A deaf heroin portrayed by a Filipino in a story is very hard to find.

Teacher 2: The respondent revealed that the high cost of picture book and the absence of localized book were also the two challenges she has encountered in using book to help address socio-emotional issues of hearing impaired students. "*It would be nice to have Filipino child with the same problem to address ... it makes it very realistic*".

Teacher 3: The respondent shares the sentiment of other respondents on the lack of localized books that can be used in therapeutic intervention for children with hearing impairment. "*Picture books are mostly in foreign setting, especially those that have a deaf child/children as the main character*".

Teacher 4: Unavailability of localized book and books being expensive were the two challenges the respondent mentioned, as she continued that it would make it very realistic if the characters were Filipinos.

Teacher 5: A significant barrier encountered by the respondent was the unavailability of localized book. As experienced during the observation, when the context of what was being read was closely similar to the reader, they would be able to connect best because they could relate personally to the characters.

Teacher 6: The unavailability of localized book is the barrier that the respondent had encountered with the use of books. If the books were in Filipino characters, it would have been easier for the respondent to relate scenes, characters and lessons/values to their lives.

Sub Question Research Question 1:1c. What are the Teachers Personal Choice of Books to use during Read Aloud?

Teacher 1: Story picture books the respondent selected as her personal choice is "*Alan & the Baron*" by Ron Hamilton. "*I like Alan and the Baron ... the book make students make use of what they have.*"

Teacher 2: Even in the absence of reading materials in localized setting, her choice of the "*I am Deaf and It's Okay*" by Lorraine Aselthine, proved effective in addressing her students' issues. She found right fit even if the characters were not Filipino children.

Teacher 3: Respondent cited "*Rosa's Parrot*" by Ian Wahl. It is a book about forgiveness, building friendship and understanding and forgiveness.

Teacher 4: The book "*A Very Special Egg*" by Patricia Dyreson, is Teacher 4 personal choice, it is a story about two different boys (one deaf and one hearing), and who together discovered the meaning of life.

Teacher 5: Respondents cited "*Secret Signs along the Underground Railroad*" by Anita Riggo, which is all about bravery and courage.

Teacher 6: Respondents favored the book "*A Very Special Egg*" by Patricia Dyreson, this book for her helps the child to accept him/herself as they are.

Research Question 2: How do children with hearing impairment benefit from the read aloud activities in class?

Pupil 1: The respondents' realization after the read aloud activity was finished revealed that she had learned there are others like her and she is just the same as everyone else.

Pupil 2: The respondent mentioned it helped her and realized that she is not at all different and to accept herself as she is.

Pupil 3: After the read aloud activity, the realization of the respondent was, what she experiences, others experiences it too.

Pupil 4: What he had realized from the activity, was that he was not alone in the situation he is in, he realized that there are others like him as the story narrates.

Pupil 5: He feels that the pictures, interacts with him and at the end of the read aloud activities the respondent realized that had to be brave always

Pupil 6: After the read aloud activity, the respondent realized that she always had to have courage or be courageous at all times.

Cross Case

Research Question1: How do teachers use books in addressing the socio-emotional problem of children with hearing impairment?

This section describes the cross-case analysis of the study or the similarity and difference of the responses of each of the SPED teacher respondent.

Similarities - their unanimous response for Q1 that most often they use picture books to hearing impaired children who have socio emotional problem is consistent with Betzalel & Shechtman's (2010) hypothesis that fictional books "speak to the children's imagination and increase their attention and interest," (p. 436). The respondents also included other types of books such as video or film stories in teaching children with hearing impairment.

When asked how difficult it was to locate books that portray children with hearing impairment having socio-emotional problem under Q3a, 100% responded that it was somewhat difficult to find books portraying children with hearing impairment having socio-emotional problem. This is congruent with studies indicating that the representation of socio-emotional problem in children's books has become more inequitable over time (Hermann-Wilmarth, 2007).

Q4 asked the respondents whether they use books through read aloud with individuals, groups, or both. All of them indicated that they used books through read aloud with groups. Research has demonstrated that the most effective read-aloud are done in group, in which children are actively involved asking and answering questions and making predictions rather than passively listening (Lane & Wright, 2007). In Q5 respondents were asked what activities, if any, they use in conjunction with books. Multiple responses were permitted. Results showed discussion, art, role-play or drama activities and writing were the most common activities used with books through read aloud. This result lends support for the use of accompanying activities with books in addressing the socio-emotional problems. It is also consistent with previous studies evaluating book-related interventions with hearing impaired children; some form of beneficial discussion or activity appears to be a common component in many of these studies (Betzalel & Shechtman, 2010).

For Q6, all six (6) respondents answered that they often use variety of methods for selecting books for the read aloud activity with hearing impaired children having socio-emotional problem. This method include

Independent Research or Read the Book Myself or Recommended by Peers or from Library Resources. This finding corroborates findings from Pehrsson & McMillen's (2010), in which respondents reported reading the book themselves and using peer recommendations as primary methods for selecting books. The authors continued that they were surprised to find that participants reported using library resources for finding books. They referred to librarians as "undiscovered therapeutic allies," (p. 422) due to their specialized knowledge about literature.

Lastly, respondents were next asked Q9, whether they agreed, disagreed, or felt unsure in response to the statement books through read aloud help address the socio-emotional problem of children with hearing impairment. All respondent indicated that they agreed with the statement. This result is promising as it indicates that SPED Teachers see a connection between literature and broader, macro-level issues about socio-emotional, a stance that is consistent with teaching values (Betzalet & Shechtman, 2010).

Differences – When Q2 asked about the approximate age group of children with hearing impairment the respondents cater to, even though their students belong to the same group age, two from the six respondents handle a different grade level. The respondents were then asked on Q3, how often they attempt to use books through read aloud that portray characters representing their children socio-emotional problems. Five respondents answered "most of the time", while Teacher 4 answered that she "always" use books through read aloud portraying their children's socio-emotional problems. This finding lends support to the notion that SPED Teachers are taking issues of their children socio-emotional problems into consideration in their selection of books for children (Pehrsson & McMillen, 2010).

For Q7, with which socio-emotional problem have you used books through read aloud, multiple responses were again permitted. Five respondents answered that they used books through read aloud to address problems with "communication", "depression, fear and anxiety", and "social development" while Teacher 1 used it to help with "communication" and "depression, fear and anxiety" problems. These problems extend beyond those mentioned in Pehrsson & McMillen's (2010) as some of the problems most applicable for children with hearing impairment and are likely to differ from those faced by adult. None the less, all of the respondents agreed that they found books through read aloud to be an effective strategy to use for all the socio-emotional problems mentioned. This finding echoes previous studies suggesting that books through read aloud is a widely used beneficial tool (Pehrsson & McMillen, 2010).

In response to Q8 to list some titles of books that you find most useful for addressing these problems during reading, the following books were frequently cited by five respondents: "A Very Special Egg" by Patricia Dyreson and "I am Deaf and It's Okay" by Lorraine Aselthine, and "Rosa's Parrot" by Ian Wahl. Only Teacher 2 gave a different title: "Dina, the Deaf Dinosaur" by Carol Addabbo "Alan & the Baron" by Ron Hamilton, and "Secret Signs along the Underground Railroad" by Anita Riggio. In addition to, the results of Q10 which was have you received formal education or training on the use of books through read aloud in addressing the socio-emotional problem of children with hearing impairment, shows that they are all graduate students, five (5) of them had graduated their Masters in Special Education while Teacher 3 obtained their MA academic completion. In addition, all of the respondents indicated that they received professional training on the use books through read aloud in addressing the socio-emotional problem of children with hearing impairment, Teacher 1, Teacher 2, Teacher 3, Teacher 6 was trained with book and play therapy while Teacher 4 and Teacher 5 received trainings for book, arts and play therapy. This result makes sense in light of Pehrsson & McMillen's (2010) study, which found standardized programs for preparing professionals to use books to help address issues or problem faced by children with disabilities.

To sum up the cross-case analysis in answering research question no. 1, as to how do teachers use books in addressing the socio-emotional problem of children with hearing impairment, what have been observed and collected by the researcher clearly shows that books through read aloud have an overall beneficial effect on the

well-being of individuals, including children with hearing impairment experiencing socio-emotional problem(s). In summary, the benefits of using books through read aloud include the following: teachers can help their class through difficult situations; enable children with hearing impairment to surpass their own challenges; and teach them to consider all viewpoints, respect differences, and become more self-aware.

Sub Question Research Question1 - 1a. What are the Perception of Teachers about the Use of Books Through Read Aloud?

All of the respondents' comments expressing positive feelings about using books in therapy, as well as comments referencing a variety of uses for books. Most of the respondents reported that books are one of their most favored interventions with hearing impaired children, referring to them as "*absolutely vital*," and one of the most effective tools. They also identified a variety of therapeutic reasons to use books with hearing impaired children, including: starting a conversation about a particular issue, learning complex ideas, providing permission to talk about difficult subjects, helping hearing impaired children know they are not alone, and by normalizing thoughts. This finding echoes Smolkin and Young's (2011) description of books as "self-affirming mirrors" or "windows into other lives" (p. 217).

Sub Question Research Question1 - 1b. What are the Challenges in Using Books Through Read Aloud?

The first barrier cited by most of the respondents is the unavailability of localized book. As one of these respondents explained, it is very hard to find book with a Filipino as the main character or the setting is done within the Philippines. It is important for their students to easily relate within the story. This stance is consistent with research suggesting that the use of books as an intervention using elements of a child's culture may be more effective than interventions without cultural specificity (Constantino, Malgady & Rogler., 1994).

Books being expensive is the second challenges cited by all of the respondents. Story picture books being expensive limits the collection of books available for use as an intervention.

Sub Question Research Question1 - 1c. What are the Teachers Personal Choice of Books to use during Read Aloud?

Respondents cited several book titles as their personal choice to use with hearing impaired children suffering from socio-emotional problem. The books were: "*A Very Special Egg*" by Patricia Dyreson, a story about two different boys (one deaf and one hearing), who together discovered the meaning of life, This story picture book address socio-emotional problem about communication, self-concept and depression, fear and anxiety. The story book "*I am Deaf and It's Okay*" by Lorraine Aselthine. caters to the entire socio-emotional problem discussed above and "*Rosa's Parrot*" by Ian Wahl is a picture book about friendship, forgiveness and being a voice even if no one can hear you. *Rosa's Parrot* is a very good story picture book to read if you are addressing problems about social development, communication, depression, fear and anxiety and self-esteem. Story picture books that were also selected are "*Alan & the Baron*" by Ron Hamilton is about a deaf child who is being taught by a hearing child to uses not just sign language to communicate but this other senses and gestures, both of this story picture books according to two respondents are very good in addressing problems with communication, depression, fear and anxiety, self-concept and social development. "*Secret Signs along the Underground Railroad*" by Anita Riggio, is all about bravery and courage, this can address issues about depression, fear and anxiety, self-esteem and self-concept. and "*Best Buddies and the Fruit of the Spirit*" by Betty Rushford is about teaching deaf children the importance of accepting who they are as well as accepting others as they are, this story picture book address issues about self-concept, and self-esteem.

Research Question 2: How do children with hearing impairment benefit from the read aloud activities in class?

The cross-case study or the similarity and difference of the responses of the children with hearing impairment respondent are as follows.

Similarities -All of the respondents have a unanimous response on CHI Q1 about what they like about the read aloud activity was the pictures or the illustrations on the book being read. On the other hand, they have different reason as to why they like the pictures or illustrations. They mentioned that they like the pictures/illustrations on the book because the pictures on the book feel like it is “talking (and/or interacting) with them”. Pictures are important because of how readers interact with them, especially during the read-aloud experience of children with hearing impairment. It feels like a magic begins when the reader opens up the book (Hargrave & Sènèchal, 2000).

In answering CHI Q4, all respondents answered “Yes” in response to the question if they would be joining another read aloud activity. On the other hand when it comes to justifying their replies each CHI respondents gave different opinions.

Differences –When the CHI respondents were asked about CHI Q1a about what they dislike about the read aloud activity done in their classroom, their responses have nothing to do with the book they just read but about the activity they have to do in connection with the read aloud exercise, like the discussion and the role-playing activity. Pupil 2 and Pupil 6 do not like the “discussion activity” because she “*feel(s) (that I will) get laugh at*” and “(my) *opinion (may be) wrong*”, the remaining respondents dislike the “role-playing activity” because they are too shy to act out or portray a role.

When all of the respondents were asked after each read aloud activity in their respective classrooms about what they have learned or realized from the story picture book, they have varied responses. For Pupils 1, 2, 3 and 4, they are now certain that they no longer need to feel depressed or lonely because they are “*not alone*” or “*that (there are) others like me*” who are experiencing the same problems or issues from the story picture book. They realized that others have the same difficulties in dealing with issues. For Pupil 5 and Pupil 6, they realized that they should always have courage to face all the difficulties they are experiencing, as may be gleamed from the following responses: “*I (have to be) brave*” or “*find courage*” to face all the fears that will come their way.

For CHI Q3, their selections include: *A Very Special Egg* by Patricia Dyreson, for Pupil 1 and Pupil 5. From their point of view they choose this book because it shows to “*not (be) afraid (to) face problem*” and “(I can be the) *same (as) others*”. Pupil 2 preferred, *I am Deaf and It's Okay* by Lorraine Aselthine, for this book helps “(to) *accept me (myself as I am) as me*”. *Rosa's Parrot* by Ian Wahl, was selected by Pupil 4, because for him the book showed that you can be the “*voice (of) other's (even if you) cannot speak*”. For Pupil 6 it was the *Secret Signs along the Underground Railroad* by Anita. This book helped her find courage and bravery. Lastly, Pupil 3 mention two books to be her favorite: *I am Deaf and It's Okay*, because it helped her accept herself and *Secret Signs along the Underground Railroad*, for this book made her believe in what she has and can do.

Finally, answering CHI Q4 they unanimously agreed that they will be joining another read aloud activity in their classroom, but have given different reasons as to why they will be joining. Pupils 2, 3 and 4 stated that they will join because after the read aloud activity it made them realize that they do not have to worry and everything will turn out fine at the end. Pupil 1 reasoned that the read aloud activity made her realize that she can speak even if she does not have a voice, by means of facial expressions and gestures, For Pupil 5, after the read aloud activity it made him realize that talking about what they are experiencing made the problem easier to handle, as for Pupils 6, after each activity, she realized that the story made her fell less alone.

Clearly, responding to research question no. 2, for children with hearing impairment experiencing socio-emotional issues, the use of books through read aloud helped them deal with specific situations and strengthen their ability to consider various points of view.

Conclusion

This research identified that the results of the study provided an understanding on: First, To answer the first research question, teachers in this study used books through read aloud not as an alternate but as a channel for discussion. They identified and discussed the problem by selecting books appropriate for their students' socio-emotional problems. Through the read aloud activity, hearing impaired children experiencing socio-emotional problem were encouraged to examine solutions from the book they read and by means of the activities in conjunction with the books teachers can observe and discuss whether the solution to the problem was successful. It encouraged children with hearing impairment to think about possible solutions. And when faced with a difficult situation, teachers look for a book to help explain, to provide a conversation-starter, or to fill in the gaps in their own understanding so as to better address the situation at hand.

In response to the second research question of this study, children with hearing impairment benefit from books through read aloud by assisting them in overcoming problems through having them read stories about characters who have successfully resolved a dilemma similar to their own. Identification with a book through read aloud can foster thought and possible resolution to socio-emotional problems such as communication, self-esteem, self-concept, depression, fear, anxiety and social development. If children with hearing impairment become emotionally involved with literary characters, they are enabled to verbalize, act out, or draw pictures describing their innermost thoughts.

Recommendation

For other researchers who will conduct the same study, the researcher suggests adding more respondents to more adeptly determine the way teachers use book to address the prevailing socio-emotional problems of children with hearing impairment and what more can these children benefit from using book through read aloud activities done in their classroom.

And for Filipino picture story book author(s) and publisher(s), to create, illustrate and write a book that is closely related to socio-emotional difficulties experienced by Filipino children with or without disabilities.

Acknowledgment

I wish to express a sincere gratitude to the teachers and children with hearing impairment who so graciously agreed to participate in my study. In the course of gathering this material, interviewing the respondents, and collecting the data, I had invaluable assistance from them who volunteered to share with me their experiences and/or perceptions. Without them, the completion of this study would not have been possible. I thoroughly enjoyed interviewing each one of them and learned so much from their "experiences and/or perceptions" that I can share with all of you and with my own family in the years that follow. Their remarkable source of energy kept me motivated and smiling throughout this process.

I am grateful for the love, encouragement, and tolerance of Elmer B. Enriquez, the man who has made all the difference in my life. Without his patience and sacrifice, I could not have completed this paper. A special word of thanks also goes to my family for their continuous support, encouragement and for never giving up ... I love you, Daddy and Mommy.

References

Betzalel, N. and Schechtman, Z. (2010). Bibliotherapy treatment for children with adjustment difficulties: A comparison of affective and cognitive bibliotherapy. *Journal of Creativity in Mental Health*, 5, 426-439. doi:10.1080/15401383.2010.527816

- Constantino, G., Malgady, R.G., and Rogler, L.H. (1994). Storytelling through pictures: Culturally sensitive psychotherapy for Hispanic children and adolescents. *Journal of Clinical Child Psychology*, 23(1), 13-20. doi:10.1207/s15374424jccp2301_3
- Flynn, K. S. (2011). Developing children's oral language skills through dialogic reading: Guidelines for implementation. *Teaching Exceptional Children*, 44(2), 8-16.
- Gavigan, K. W. and Kurtts, S. (2011). Using children's and young adult literature in teaching acceptance and understanding of individual differences. *The Delta Kappa Gamma Bulletin*, Winter, 11-16. Retrieved from <http://www.dkg.org>
- Goddard, A. (2011). Children's books for use in bibliotherapy. *Journal of Pediatric Health Care*, 25, 57-61. doi: 10.1016/j.pedhc.2010.08.006
- Hargrave, A., and Sénéchal, M. (2000). A book reading intervention with preschool children who have limited vocabularies: The benefits of regular reading and dialogic reading. *Early Childhood Research Quarterly*. Special Issue: Evaluating, interpreting, and debating early interventions: The case of the comprehensive child development program, 15, 75-90. Retrieved from <http://www.journals.elsevier.com/early-childhood-research-quarterly/>
- Hermann-Wilmarth, J.M. (2007). Full inclusion: Understanding the role of gay and lesbian texts and films in teacher education classrooms. *Language Arts*, 84, 347- 356.
- Lane, H. B. and Wright, T. L. (2007). Maximizing the effectiveness of read aloud. *The Reading Teacher*, 60(7), 668-675. Retrieved from <http://www.reading.org>
- Pehrsson, D. and McMillen, P. (2010). A national survey of bibliotherapy preparation and practice of professional counselors. *Journal of Creativity in Mental Health*, 5, 412- 425. doi: 10.1080/15401383.2010.527807
- Rozalski, M., Stewart, A., and Miller, J. (2010). Bibliotherapy: Helping children cope with life's challenges. *Kappa Delta Pi Record*, 47(1), 33-37.
- Smolkin, L.B. and Young, C.A. (2011). Missing mirrors, missing windows: Children's literature textbooks and LGBT topics. *Language Arts*, 88(3), 217-225.
- Trelease, J. (2006). *The new read-aloud handbook*. New York: Penguin.
- Zins, J., and Elias, M. (2007). Social and emotional learning: Promoting the development of all students. *Journal of Educational & Psychological Consultation*, 17(2/3), p233-255.

ENGLISH AS A MEDIUM OF INSTRUCTION IN SECONDARY SCHOOLS IN SRI LANKA: CHALLENGES

Ameesha Wijayatunga

School of Education, University of Leicester, UK

Abstract: Sri Lanka introduced English as a medium of instruction in Public Schools country-wide in 2001 as a means of preparing the younger generation to face "Globalization" effectively. Such opportunities, though existed even before, had been limited to a few urban elite schools. Fifteen years of implementation of this policy needed a critical analysis. This paper reports an investigation of the challenges in implementation and expansion of English medium classes in schools. The research is based on a survey carried out with a sample consisting of English medium teachers and students. The study found that those who teach in English medium in urban schools are enthusiastic but majority of teachers, are not proficient enough in the language to teach in English. Comfortable and attractive classroom with up to date supporting technologies, effective training of teachers, and support by management of the schools will lead to better results. The students in English medium also needs support in improving language skills. They have an edge over others when pursuing higher education which is mostly in English medium. The paper concludes that the policy has been successful so far but it requires more focused resources if it is to expand successfully country-wide and provides some recommendations for way forward.

Keywords: English, medium of instruction, Sri Lankan schools, Challenges

Introduction

Sri Lanka introduced English as a choice of medium of instruction in Public Schools country-wide in 2001 as a means of preparing the younger generation to face "Globalization" effectively. Such opportunities, though existed even before in the country, had been limited to a few urban elite schools.

After more than fifteen years of implementation of this new policy for the second time into the curricula many issues and complaints have been made. There are still a limited number of schools conducting classes in English medium. Even in those schools majority of students opt for taking classes in vernacular medium, depending on their mother tongue. Lack of qualified teachers and their proficiency in teaching in English restricts the expansion of student numbers and more schools implementing the policy.

English is not a popular medium of instruction in remote schools since parents have the fear that their children may not perform well in school due to their not being fluent in the language and possible communication gaps leading to difficulties in understanding the subject matter properly. Such parents have no other option but let the children study in their mother tongue. Furthermore, the communities in suburban and rural areas where economic hardship is prevalent are more focused on making sure their children do well in school and enter the university since that is the best way to climb the social ladder. However, the key courses at the bachelors' degree level such as medicine, engineering, law and management in the Sri Lanka Universities are conducted in English medium.

Even in urban schools only about 20% of the students choose English as the medium of instruction. At present Science, Mathematics, History, Health Science, Geography, Business Studies and Information and Communication Technology are taught in English medium in urban and few suburban schools from Grade 6-11 for students of General Certificate of Education (GCE) Ordinary Level. However, all the subjects in Biological Science, Physical Science and Commerce streams are taught in English at GCE Advanced Level in a very few selected urban schools. Majority of public schools still use vernacular languages.

Coleman (2010:10 and 11) identified some of the roles that English has been playing in development context: increasing employability, facilitating international mobility (Migration, International mobility, higher education etc), unlocking development opportunities, accessing crucial information and acting as an impartial language in contexts where other available languages would be unacceptable. These four broad areas are very much applicable to Sri Lanka particularly as English is the only linking language for the different communities speaking either Sinhalese or Tamil language. Unfortunately, no matter how sound the objective of any reform effort is, the final outcome depends on the way it is implemented and how it is viewed and accepted by the society.

This qualitative type research is based on a survey done in three schools, one selected from each of the three main Educational districts of Sri Lanka. Two respondent groups were selected as the sample (RG1) among English medium teachers and (RG2) English medium students. The main purpose of study is to investigate the barriers to implementation and expansion of English medium classes in schools as perceived by the teachers and students. The overall research focused on four aspects (i) challenges teachers and students encounter when teaching/learning in English (ii) whether studying in English provides better opportunities to students in their future (iii) The reasons that makes students reluctant to study in English and (iv) suggestions to overcome the difficulties and make this policy successful

Literature Review

Globalization and the emerging of new technology have made the impact in such a way that many societies are affected on an unprecedented scale. “Because of the need to have a shared linguistic medium, English has assumed its place as the language of communication within the new linguistic global order”(Marsh,2006:29)

Globalization and Medium of instruction in schools

English as a “lingua franca” can be described as the contact language used between people who do not share the same native language or cultural background. Today, a wider range of people use English as an additional language. It is estimated that over 80% of interactions in English worldwide are between non- native speakers (Graddol, 2006). In future, it is expected in this interconnected and independent world, English will undoubtedly take the first position as a lingua franca for socio-economic development over the next fifty years.

English is viewed as an essential lever for success in the globalising economies, and thus carries the mantle of the ‘language power’ (Marsh,2006). English has taken its place as the medium of instruction in many countries even in those where there are rich cultures and languages spanning into thousands of years. The adoption of English may result in positive or negative educational outcomes. In some poorest countries in the world the use of foreign languages as medium of instruction has directly linked to educational exclusion and failure. In some countries, choosing English as the medium of instruction has led to high dropout rates. For example, school wastage in some countries in sub-Saharan Africa is huge (Marsh,2006:30). But in many other countries it has been introduced using appropriate educational principles, proper teacher training leading to successful and sustainable outcomes. Philippines, for example, has succeeded in teaching in English medium, hence produce English speaking workers in every field to the world. This has led the country to consider foreign remittance as its main source of income.

English as a medium of instruction in developing countries

English is used as a medium of instruction in many developing countries, especially in countries where the native population groups have different mother tongues. Usually the perception towards using English is very low among the common people. In Pakistan where the official languages are Urdu, English and Punjabi, many other local languages are used as the medium of instruction in rural schools, which has hindered such children to speak country’s official languages, preventing them from qualifying for state employment. In multi-ethnic

countries, for example Pakistan, using a link language such as English as the medium of instruction is quite critical. English is used as the medium of instruction only in urban cities in Pakistan, which has created social issues in the society. The elite sends their children to expensive private schools and speaks in English at home, where as;

“others learn English from their teachers in the low-fee schools who by no means really acquire proficiency in the English language. They are ghettoized in the job market and never reach the lucrative jobs” (Ahmed et al, 2013 :4)

In Africa, mostly the foreign languages are used as the medium of instruction from primary classes. This is mainly due to colonization.

“All former British Colonies have English, all former French colonies have French, former Portuguese colonies have Portuguese, only one Spanish Colony has Spanish, as language of instruction” (Obondo,1997:26).

“In education systems of many African countries, the use of indigenous languages is limited to the first three-four grades of schooling. In later years they learn their first language only as a subject. It is not possible for a man to walk with legs of others, see with the eyes of others, it is equally or perhaps more impossible for him to think in a language of others” (Ahmed *et al*, 2013:3, quoted in Rehman,1997).

Therefore, mastering ones’ own language is critical.

English as a medium of Instruction in Sri Lanka

As for the Sri Lanka’s context, English was the medium of instruction in many schools in Sri Lanka during British Colonial period. Later in 1940s, after considering the issues such as language barriers and the rise of nationalism, the government gradually changed the medium of instruction in to vernacular languages.

With the introduction of free education in the country in 1945, by Educational Reforms in 1942, even the poorest of the poor got an opportunity to have the basic school education. Due to the fact that having English as a medium of instruction had created a class disparity among urban and rural people and those who study in English medium were only qualified for the “white collar jobs”, Sinhala or Tamil was introduced to all schools as “the” medium of instruction. The two main suggestions made by the 1942 reforms committee were: (i)make a good education available to all children free of charge, so that education ceases to be a commodity purchasable only by the urban affluent, and (ii)make national languages the media of instruction in place of English so that opportunities for higher education, lucrative employment open only to small number of the urban affluent, would become available to others as well. After 60 years, Sri Lanka realized that there are more advantages in introducing English as a medium of instruction than the disadvantages it experienced in the colonial era. However, in the present context English is used as a medium of instruction in selected urban and suburban schools. In such schools too, majority study in vernacular language. Unless English medium is used island-wide and made compulsory in some subjects, there is a high probability that Sri Lanka would create the same situation as in present Pakistan and old Ceylon.

Christ (1997) underscores the importance of language in the education system. According to him the nature and quality of educational institutions is determined by language of instruction and attitudes towards the language. Positive attitudes towards language and medium of instruction are likely to steer learning beyond the classroom situation through the interaction between learners and between learners and materials. On the other hand negative attitudes will affect the learners’ attainment of skills and knowledge. Therefore, creating the positive attitude in students is very important.

It is true that there are challenges in implementation and development of such a policy. But there are ways and means that will make them successful and popular. Efficiency in teachers, enthusiasm in students as well as support from parents and management are mandatory. Efficiency and competency in teachers can only be improved through proper teacher training that would emphasize both the training in teaching the subject in English and handling the language.

The issues in a class room learning environment can also be minimized by using;

“a comfortable and attractive classroom in an environment which will be able to stimulate learning, by selecting the right methodology and teaching style and by using Information Communication Technology to apply new technique in teaching and learning”(Mansor,et al 2011:130).

Thus, teacher training is quite important not only for teachers of a foreign medium of instruction, but all other teachers as well. A well-planned teacher training course, which includes methodology of teaching, class room management and subjects like Education Technology which helps student teachers to learn how the lessons can be planned with teaching aids and Information technology, is very important.

Competent teachers are those who know their subject, are willing to answer students' questions, are approachable, and also have a sense of humour. To perform the role of a competent teacher of English medium, they should definitely be competent in the language. Competent teachers are able to provide assistance to learners, explain concepts better than a teacher who would try to come down to the level of students and use wrong language to explain lessons. Regular language improvement programmes plays a vital role in increasing and bringing up competency in teachers.

In summary, there are challenges and issues in non-English countries when English is used as a medium of instruction. Lack of resources, lack of competent teachers, competency level of students, and perception of the people in the country may decide the implementation and growth of such a policy. There have been recorded successes as well as failures in using a foreign language as a medium of instruction. Positive attitude towards the language, proper teacher training, using of technology and by providing additional language support will minimize the challenges faced by both teachers and students. It is believed that those who study in English medium get better opportunities in their career as well as in life, even though many parents in rural and sub urban areas would prefer their children to study in vernacular language.

No research has been carried out in secondary schools in Sri Lanka to ascertain the impact of using English as a medium of instruction in relation to the issues discussed above. This study therefore aims to investigate the challenges students and teachers face in this context.

Investigation

Population

This case study was carried out based on a survey in three public schools in the popular Education districts in Sri Lanka namely, Colombo, Kandy and Galle. The survey included the responses from a sample of teachers and students from each school. The schools were selected from the few schools which conduct classes in English medium. Purposive sampling technique and convenience sampling were used, since there were not many schools conducting English medium classes and considering the ease of access respectively.

Teachers group (Respondent Group1, RG1) was selected from all the teachers who teach in English medium classes. They were expected to have a good knowledge of the difficulties and challenges in teaching in English

medium. A selected sample of students from Grade 11 English medium classes (Respondents Group 2, RG2) were also chosen to investigate the difficulties face by the learners when studying in English medium.

Sampling

Three main education districts in Sri Lanka, namely Colombo, Kandy, Galle were selected for the study. One school was selected from each district. Considering that the total number of English medium teachers in three schools was 61, all teachers from each school were invited to take part in the survey. Furthermore, since there was a total 156 students in Grade 11 English medium classes in all three schools, 80 students were selected randomly to get a sample of >50%. Grade 11 was selected purposefully since they were regarded as mature enough to participate in a survey.

The study adopted convenience and purposive sampling methods for selection of schools and Grade of the students. The reason for this form of sampling was because the researcher has her personal contacts with the management of the school and its staff. Therefore, the respondents were comfortable in expressing their opinion.

In two schools, there was only one class of English medium for each grade, where less than 42 students were studying. Twenty students studying in Grade 11 were selected from those two schools randomly for the study to represent 50% of the total population. The third school had two classes for each Grade with 78 students in Grade 11, therefore 20 students were selected from each Grade 11 class randomly, using the register of daily attendance. The register of daily attendance was used as the criteria to select students (every even number was chosen), but if the relevant student was absent, the next number was selected.

Data collection methods and instruments

Since both factual information and attitudinal information were needed from teachers as well as learners, two questionnaires were used, one for each group. Based on the assumption that the researcher's association with the teaching staff would make teachers more comfortable and reliable in expressing qualitative responses to the questions (Eg. Agree, Disagree) than responding on a quantitative scale, a four point Likert scale, was used with teachers. Same technique was used with students since it was considered to be less time consuming too. The questionnaires sought to establish the perception of teachers and students on English medium education and how it can be made popular among schools.

The questionnaire for teachers was constructed strategically to capture all factors that are likely to prevent successful implementation and expansion of English medium Education in Sri Lanka. It was designed with simple questions which could be easily answered without any ambiguity. English was used since both the groups are teaching or learning in English.

The background teacher information such as age, educational qualifications and professional qualifications was sought to establish quality of the responses. The students were selected from Grade 11 classes, since they are matured enough to participate for such survey. Gender was used as the background information, even though it was not useful since two of the schools were girls' schools.

The questions in both questionnaires were framed to cover the research questions and to capture the main issues identified in the literature such as (i) Are the issues in other developing countries when implementing English as a medium of Instruction in schools common to Sri Lankan context (ii) Do the teachers get enough support (ii) Do parents' attitudes affect the students when selecting a medium of instruction in school (iv) what steps needed to be taken to make teachers and learners to be more enthusiastic towards such a policy.

The RG 1 was informed in advance about the research by the Principals of the particular school and RG 2 was informed through the teachers. Therefore, they were knowledgeable about the study. In addition, parents of the student population were also informed in advance with a letter of permission, prior to the date of conduct.

The researcher administered completing the questionnaire with the help of Management and teaching staff. This process coupled with the information provided to the respondents in advance about the survey, ensured the reliability and consistency of the responses.

Limitations

The survey sample size had to be limited to three schools, Further, the study does not cover the suburban and rural areas, since English medium is not popular in such areas as yet.

Literature on use of English as a medium of instruction in Sri Lanka is very limited. However, the researcher has utilized limited work found in the literature and adopted the available work to address the issues relating to Sri Lanka to minimize the own biases towards the subject addressed. In the absence of the such literature and similar past research in the context of Sri Lanka, the validity of the responses was cross checked and confirmed with the researcher's own experience and the general perception among the public (expressed in the radio and television programs and in newspaper reports) on the use of English as a medium of instruction.

Analysis and Presentation

Background information

In Sri Lanka about 70% of teachers are female. But the composition of teachers participated in the research demonstrated that the proportion of male teachers (40% of the sample) teaching in English medium seems to be higher than the national average. Further, 87% of the teachers in the sample are over 30 years. Over two thirds of the sample have qualifications equal to or more than a bachelor's degree. As for the period of service 87% of them have more than 5 years of service experience in teaching. Both these groups form a large majority of the respondents (53.3%) who indicated that they highly enjoy teaching in English medium. These statistics can lead to two observations. Large majority of those who teach in English tend to have qualifications beyond the secondary school level and they have obtained those qualifications in English medium (About 87% of the teachers in the sample have studied in English medium after high school certificate while the others had their entire education in their mother tongue). Also, the mature teachers with longer years of experience seem to be more interested, comfortable or chosen to teach in English medium. Also they have more time for preparation for classes as majority of those younger teachers (below 30 years) indicated that they find very little time for preparation (27% of the total). Mature teachers may have a higher demand too, to conduct classes in English.

Examining professional qualifications, it is found that 80% of the teachers have either Postgraduate Diploma in Education or a special training to teach the respective subjects in English. It is also observed that two thirds of the sample is involved in teaching technical subjects such as Science, Math and Information and Communication Technology (ICT). There are several reasons for this. One may be that the demand for these subjects to be taught in English is higher compared to other subjects. Another reason may be that a majority of teachers who have studied in English have technical background since higher education in these areas is in English medium and therefore the availability of English medium teachers for technical subject is higher compared to other subjects. These reasons further confirm that reliability and the validity of information provided in the responses (or the quality of the responses).

Table 1: Summary of the background information of the survey group 1

	Percentage
Gender	
*Male	40.00%
*Female	60.00%
Age	
*25-30	13.33%
*31-35	33.33%
*36-45	46.67%
*> 45	6.67%
Education	
*Secondary Level	13.33%
*Diploma	20.00%
*Bachelors	13.33%
*Postgraduate Diploma	40.00%
*Masters	13.33%
Medium of Instruction	
*English	86.67%
*Sinhala/Tamil	13.33%
Period of service	
*<5 years	13.33%
*5-10 years	53.33%
*10-15 years	26.67%
*15-20 years	6.67%
Professional Qualifications	
*PgD in Education	46.67%
*Trained in English medium to teach relevant subject	33.33%

Challenges in teaching and learning in English

This section addresses the challenges teachers/students encounter when teaching/learning in English.

All the teachers interviewed seem to enjoy teaching in English medium classes. However, 80% of the teachers feel that the lack of teaching material in English in comparison to those in mother tongues (Sinhala and Tamil) is a challenge they face. Only 20% of them thought it is not an issue. Similarly, 80% of the teachers feel that they are more effective teaching the respective subjects in mother tongue. Of them, about 13% had this feeling strongly. Also, about 87% of the teachers thought the students would have been more responsive if they are taught in their mother tongue. This observation can be related to the analysis of Marsh (2006) in Africa that choosing English medium has led to higher drop-out rates. Also, Ahmed et al (2013) stated that it is equally or more impossible for one to think in a language of others.

This is particularly apparent since more than 90% of the teachers felt that the students' fluency in English is average at the time of opting to follow classes in English medium. Even in that case more than 70% of the teachers thought the use of the mother tongue in English medium classes when necessary is not the best way to

come out of this situation. Interestingly, 68% of those students in English medium classes thought that language is not an issue.

These challenges can be overcome by adjusting the language to suit level of the students. However only 40% of the teachers thought that would help. All the teachers indicated that taking examples to explain the concepts would be a good approach to deliver subject matter to these classes where the language skills of the students are weak. Also encouraging students to read further will also help to improve this situation. Even though 80% the teachers thought that subject material in mother tongue is readily available compared that in English medium more than 95% of the students disagreed. This may be because 80% of the teachers themselves indicated that they can find additional material in the school library and in the internet which they have access to. At the same time 58% of the students thought that they need additional tutoring because they study in English medium classes. This may be because, while the teachers think that availability of reading material is more important, the students are more inclined to be tutored rather than trying to cover any gaps through additional reading.

The other critical issue is the training opportunities available for capacity building in teaching in English medium. All the teachers felt that there were no regular training opportunities to update their subject knowledge and to improve language skills in English so that they can teach effectively. In the opinion of 60% of the teachers, school managements are reluctant to allow teachers to go through training programs and hence this issue becomes even more serious. Of the sample, 73% felt that the regular teacher training programs they had gone through did not provide adequate support for effective delivery of classes in English medium. However, 80% of the teachers indicated that they prepare adequate support material in advance to help the students. About 27% thought that the time available for preparation is limited. It is indicated by Mansor, et al (2011) that some of these issues can also be minimized by using by selecting the right methodology and teaching style and by using Information Communication Technology.

Studying in English and opportunities for progress

Does studying in English provide better opportunities to students in their future? All the teachers are aware of many advantages to students in learning in English as against following classes in mother tongue. Particularly, all the students in the English medium classes feel that their prospects for higher education and career after secondary school are far greater when studies are undertaken in English as against studying in their mother tongue. Only 10% of the students felt that their decision was based on parents' pressure. The literature (Graddol, 2006 and Marsh 2006) confirms that English being a widely used medium among different communities opens up many opportunities. The experience in Sri Lanka higher education sector also shows that many of the highly sought after courses such as medicine, engineering, science, law, management and economics available in the universities are conducted in English medium. Naturally those who studied in English have an edge over others when understanding subject matter during early years in the university. However, this may not be the case in the later years since others also have a chance to catch up with the language.

In the case of career opportunities, those who study in English likely to perform better in interviews mostly conducted in English. This is particularly the case in the private sector institutions most of which use English as the medium of instruction and hence emphasizes on English language skills. Therefore, those who study in English tend to have an edge over others in the private sector job market.

Students reluctance to study in English

It would be important to examine the reasons that makes students reluctant to study in English.

Based on the survey, there are several reasons for reluctance of the students to study in English. About 33% of the students in the English medium classes thought that they would have learnt more of the subject if it were

conducted in the mother tongue. This means, it is highly likely that their colleagues in the classes conducted in the mother tongue (survey could not include these due to time and resource constraints) would have been much more convinced that English medium would have led to lesser understanding of the subject matter for them. About 58% of the students in the sample expressed parents' feeling that their children would far better if they studied in mother tongue.

A majority of the students in the English medium classes (58%) expressed that they need additional tutoring due to the selection of English medium which means economic factors also come in to the equation. This means probably the students in these classes tend to be from the economically better off families who can afford such additional expenditure. Therefore, it can be argued that those students who cannot afford such expenses are reluctant to study in English.

The other aspect is the parents help at home extended to their children to comprehend subject matter taught in the classes, particularly at lower secondary school level. This is a very common phenomenon in the middleclass households in Sri Lanka. This means the ability of the parents to understand subject matter in the medium their children are taught plays a critical role. About 40% of the students in the English medium classes thought this is a reason for parents not to opt for English medium for their children. The large majority of the parents of these students in their generation went through education only in the mother tongue due to restrictions in studying in English.

Also, the parents not being aware of the benefits of learning in English and the feeling that they lose control of the children (due to perceived superiority complex of the students in these classes) may be some barriers for the students to take up studies in English medium, though only about 35% students felt that way. About 63% of the English medium students felt that they have better standing among peers because of the medium they study and 53% thought there is gap between them and others and hardly make friends in the other group. This clearly agrees with the analysis of Ahmed, Zaif and Tehseen (2013) in Pakistan how English as medium of instruction creates a class difference.

Conclusions and Recommendations

Teaching in English medium in non-English speaking country can always be challenging. This study has taken into consideration the challenges faced by both teachers and students in the classroom as well as the attitudes of parents towards sending their children to study in English medium.

Those who teach in English medium in urban schools are much enthusiastic in their work. But in Sri Lanka majority of teachers, except some of those who had been living in the main cities, are not proficient in English language. At present opportunities for teachers to improve their language are low. Even majority of the English medium teachers do not have opportunity to attend regular training/Seminars. At times, management may refuse to send the staff for seminars since they are held during school hours. Teaching material in English in comparison to the first language is less. Therefore, teachers find it difficult to prepare lessons.

The competency level of the students at the time of starting to learn in English medium is also average. Therefore, attention should be made to improve their language as well. Using of mother tongue when and where necessary is not the right way to make students understand the subject matter. Teachers should encourage using additional reading materials.

Parents believe that their children would perform better in their mother tongue. They sometimes are worried since they cannot help the children in their studies due to language barriers.

A comfortable and attractive classroom, using of technology in the classroom, selecting the right methodology, effective training of teachers, and support by the Management of the school will give better results for the schools which have already implemented English medium instruction.

It is a wise decision to have English as a medium of instruction in Sri Lanka. It has been successful in the schools where it is implemented at present. But if this policy to grow, it requires more resources. There is no doubt that Successful learning of English as a second language at the primary level decides whether a student has an adequate level of competency in learning in English. Therefore, appointing competent and good ESL teachers to all schools in the country is necessary.

Mass media can be used effectively in teaching the language as well as providing additional subject knowledge by telecasting more Educational programs.

Encouraging students to read extra reading materials, use web to find out articles relating to the lesson, provide them opportunities to see documentaries, giving many examples when explaining a lesson will be the steps that can be taken by the teachers in order to help the students who are average in the language.

It is important to provide regular training and seminars for the teachers of English medium. More teachers to teach in English medium should be recruited and appointed in suburban areas.

Regular teacher training should be conducted with the help of Regional English Support Centres (RESC), Zonal Education Offices during the week end and attending to those workshops or seminars should be made compulsory.

Parents of the secondary students should be made aware of the benefits of learning in a global language and the opportunities their children would be getting in future.

Sinhala/Tamil language, Sinhala/Tamil Literature, Religion can be taught in vernacular languages to improve the first language skills, but all technical and Sciences can be taught in English.

Project method, discussion method should be encouraged among teachers when teaching in classrooms to improve student participation.

Training in ICT should also be considered in order to facilitate teaching and learning process.

Acknowledgement

The author would like to acknowledge the guidance given by her supervisor Mr. Martin Brewis, School of Education, at the University of Leicester, UK and her spouse Dr. Priyantha D C Wijayatunga of Asian Development Bank Head office, Philippines.

References

- Ahmed,A., Zarif,T. and Tehseen.(2013)The role of medium of instruction used in Pakistani classrooms, Interdisciplinary Journal of Contemporary Research in Business, Vol 4,No12
- Coleman,H.(2010)Developing Countries and the English Language:Rhetoric,risks,roles and recommendations, London:The British Council
- Creswell,J.(2003)Research Design:Qualitative, Quantitative and mixed Methods Approaches 2nd Edition, London:Sage
- De Silva, W.(2001) The Concept of a National System of Education, Reforming Education :Unfinished Task ,Colombo :National Institute of Education

Foong,C.K.(2010) English for the teaching of Mathematics and Science(EteMS):From Concept to Implementation.

Graddol, D.(1997)The Future of English. London: The British Council

Lewin, K.(1993)Education and Development, Education for all, Policy and Planning, Lessons from Sri Lanka, DFID Educational papers No 6

Mansor,N.Badarudin,M. and Mat,A.(2011) Teachers Perspective of using English as a medium of instruction in Mathematics and Science subjects, International Journal of Instruction,Vol4,No2
<http://files.eric.ed.gov/fulltext/ED522687.pdf> online accessed August 6,2013

Marsh,D.(2006) English as medium of instruction in the new global linguistic order:GlobalCharacteristics,local consequences,(Pgs 29-31) available at

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.125.2388&rep=rep1&type=pdf> online accessed on August 10,2013

Obondo,M.A.(1997).Bilingual Education in Africa:AnOverview.In In Cummins,J. and Corson, D.(Eds.).Encyclopedia of Language and Education:Bilingual Education,5.Dordrecht:Kluwer