

ISSN: 1300-915X

# IOJPE

INTERNATIONAL ONLINE JOURNAL OF  
PRIMARY EDUCATION



International Online Journal Of Primary Education

# **International Online Journal of Primary Education**

**ISSN: 1300-915X**

**JUNE 2016**

**Volume 5 - Issue 1**

**Prof. Dr. Teoman Kesercioglu  
Editor-in-Chief**

**Prof. Dr. Şule Aycan  
Editor**

Copyright © 2016 INTERNATIONAL ONLINE JOURNAL OF PRIMARY EDUCATION  
All rights reserved. No part of IOJPE's articles may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the publisher.  
Published in TURKEY

Contact Address:

Prof. Dr. Teoman KESERCİOĞLU - IOJPE Editor in Chief İzmir-Turkey

## **Message from the Editor-in-Chief**

I am very pleased to publish first issue in 2016. As an editor of International Online Journal of Primary Education (IOJPE), this issue is the success of the reviewers, editorial board and the researchers. In this respect, I would like to thank to all reviewers, researchers and the editorial board. The articles should be original, unpublished, and not in consideration for publication elsewhere at the time of submission to International Online Journal of Primary Education (IOJPE), For any suggestions and comments on IOJPE, please do not hesitate to send mail.

Prof. Dr. Teoman Keserciođlu  
**Editor-in-Chief**

**Editor in Chief**

PhD. Teoman Kesercioğlu, (Dokuz Eylül University, Turkey)

**Editor**

PhD. Şule Aycan, (Muğla University, Turkey)

**Linguistic Editor**

PhD. Mehmet Ali Yavuz, (Cyprus International University, North Cyprus)

**Classroom Management**

PhD. Fatoş Silman, (Cyprus International University, North Cyprus)

PhD. Canan Çetinkanat (European University of Lefke, North Cyprus)

**Computer Education and Instructional Technologies**

PhD. Aytakin İşman, (Sakarya University, Turkey)

PhD. Cem Birol, (Near East University, North Cyprus)

PhD. Fahriye Altınay, (Near East University, North Cyprus)

PhD. Halil İbrahim Yalın, (Eastern Mediterranean University, North Cyprus)

PhD. Oguz Serin, (European University of Lefke, North Cyprus)

Ms. Umut Tekgüç, (Cyprus International University, North Cyprus)

PhD. Zehra Altınay, (Near East University, North Cyprus)

**Curriculum Development in Primary Education**

PhD. Asuman Seda Saracaloğlu, (Adnan Menderes University, Turkey)

PhD. Mufit Kömleksiz, (Ege University, Turkey)

PhD. Özcan Demirel, (Hacettepe University, Turkey)

PhD. Veysel Sönmez, (Hacettepe University, Turkey)

**Educational Drama**

PhD. Alev Önder, (Marmara University, Turkey)

**Educational Psychology**

PhD. Gürhan Can, (Anadolu University, Turkey)

PhD. Ferda Aysan, (Dokuz Eylül University, Turkey)

PhD. Nergüz Bulut Serin, (European University of Lefke, North Cyprus)

PhD. Rengin Karaca, (Dokuz Eylül University, Turkey)

PhD. Süleyman Doğan, (Ege University, Turkey)

**Fine Arts Education**

PhD. Bedri Karayağmurlar, (Dokuz Eylül University, North Cyprus)

PhD. Ferda Öztürk, (Cyprus International University, North Cyprus)

**Foreign Language Teaching**

PhD. Mehmet Ali Yavuz, (Cyprus International University, North Cyprus)

PhD. Nazife Aydınoglu, (İzmir University, Turkey)

PhD. İzzettin Kök, (İzmir University, Turkey)

**Guidance and Counseling**

- PhD. Ezgi Özeke Kocabaş, (Ege University, Turkey)  
PhD. Ferda Aysan, (Dokuz Eylül University, Turkey)  
PhD. Nergüz Bulut Serin, (European University of Lefke, Turkey)

**Measurement and Evaluation**

- PhD. Bayram Bıçak, (Akdeniz University, Turkey)  
PhD. Emre Çetin, (Eastern Mediterranean University, North Cyprus)  
PhD. Selahattin Gelbal, (Hacettepe University, Turkey)

**Mathematics Education**

- PhD. Cenk Keşan, (Dokuz Eylül University, Turkey)  
PhD. Osman Cankoy, (Atatürk Teachers Academy, North Cyprus)  
PhD. Sinan Olkun, (Amkara University, Turkey)

**Music Education**

- PhD. Ayfer Kocabaş, (Dokuz Eylül University, Turkey)  
PhD. Sezen Özeke, (Uludağ University, Turkey)  
PhD. Şirin Akbulut Demirci, (Uludağ University, Turkey)

**Pre-School Education**

- PhD. Alev Önder, (Marmara University, Turkey)  
PhD. Eda Kargı, (Cyprus International University, North Cyprus)  
PhD. Rengin Zembat, (Marmara University, Turkey)

**Science Education**

- PhD. Salih Çepni, (Uludağ University, Turkey)  
PhD. Şule Aycan, (Muğla University, Turkey)  
PhD. Ömer Ergin, (Dokuz Eylül University, Turkey)  
PhD. Teoman Kesercioğlu, (Dokuz Eylül University, Turkey)

**Social Sciences Education**

- PhD. Erdal Aslan, (Dokuz Eylül University, Turkey)  
PhD. Z. Nurdan Baysal, (Marmara University, Turkey)

**Special Education**

- PhD. Ayşegül Ataman, (Gazi University, Turkey)  
PhD. Hakan Sarı, (Konya University, Turkey)  
PhD. Hasan Avcioğlu, (Abant İzzet Baysal University, Turkey)  
PhD. Tevhide Kargın, (Ankara University, Turkey)  
PhD. Uğur Sak, (Eskişehir University, Turkey)

**Sports Education**

- PhD. Erkut Konter, (Dokuz Eylül University, Turkey)  
PhD. Rana Varol, (Ege University, Turkey)

**Turkish Language Teaching**

- PhD. Ahmet Pehlivan, (Eastern Mediterranean University, North Cyprus)  
PhD. Murat Aşıcı, (Marmara University, Turkey)  
PhD. Nihat Bayat, (Akdeniz University, Turkey)

## Table of Contents

### Articles

AN INVESTIGATION OF THE WRITING PROCESSES OF STUDENTS WITH HEARING LOSS: IMPLICATIONS FOR TEACHING OF WRITING

Ghulam HAIDER

EFFECTS OF TEACHER IMMEDIACY BEHAVIOURS ON STUDENTS' MOTIVATION TOWARDS LANGUAGE LEARNING

Sibel TANRIVERDI CANBAZ, Prof. Dr. Mehmet Ali YAVUZ

DETERMINING CATEGORICALLY THE VALUES TO TEACH THE CHILDREN IN SOCIAL STUDIES LESSON

MEVLÜT GÜNDÜZ

SPECIAL EDUCATIONTEACHERS' PERCEPTIONS ABOUT PROJECT-BASED TEACHING: IMPLICATIONS FORTEACHING OF COMPUTER ASSISTED LANGUAGE LEARNING (CALL) FORHEARING IMPAIRED (HI) CHILDREN

Ghulam HAIDER, Tariq Nadeem KHAN

A CRITICAL STUDY OF PRIMARY EDUCATION SITUATION IN AJK STATE

Muhammad Sabil Farooq



## AN INVESTIGATION OF THE WRITING PROCESSES OF STUDENTS WITH HEARING LOSS: IMPLICATIONS FOR TEACHING OF WRITING

Ghulam HAIDER

PhD (Scholar) Department of Special Education

University of the Punjab Lahore, Pakistan

Assistant Professor Department of Professional Studies (Ali Institute of Education)

[haider038@gmail.com](mailto:haider038@gmail.com)

### Abstract

*This study explores the writing processes of students with hearing impairment. Students were given an expository essay for writing. The students produced two data sets: first was obtained at entrance test and second on the completion of the course. All data sets were scored with the help of a scoring guide that was provided by the English department of Govt. Training College for Teachers of the Deaf. Findings have revealed that although the students texts had very clear errors of language and vocabulary, they improved the organization and content of their texts. This presentation reviews literature on deaf adolescents' writing before exploring the structural gains the students in this study demonstrated. Sample papers and their rating scores will be used.*

**Keywords:** writing processes, organization, content, hearing impaired students

### Introduction

It has ever been a challenge for writers to give a productive meaning to a blank paper. This activity demands a hectic struggle to focus on purpose and audience for the meaningful production of a text. Writing especially in English which is taught as Second Language in Pakistan, seems to be one of the biggest challenges that many students face but it is often posited that the reading and writing of English are difficult for deaf children because they are tempting to read and write a language they “don’t know” (Mayer, 1999). Writing is also one of the criteria used to measure progress and make major academic decisions (Leki, 2007). Writing has always been seen as an important skill for the achievement of academic grades in schools. Case studies in second language (L2) writing with hearing students also reveal how difficult it is for non-native English-speaking (NNES) students to write in English despite their time and effort invested in writing and high English language test scores (Belcher & Connor, 2001; Connor, 1999; Leki, 2007; Spack, 1997).

Writing is certainly an important element of learning English as a second language. This importance is eventually derived from the fact that it reinforces grammatical structures, vocabulary and idioms that we have been teaching to our students. Because many L2 writers, even those who possess adequate sentence-level knowledge of grammar and vocabulary, have difficulties writing well-organized essays just as Kaplan found in his L2 writing classes (Kaplan, 1966). Contrastive rhetoric (CR) has discussed this issue and explored written discourse beyond the sentence level or organization patterns of written texts. According to Matsuda, (2003) Kaplan’s attempted to look into L2 texts to find out why NNES students write with a “written accent” at the discourse level. After a careful examination of essays written by L2 writers, Kaplan (1966, 1987) reported that different cultures and languages have their preferred ways of organizing texts and those culture-specific rhetorical preferences transfer to L2 writing making L2 texts look different from L1 texts written by native English speakers. That is why it is claimed that writing should receive more attention in ESL classes in order to prepare learners to cope with the academic demands. Undoubtedly, the purpose of teaching writing skill in Pakistan is to prepare learners to attain a better academic achievement and produce a well-structured piece of writing which is recognized and accepted in their academic departments. Exposing the learners to the writing process itself is then a better way for achieving this goal. Writing skills can be developed when the learners' interests are recognized





and when they are exposed to situations where they can produce authentic piece of writing. Consequently, a writing program is expected to be structured in such an effective way to meet the expectations and needs of the learners. The literature has exposed a number of researchers addressed the need for ESL students (Hinkel, 2004; Hyland, 2004; Ferris and Hedgcock, 2005). The Lahore Board syllabus of Inter class's English writing was found to mainly address classroom genres such as compare and contrast, cause and effect, and problem-solution, but it neglected writing for occupational purposes such as helping students to develop competence in the specific genres that can assist them in their academic study, workplace and their lives in general.

Writing is really seen as a process of discovery as the writers try to find their way while they are struggling to think, compose and put their ideas together. In that way, it is not looked at as a static process but as a cognitive, social and dynamic one. Olive, Favart, Beauvais and Beauvais (2009) in their study to investigate the cognitive effort of students while writing, found that the cognitive effort interacted with genres. They indicated that students' cognitive writing effort decreased or increased when they were writing certain types of texts such as argumentative and narrative texts. During the process of writing you may discover an idea which is new to you and you have never thought of before. Zamel (1983) argued that writers discover and formulate ideas as they go through the process of writing. Worldwide, it is common knowledge that deaf children struggle with language and reading/writing although the fairly recent development of equipment such as digital hearing aids and cochlear implants has made a significant difference to those who have access to such technology. However, these developments too have introduced many challenges, notably the ongoing battle between those advocating the teaching of spoken language and those recommending that deaf children learn sign language. For example, according to Woll (1998, 58), "how normal development can be best achieved, and which language or languages should be learnt, is a continuing source of controversy." Another challenge is that in order for the acquisition of either spoken language or sign language to be most successful, detection and intervention for the deaf child needs to happen as early as possible (cf. Marschark 1993, 17; Pauw 2002, abstract; Schröder 2004, abstract). Many developed countries, such as the United States, have made strides towards early detection and intervention with universal newborn hearing screening (UNHS) (Downs 2007, 161).

However, in Pakistan, a developing country, advanced technology, such as cochlear implants, is not available to many, and UNHS is still not a reality countrywide. Instead of deafness being identified by screening, in Pakistan most identification of hearing loss happens passively when parents become concerned that there is something wrong with their child. In addition, deafness may go undetected for some considerable time. In Pakistan sometimes deafness is only diagnosed when the child is between four and eight. As a child develops language best in the first two years of life, late diagnosis means that many Deaf children start Grade R with "little or no language" and the "average Deaf school-leaver leaves school with a reading age of 8". Consequently, three quarters of Deaf people are "functionally illiterate" and 70% do not have work.

The writing levels that children develop while at school determine their academic and career potential after completing their education, it is necessary to establish the extent of the challenges facing deaf children. The lack of research on the written English abilities of deaf learners in Pakistan is also an issue that demands attention. Due to these deficiencies an entire grade of deaf learners fail every to pass their final year at school.

Thus, a genuine writing task should place a learner in situations that require authentic use of language to communicate. The Compulsory English Syllabus of Punjab Text Book Board for HSSC has failed to prepare H.I students to cope with such demands. Students in Pakistani community are expected to be able



to produce an acceptable academic text by the time they start their academic courses in their colleges without exception of hearing impairment and without hearing impairment. However, many of them are found to fail to meet their examiners' requirements in producing an appropriate piece of writing which is both linguistically and communicatively valued by experts. Thus, exploring H.I students' writing processes will eventually lead to offer the right assistance. Extending the line of previous research (Connie Mayer1999), this study intends to investigate the H.I students' writing processes.

## **The Purpose of the Study**

L2 writing is a complex process which involves various factors such as the writer, the writing process, sociocultural contexts, the text as a final product, and so on. Researchers for example; (Hinkel, 2004; Hyland, 2004; Ferris Hedgcock, 2005 and Wertsch, 1995) studied mostly texts, the final products, to find out why L2 texts differ from those written by native speakers. In these studies culture was viewed as the main source of the difference. However, culture is a complex notion to define and it might be dangerous to base a study on an uncertain concept. Thus, increasingly, there is need to look into more concrete evidence than culture to explain writing differences. Writing has been seen as the most challenging skill for number of Pakistani H.I students who have been studying English (compulsory) as part of the requirements of the HSSC. Hearing impaired children are always in the difficult position of having to learn the written form of English when they have only limited or partial access to the primary spoken code. Yet deaf students are required to read and write on a regular basis (Mayer,1999) although the products and processes of all this activity have been widely studied, the attention to the H.I students' cognitive and social processes of writing in English as Second Language has been less well investigated.

Hence, the main objective of the present study will be to investigate H.I students' writing processes, strengths and weaknesses in their texts and what improvement these students showed in the development of the organization and content of their text.

As shown in previous studies, it is important for L2 educators to know the writing processes of their students for effective teaching and learning. Writing is mostly learned in school, unlike other language skills. Since yet no research has investigated the writing processes of Pakistani H.I students, the main objective of the present study will be to investigate H.I students' writing processes, strengths and weaknesses in their texts and what improvement these students showed in the development of the organization and content of their text.

## **Literature Review**

In the past much of the research on the language development of children who are deaf or hard of hearing consisted of analysis of their written language productions (Kretchmer&Kretschmer, 1978; Moores, 2001; Paul, 1998; Quigley & Kretschmer, 1982; Rose, McAnally&Qigley, 2004 and Wertsch, 1995 cited in Paul, 2009).

According to Chomsky (1988, 2006) language performance or production does not provide a complete accurate picture of language competence. Likewise the studies for example (Everhart&Marschark, 1988; Marschark, 2005, 2007, cited in Paul, 2009; Marschark, 2007; Marschark, Lang & Albertini, 2002; Moores, 2001, 2006; Rose et al., 2004; Schirmer, 1994, 2000; Stewart & Clarke, 2003 Stewart &Kluwin, 2001) discussed educational issues including language and literacy involving children with hearing impairment. Researchers for example (Moores, 2001, 2006 and Paul, 1998) stressed upon the fact that



lower writing skills are reflective of their (deaf students) reading skills. On the other hand Marschark, (2005, 2007) pointed out that the situation is much more complex than reading writing connection.

A compelling way to illustrate the writing problems of a number of deaf or hard of hearing students is to present a sample of their written language productions (Paul, 1999). These samples are drawn from the studies for example (Qigley&Kretchmer, 1982; Quigley, Wilbur, Powr, Montanelli& Steinkamp, 1976).

Despite a big variety of studies there is a tremendous amount of ambiguity involved in understanding and answering the questions about the perception of HI ESL student writers about writing in L2. Writing is not a unitary skill (Paul, 1999, pp, 322).

Researchers for example (Adams, 1990; Snow, Burns & Griffin, 1998; Tierney & Pearson, 1983) stress upon the view that reading and writing share underlying processes.

Researchers (Adams, 1990; Chall, Jacobs, & Baddwin, 1990; McGuinness, 2004, Snowling&Hulme, 2005; Treiman, 2006) have demonstrated that poor readers are also poor writers.

Researchers (Moore, 2001, 2006; Paul, 1998; Rose et al., 2004) have reported that students with severe to profound hearing impairment are poor writers because they are poor readers.

Writing is not merely a representation of an individual thought (Paul, 1999). This is supported by Vygotsky, 1962; Paul, 1998; Williams, 1994, 2004; Aram, Korat & Levin, 2006; Graves, 1994; Sulzby & Teal, 1987, 2003).

Further the studies of (Bereiter& Scardamalia, 1983, 1987; Czerniewska, 1992) discussed natural instructional approach (Paul, 1999). The emphasis of these and other contemporary approaches to writing is on generating meaning (rather than correctly recording or transmitting what already exists)..... (Laine & SCHULTZ, 1985, pp, 16, CITED IN Paul, 1999, pp, 328).

In short a big number of studies on writing with deaf or hard of hearing learners (mentioned above) have revealed that deaf or hard of hearing students have lower performance on written language than younger hearing students and their writings vary greatly from standard English. Using a transformational grammar framework, the findings have revealed that a number of deaf or hard of hearing students have great difficulty in understanding and producing complex structure in writing (Paul, 1999, pp, 356).

All of the above mentioned studies have comprehensively discussed writing, perspective on writing two major aspects of writing but none has discussed the writing processes of HIC except Mayer (1999) who has explored the writing processes of deaf students. So the major objective of this literature review was to provide a discussion of the development of writing and to relate this to the writing processes of HI students. As in the words of Paul (1999) writing is even more difficult than reading for a number of these individuals. And if it is in L2 it becomes even more difficult and complex process for such individuals.

## **Method**

### ***Subjects***

The participants of this study were the students of The subjects in this study consisted of 27 students at the Govt. Training College for Teachers of the Deaf, admittance to which depends in part on a hearing loss of 70 db or higher, unaided. All of the students entered Govt. Training College for Teachers of the Deaf in either 2000 or 2001 and all had tested into either a level A or B writing course upon entry at Govt.



Training College for Teachers of the Deaf. That is, they had scored either 39 or below out of a possible 100 points on the Writing Test (Albertini, Bochner, Cuneo, Hunt, Nielsen, Seago & Shannon, 1986) (Level A) or between 40 and 49 (Level B). Entry at these levels meant the students would have received at least two quarters of direct writing instruction in the English Department before writing the exit paper.

## **Procedure**

First year students at Govt. Training College for Teachers of the Deaf produce a writing sample prior to the start of their first term for purposes of placement in the English Department program. To this end, students are given the Writing Test. Their writing is based on a prompt intended to elicit an expository essay based on personal experience (see Appendix A). They have approximately 30 minutes to complete the writing sample. They are encouraged to produce their best work and use the full amount of time. The writing sample is scored by three trained raters and given up to 25 points in each of the following areas: organization, content, language use and vocabulary. There are descriptors for each of the above areas as well as number guides to assist the scorers (Appendix B). The sub-scores are added for a total score. The totals from each of the three raters are then averaged to determine a final score. Students receiving an overall score of 39 or below are placed in Level A writing. Those receiving an overall score of 40 to 49 are placed in Level B. Those receiving 50-59 are placed in Level C and those receiving 60-67 are placed in Level D. Students receiving a score of 68 or above have satisfied the academic writing requirement of the department.

For the past two years, faculty members in the English Department have been assessing student readiness for Level D writing by eliciting a writing sample from students in Level C near the end of the term. Students are given three topics, told to choose one and spend the class (approximately 50 minutes) writing on their chosen topic. Papers are judged by the Writing C level instructors using a three-point system: ready (for Writing D), marginally ready, or not ready. The prompts are intended to elicit an expository essay of approximately four paragraphs based on personal experience.

Because the exit writing sample was only scored on a readiness scale, it was necessary to score the samples again using the rubric designed for the Writing Test. Following the procedure used with Writing Test, each sample was scored by three raters and the results averaged to obtain a final score.

These two writing samples, the placement test and the Writing C exit paper, were used for purposes of comparison.

## **Results**

The students' average scores on each of the four rubrics from the Writing Test were compared with those on the Writing C exit paper. The complete results are presented on Table 1. An overview of this table shows that students' organization improved an average of 4 points, content improved an average of 3.5 points, language improved 2.4 points and vocabulary improved 2.8 points. These numbers, then suggest that students made slightly greater gains in the areas of organization and content than in language and vocabulary.

In organization, the greatest individual improvements were found with Students E and F who showed a gain of 8 points, while students N and P showed the least improvement, gaining only 1 point. Student E made the greatest improvement in content, gaining 7 points while student N lost 2 points in the same category. Student F made the greatest improvement in language, gaining 6 points while student N again



lost 2 points. Student E also made the greatest improvement in vocabulary, gaining 7 points while both Student S and Student N showed no improvement.

An average overall gain of 12.7 points was made across all four areas. Since 10 points separate each level for purposes of placement, such a gain would be sufficient to move a student to the next level, that is, say, from Academic Writing B to Academic Writing C.

## **Discussion**

The purpose of this investigation was to compare samples of deaf students' writing taken over time and using a four point rubric to see if, and to what extent, the students' writing improved in organization and content. A comparison of the scores from the Writing Test and the sample taken at the end of Academic Writing C showed slightly higher gains were made in organization and content than in language and vocabulary. Even slight gains, however, may not be surprising if the focus of the courses align with such gains. While it is certainly true that organization and content are taught at all four levels in the English Department, it is by no means all that is taught.

Both grammar and vocabulary also receive planned and incidental instruction. Students receive direct instruction on grammar rules and have follow-up practices. In addition, points for remediation are raised and discussed in class. Similar approaches are taken with vocabulary. The structure at each level of the Academic Writing courses, therefore, mimics the rubric used to assess student texts.

The issue of validity of the rubrics used is also important to the discussion of the results. According to Gormley&Sarachan- Deily (1987) there are only two methods for evaluating writing that produce consistency in results. The first kind is general impression or a holistic approach, and the second is feature analytical scoring. Feature analytical scoring, or rating sub-skills, provides a frame for deeper textual analysis because it allows the rater to focus on different aspects of the text and evaluate them differently (p. 158).

While feature analytical scoring provides a frame for analysis, it is important that such a scoring method be valid. Bochner, Albertini, Samar & Metz (1992) found that raters could not selectively score the quality of the four sub-skills used in the Writing Test. Using a principal component analysis (PCA) on the subscale ratings for the categories of organization, content, language use and vocabulary, these researchers found that each subscale “measured essentially the same underlying dimension of writing skill as every other subscale” (p.306). According to these researchers, their findings do not obviate the notion that organization, content, vocabulary and language form the basis for quality writing. The results of their work, rather, show that raters in their sample were not successfully able to separate the quality of one sub-skill from another when forming their opinions.

In terms of internal validity, a difference between the findings of Bochner et al (1992) and those of Heefner& Shaw (1998) may lie in the kind of data used for analysis. Bochner et al (1992) used information collected from raters scoring a single set of writing samples. Heefner& Shaw (1998), on the other hand, collected writing samples over a period of four years. These researchers used student growth over time as the indicator for rubric validity.

Even if the categories used for assessing student writing samples are not used diagnostically, the results of this study can be viewed in terms of trends. The differences in scoring results between the two sets of writing samples suggest that students generally made gains in all four areas. The numbers also suggest



that the area of greatest improvement was organization. Whether looking at categories of the rubric or the overall score, the numbers show that deaf students are able to make gains in written English in a relatively short amount of time.

## **Appendix A**

The GOVT. TRAINING COLLEGE FOR TEACHES OF THE DEAF Writing Test

Directions:

1. Use a pen; do not use a pencil
2. You have 30 minutes to write.
3. Your test score will help place you in a writing course

Topic:

You are in a new place. Write an essay on your opinions of GOVT. TRAINING COLLEGE FOR TEACHES OF THE DEAF and the people here. Give reasons and examples.

## **Appendix B**

*GOVT. TRAINING COLLEGE FOR TEACHES OF THE DEAF Writing Test*

Scoring Categories and Descriptors

Organization (25 pts.): This includes such features as:

- Clear statement of topic placed appropriately
- Intent is evident to readers
- Plan of paper could be outlined by reader (i.e., paper is unified and coherent)
- Appropriate transitions (i.e., transitional markers and clear paragraphing)

Content (25 pts.): This includes such features as:

- Paper addresses the assigned topic
- Generalizations are supported by examples
- No extraneous material
- Pertinence and noteworthiness of ideas

Language Use (25 pts.): This includes such features as:

- Correct use of grammatical structures (sentence and discourse level) and punctuation
- Correct use of complex structures
- Intelligible spelling
- Clarity of style and expression
- Clarity of reference

Vocabulary use (25 pts.): This includes such features as:

- Appropriate semantic use of vocabulary
- Consistent register
- Sophisticated choice of vocabulary



- Appropriate use of figurative and idiomatic expressions
- Table I
- NTID Writing Test Scores (SVP) and Academic Writing 3 (AW3) Scores

**Table-1**

Student	SVP Org.	AW3 Org	SVP Con.	AW3 Con.	SVP Lang	AW3 Lang	SVP Voc	AW3 Voc	SVP Total	AW3 Total
Student A	10	14	10	14	13	13	12	13	45	54
Student B	10	13	8	12	8	12	8	11	34	48
Student C	11	13	10	12	10	12	10	13	40	51
Student D	10	14	10	14	10	11	10	12	40	51
Student E	9	17	9	16	11	17	9	16	37	66
Student F	7	15	8	14	9	15	9	15	33	59
Student G	10	15	10	14	11	15	9	14	40	58
Student H	8	12	8	11	9	10	9	11	34	45
Student I	10	16	9	17	10	12	10	13	39	57
Student J	11	16	11	15	10	14	10	14	41	59
Student K	7	13	6	11	7	10	7	11	26	45
Student L	10	14	9	12	9	11	9	12	37	49
Student M	8	11	8	11	9	11	10	12	35	46
Student N	10	11	10	8	11	9	11	11	42	39
Student O	11	14	11	13	11	14	12	13	46	54
Student P	10	11	7	11	7	11	8	13	32	46
Student Q	10	13	7	10	7	10	8	11	32	44
Student R	9	11	9	11	10	10	10	12	37	43
Student S	12	14	12	13	12	12	12	12	47	51
Student T	10	15	10	15	13	14	12	14	45	58
Student U	6	12	5	10	6	9	6	9	23	39
Student V	11	16	11	14	12	15	12	13	46	58
Student W	10	14	10	14	12	15	12	14	45	57
Student X	11	13	11	13	10	11	11	12	44	50
Student Y	8	16	9	14	8	13	10	12	35	55
Student AA	10	14	11	13	9	12	9	13	38	52

**Table-2**

Student	% change in org.	% change in cont.	% change in lang.	% change in vocab.
Student A	16	16	0	4
Student B	12	16	16	12
Student C	8	8	8	12
Student D	16	16	4	8
Student E	32	28	20	28
Student F	32	24	24	24
Student G	20	16	16	20
Student H	16	12	4	8
Student I	24	32	8	12
Student J	20	16	16	16
Student K	24	20	12	16
Student L	16	12	8	12
Student M	12	12	8	8
Student N	4	-8	-8	0
Student O	12	8	12	4



Student P	4	16	16	16
Student Q	12	12	12	12
Student R	8	8	0	8
Student S	8	4	0	0
Student T	16	12	4	8
Student U	24	20	12	12
Student V	16	8	12	12
Student W	16	16	12	8
Student X	8	8	4	8
Student Y	24	20	20	12

## References

- Albertini, J. & Schley, S. (2003). Writing: Characteristics, instruction and assessment. In M. Marschark & P. Spencer (Eds.) *Oxford handbook of deaf studies, language and education*. (pp.123-135). New York: Oxford University Press.
- Albertini, J. (1990). Coherence in deaf students' writing. In J. Peeton (Ed.), *Students and teachers writing together: Perspectives on journal writing* (pp. 125-136). TESOL Publications.
- Albertini, J., Bochner, J., Cuneo, C., Hunt, L., Nielsen, R., Seago, L. & Shannon, N. (1986). Development of a writing test for deaf college students. *Teaching*
- Bochner, J. & Albertini, J. (1988). Language varieties in the deaf population and their acquisition by children and adults. In M. Strong (Ed.), *Language learning and deafness* (pp.3-48). New York: Cambridge University Press.
- Bochner, J., Albertini, J., Samar, V. & Metz, D (1992). External and diagnostic validity of the GOVT. TRAINING COLLEGE FOR TEACHES OF THE DEAF Writing Test: An investigation using direct magnitude estimation and principal components analysis. *Research in the Teaching of English*, 26, 299-314.
- English to deaf and second-language students*, 4, 5-11.
- Gormley, K. & Sarachan-Deily, A. (1987). Evaluating hearing impaired students' writing: A practical approach. *Volta Review*, 89, 157-170.
- Haider, G. (2012). "An Insight into Difficulties Faced By Pakistani Student Writers: Implications for Teaching of Writing, *Journal of Educational and Social Research*, 2(3),17-28
- Haider, G. (2012). "Teaching of Writing in Pakistan: A Review of Major Pedagogical Trends and Issues in Teaching of Writing, *Journal of Educational and Social Research*,2,(3),215-226
- Haider, G. (2012). "Process Approach in Writing: Issues and Implications for Teaching in Pakistan, *International Journal of Humanities and Social Science*, 2 (2), 147-150
- Haider, G. (2012). An investigation of problems faced by L1 (Urdu) 5th grade Hearing Impaired students in Urdu written expression: Implications for Teaching of L1 (Urdu)", *Academic Journal of Interdisciplinary Studies*, 1, (02), 253-265
- Haider, G. (2012). "An Investigation of Pakistani L2 HI Writers' Perceptions of Previous Writing Experience in L2: Implications for Literacy Development in Pakistan for HIC", *Mediterranean Journal of Social Sciences*,3,(11), 221-234
- Haider, G. (2012). What the Pakistani L2 Writers Do When They Write An Investigation of the Composing Processes of Pakistani L2 Writers" *Academic Journal of Interdisciplinary Studies*, 1, (02), 171-180
- Haider, G. (2013). Cognitive Discourse Analysis of L2 Writer's 'Think-Aloud Protocol: A Case Study. *Language In India*, 13:11, 591-606.
- Haider, G. (2013). The Effects of Peer (Group) Discussion on L2 Writing of Students with Learning Difficulties (LD) and Students without Learning Difficulties (LD) Implications for Teaching of Writing in Pakistan. *Turkish International Journal of Special Education and Guidance & Counseling*2, (02), 47-57
- Haider, G. (2013). "Self-Accessed and Self-Regulatory Practices in Teaching of Writing In Pakistan" *European Journal of Educational Sciences*,1,(1),53-61
- Haider, G. (2013). Perceptions of ESL Teachers towards CALL: Implications for ELT (English Language Teaching) at the Intermediate Level-A Case Study from Pakistan. *Language In India*,13:8, 204-238.
- Haider, G. (2014). A Brief Review of Writing Processes in the Light of the Holy Quran. *International Journal of English and Education* 3, (02), 447-461
- Haider, G. (2014). A Comparison of English and Urdu Organizational P patterns in Argumentative Writing of Pakistani EFL Students *International Journal of English and Education* 3, (01), 200-212





- Haider, G. (2014). Analysis of Malala Yousafzai's Speech: Application of Aristotle's Ethos, Pathos and Logos. *International Journal of English and Education* 3, (01), 115-119
- Haider, G. (2014). An Exploratory Study of Organizational Problems Faced by Student Writers in Expository L2 Writing in Pakistan. *International Journal of English and Education* 3, (01), 127-145
- Haider, G. (2014). Attribution Theory and L2 Writing Processes: Results and Implications. *International Journal of English and Education* 3, (02), 436-446
- Haider, G. (2014). Perception of Students with Learning Difficulties towards English Composition Writing through Activities. *Turkish International Journal of Special Education and Guidance & Counseling* volume 3, (1), 27-35
- Heefner, D. & Shaw, P. (1996). Assessing the written narratives of deaf students using the six-trait analytical scale. *Volta Review*, 98, 147-168.
- Klecian-Aker, J. & Blondeau, R. (1990). An examination of the written stories of hearing-impaired school-age children. *The Volta Review*, 92, 275-282.
- Musselman, C. & Szanto, G. (1998). The written language of deaf adolescents: patterns of performance. *Journal of Deaf Studies and Deaf Education* 3, 245-256.
- Schirmer, B.R., Bailey, J., & Fitzgerald, S.M. (1999). Using a writing assessment rubric for writing development of children who are deaf. *Exceptional Children*, 65, 383-397.



## EFFECTS OF TEACHER IMMEDIACY BEHAVIOURS ON STUDENTS' MOTIVATION TOWARDS LANGUAGE LEARNING

Sibel TANRIVERDI CANBAZ  
İzmir University, İzmir, 35350, Türkiye  
[ydyo@izmir.edu.tr](mailto:ydyo@izmir.edu.tr)

Prof. Dr. Mehmet Ali YAVUZ  
Cyprus Interneational University, TRNC  
[yavuzm@ciu.edu.tr](mailto:yavuzm@ciu.edu.tr)

### Abstract

This study seeks to reveal the efficacy of teacher immediacy behaviours on students' motivation according to the gender and level of proficiency of the students as the behaviours of the teacher during the learning process has an important role. The sample of the study consists of the students studying at the Preparatory Department of the School of Foreign Languages at Cyprus International University. Data was collected through the implementation of two questionnaires: The Teacher Immediacy Behaviours Questionnaire and The Student Motivation Questionnaire prepared by Geçer (2002). Based on their score on the Teacher Immediacy Behaviours Questionnaire, the participants were divided into two groups: Group 1 consisting of students with lower scores and Group 2 consisting of those with higher scores. The results of the data analysis revealed that there is a significant difference between the motivation scores of the two groups. The results also demonstrated that there is a significant difference between female and male students' motivation scores in group 1 and group 2; both male and female students were influenced positively by teacher immediacy behaviours. However, in the light of the data analysis, there is no significant relation between students' perception of teacher immediacy and their levels of proficiency. As the results of the findings indicate the importance of teacher immediacy behaviours in learners' motivation, further studies are expected to be conducted.

**Keywords:** Teacher Immediacy Behaviours; Motivation

### THE PURPOSE OF THE STUDY

The purpose of this study is to find out whether there is teachers' immediacy behaviours affect students' motivation according to their gender and level.

The research was administered to 221 prep-school students (141 of which made up the data set) at Cyprus International University. The students were in beginner, elementary, pre-intermediate and intermediate levels. Two questionnaires were given to the students: the teacher Immediacy questionnaire and the motivation questionnaire. The questionnaires were administered at the end of the lesson without informing the learners and the instructors of the questionnaire, to obtain more authentic results.

### LITERATURE REVIEW

All teachers have a desire to teach their students effectively. Therefore, a teacher should know how to create motivation in the classroom and get the learners to take part in language learning activities willingly. In order to do that, communicative acts in the classroom take the form of both verbal and nonverbal behaviours. Mehrabian (1971) described nonverbal components of communication as "silent messages" (cited in Thompson, 1992). He says that paralinguistic features such as body language, paralinguistic features (body language:55%, stress, pitch, intonation: 38%) contribute as much as 93 percent of the meaning in the communication of feeling or attitudes toward others; on the other hand, verbal contributions amount to about 7 percent. Verbal and nonverbal behaviours are not only important in the daily lives, but also important in the classroom.

According to Businessballs.com (n.d.), the words were spoken with different tonalities and subjects were asked to guess the emotions behind the words as spoken. The experiment finding was that tone carried more meaning than the individual words themselves.



The subjects were then shown photos of female faces with the same three emotions and were asked to guess the emotions in the recorded voices, the photos and both in combination.

The photos got more accurate responses than the voice, by a ratio of 3:2.

According to this research,

- 7% of message pertaining to feelings and attitudes is in the words that are spoken.
- 38% of message pertaining to feelings and attitudes is paralinguistic (the way that the words are said).
- 55% of message pertaining to feelings and attitudes is in facial expression.

This is also reflected in classroom interactions between the teacher and the students; as the teachers are communicators in a class, they use these three channels in the classroom, but generally the importance of words, paralinguistic and facial expression are not well-known.

However, according to Izgören (2000), this percentage cannot be the same in every conversation. The effects of words, paralinguistic and facial expression change with respect to the people's cultural level, topics that are talked about, atmosphere and whether the message is used to give the idea or to express the feeling (Kanmaz, 2008).

Mehrabian was the first to describe the idea of “immediacy” (1969), which provides insights into communication behaviours and which sheds light on the importance of communication in the classroom. Immediacy was conceptualized by Mehrabian as “communication behaviours that enhance physical and psychological closeness with another” (Frymier, 1993).

Mehrabian (1981) states that immediacy derives from nonverbal communication in theory and it includes feelings, attitudes, likes and dislikes. He indicates that the behaviours including nonverbal communication are the symbols which affect our emotional states, attitudes, interests and choices. Geçer (2002) mentioned that immediacy behaviours show positive evaluation and concern. However, avoidance remarks the dislike, lack of concern and anxiety (Geçer, 2002). Mehrabian (1981) defined immediacy as a communication behaviour. Immediacy behaviours are said to increase the nonverbal attraction towards others. On the other hand, it decreases the distance between the people.

The theory was further developed by Andersen (1979) as communication behaviours which reduce psychological and physical distance between interactants. Immediacy behaviours were first known as just nonverbal immediacy, then verbal immediacy behaviours were added and it was qualified as a positive communication between teacher and the student. Teacher immediacy reflects the verbal and nonverbal communication skills of the teacher, the relationship between the teacher and students becomes closer through immediacy behaviours (Andersen, 1979).

The teachers with high immediacy behaviours are perceived better than the teachers with low immediacy behaviours. Andersen (1985, cited in Geçer, 2002) emphasizes that the teacher immediacy behaviours show the clarity of the communication and the affability and it increases sincerity of the communication between people. Furthermore, immediacy decreases the psychical and psychological distance between students and teachers. For instance, Heiser (1972, cited in Geçer, 2002) showed in his study that the students felt distant from their teachers when the teachers sat on their chair and on the desk, or stood behind their desk. However, when the teacher walked around the desks and moved in the classroom, the students thought of their teachers as more friendly and effective. Accordingly, Mehrabain (1981) asserted that touching is an important behaviour as a sign for immediacy and concern. Researches carried out on touching showed that the human beings or the people that are liked are touched more than the ones that are not liked. In other words, if someone likes another, he/ she wants to touch him/ her. This can also be true of classroom interactions.

According to the research of Breed (1971) about university students indicated that negative feelings and attitudes had occurred due to the lack of eye-contact from the instructor in the classroom. The students



remarked that they concentrated more on their instructors and the lesson in instances of eye- contact.

Smiling is another vital immediacy behaviour (Mehrabain, 1981). Mehrabain (1981) says that smiling involves interactants. When someone smiles, the other interlocutor is likely to smile. That is why smiling is seen as a sign of warmth between people. Andersen (1979) expresses that smiling is the centre of immediacy.

Body movements of the instructor provide both visual and audial stimulation for the students. Andersen (1979) put forward the idea that all body movements have a positive relationship with the students' perception of teacher immediacy. Mehrabian (1981) stated that using a lot of body movements reveal cooperation with the students in instructional communication.

The tone of the voice is also included in important teacher immediacy behaviours and it stimulates interpersonal relationships (Andersen, 1979). In accordance with Andersen (1979), tune of the voice is important for the approach of the students to the lesson and the teacher.

Acts such as the use of humour, praising student's behaviours and studies, and being eager to meet with the students at or out of school are also counted as verbal teacher immediacy behaviours. Talbert and Beran (1999, cited in Geçer, 2002) explained that verbal immediacy behaviours are defined, understood and applied much better than nonverbal immediacy in the classroom.

Mehrabian noted the immediacy principle to describe the process whereby "people are drawn towards persons and things they like, evaluate highly, and prefer, and they avoid from moving away things they dislike, evaluate negatively, or do not prefer" (1971, cited in Georgakopoulos, 2003). Wiener and Mehrabian (1968) define immediacy as "the relationship between the speaker and the objects he (or she) communicates about, the addressee of his (or her) communication, or the communication, itself" (cited in Tinley, 2008). Bolls, Tan and Austin (1997) defined teacher immediacy as "the reduction of psychological or physical distance" between teacher and student (cited in Tinley, 2008).

On the other hand, student motivation was introduced simultaneously by Christophel and Richmond as a possible mediating variable between teacher immediacy and student learning (Christophel and Richmond, 1990, cited in Frymier). Richmond and Christophel found immediacy to be positively associated with motivation and motivation to be positively associated with affective and cognitive learning (Richmond, 1990, cited in Frymier, 1993).

With Christophel's research (1990), the correlation between teacher immediacy and student motivation and teacher immediacy and student's learning were investigated. Before Christophel's study, Anderson also studied teacher immediacy and solidarity as predictors of teaching effectiveness in 1978 and 1979. Andersen (1979) distinguished teacher immediacy and solidarity by defining teacher immediacy as "the nonverbal behaviour manifestation of high affect" and solidarity as "the internal affective state". Her results showed that teacher immediacy was highly correlated with student effect toward the instructor and averagely correlated with student effect toward course content and with student behavioural commitment. She found no significant results related to the relationship between teacher immediacy and cognitive learning. Richmond and Gorham (1987) stated in their research it can be assured that a teacher who increases immediacy with students is likely to generate more student learning. The behaviours most likely to accomplish this objective at the college level appear to be vocal expressiveness, smiling, and having a relaxed body position.

Richmond, Gorham and McCroskey (1987) mentioned that immediacy behaviours influence perceptions of physical psychological closeness and can be communicated through a variety of channels (i.e. eye contact, gestures, words). On the other hand, it is also stated in Gilstrap's study that "these behaviours are not immediate in and of themselves, but lead to perceptions of immediacy by others".



Gilstrap (2004) gave an example from Frymier's study (1994), which pointed out that smiling is not immediacy, but is a behaviour that leads to perceptions of immediacy, therefore although a sender may be sending immediate messages; it is the receiver's perception of such behaviours that influences the social interactions. Gilstrap (2004) claims although immediacy generally benefits interactions, exceptions occur when it is forced as a function of the environment. Mehrabian (1971) argues that everyone has their limits for immediacy, even with people they like, and when it is excessive or forced by the environment it has negative outcomes (Gilstrap, 2004). That is why Mehrabian (1971) suggests that the "ideal environment" is one which provides opportunities for both immediacy and privacy, with immediacy contacts and use of immediacy behaviours being a matter of choice.

## RESEARCH QUESTIONS

**Research Question 1:** Is there a significant difference between the motivation scores of the students with higher immediacy perception scores (Group 2) and that of the students with lower immediacy scores (Group 1)?

**Research Question 2:** Is there a significant difference between the motivation scores of the female and male students in Group 2 and that of the female and male students in Group 1?

**Research Question 3:** Do the student perceptions of teacher immediacy change according to their levels of English such as starter, elementary, pre- intermediate and intermediate?

## PARTICIPANTS AND THE SETTING OF THE STUDY

This study was conducted at the School of Foreign Languages, Cyprus International University in Northern Cyprus, Lefkoşa during the 2010-2011 academic year with the permission of the university. All the participants in this research were prep-school students from three classes of starter level, seven classes of elementary level, three classes of pre- intermediate level and one of intermediate level. There were 221 students in total from Turkey and Northern Cyprus, 141 of them were used as 80 of the questionnaires were invalid. After getting the results of the questionnaires, 221 students were divided into two according to their perceptions of teacher immediacy behaviours as group 1 who scored lower in the test and group 2 who scored higher in the test. Group 1 consisted of 63 students and group 2 consisted of 78 students. The ages of the students ranged from 17 to 25 years old.

## MATERIALS AND PROCEDURE

Two questionnaires were administered; the Teacher Immediacy Behaviours Questionnaire consisting of 48 questions and the Student Motivation Questionnaire consisting of 12 questions. The personal information part consisted of the name, gender and level of the students. They did not have to write their names but had answer write the other independent questions. The questions were asked in Turkish as the native language of the participants was Turkish. The questionnaires were Likert type scale. These were; "hiçbir zaman" (never), "bazı zaman" (sometimes), "ara sıra" (occasionally), "genellikle" (generally), and "her zaman" (always). They were developed by the researcher.

The questionnaires were administered at the end of a lesson without informing the learners or instructors of the questionnaire in order to obtain more authentic results. During the administration of the questionnaires, the instructors left the classroom, then; the students were informed about it. While giving the questionnaires, the researcher asked the students to answer the questions by considering their last lesson. The students were informed that none of the instructors would be given the questionnaires.



## RESEARCH FINDINGS

In this study, the questionnaires were administered to 221 students of prep school. Then the participants are divided into two groups as group 1 and group 2. Group 1 consisted of 63 students who scored 140, 00 point or lower in the questionnaire of student perceptions of teacher immediacy behaviours, group 2 consisted of 78 students who scored 160, 00 point or more in the questionnaire of student perceptions of teacher immediacy behaviours.

### Research Question 1:

*Is there a significant difference between the motivation scores of the students with the high immediacy perceptions (Group 2) and that of the students with the low immediacy perceptions (Group 1)?*

**Table 1: The Difference between Students' Perception of Teacher Immediacy and Motivation**

	n	m	Sd	t	P	Level of significance
Group 1	63	34.96	6.65	3.29	.01	P < .05*
Group 2	78	39.37	8.75			

n: number      m: mean      sd: standard deviation      t: t value      p: level of significance p < 0.05

\*T test is significant at the 0,05 level (2- tailed)

Table 1 shows that there is a significant difference (P < .05). To determine whether there was a significant difference between two groups, a test was applied.

The motivation scores of the students in group 2 differ from those with group 1 according to the students' perception of teacher immediacy behaviours.

As can be seen in Table 1, the number of group 1 students is 63 whereas the number of group 2 students is 78. The mean of group 1 is 34. 96; while the mean of group 2 is 39.37. The standard deviation in group 1 is 6.65; and that of group 2 is 8.75.

The mean values of motivation scores of group 2 have a higher mean score than those of group 1, and the T- test result shows that there is a significant difference between two groups at the P < .05 significance level; this indicates that group 2 students are more motivated owing to teacher immediacy behaviours.

### Research Question 2:

*Is there a significant difference between the motivation scores of the female and male students in Group 2 and between those of the female and male students in Group 1?*

This table shows that there is a significant difference between the female and male students' motivation scores in group 1 and group 2 according to the results obtained from a t-test.

**Table 2: the Difference between Male and Female Students according to their Motivation Scores**

		n	M	sd	t	P	Level of significance
Female Students	Group 1	32	33.75	7.24	2.11	.03	P< .05*
	Group 2	29	38.13	8.93			



Male Students	Group 1	31	36.22	5.83	2.19	.03	P< .05*
	Group 2	49	40.10	8.65			

**n: number      m: mean      sd: standard deviation      t: t value      p: level of significance p< 0.05**

**\*T test is significant at the 0,05 level (2- tailed)**

Table 2 shows that the number of female students in group 1 is 32, while the number of female students in group 2 is 29. The mean of the female students in group 1 is 33.75; whereas the mean of group 2 is 38.13. The standard deviation of the females of group 1 is 7.24; but the standard deviation of the females of group 2 is 8.93. This indicates that female students in group 2 are more motivated than females of group 1 with the help of teacher immediacy behaviours.

The number of male students in group 1 is 31; yet in group 2 it is 49. The mean of the male students in group 1 is 36.22; however, the mean of the male students in group 2 is 40.10. The standard deviation of the males of group 1 is 5.83; but the standard deviation of the males of group 2 is 8.65. This indicates that male students in group 2 are more motivated than males of group 1 due to the teacher immediacy behaviours.

The T- test result shows that there is a significant difference between two groups at the P < 0.05 significance level; this indicates that the motivation levels of both female and male students are affected positively by the teacher immediacy behaviours.

### Research Question 3:

*Do the student perceptions of teacher immediacy change according to their levels of English?*

**Table 3: Students' Perception of Teacher Immediacy according to their Levels of English**

	Levels of English	n	M	Sd	F	P	Level of Significance
	Starter	44	151.90	23.12	0.24	0.86	P > .05
	Elementary	71	149.35	22.89			
	Pre-Intermediate	24	147.54	22.93			
	Intermediate	2	143.00	89.09			

**n: number      m: mean      sd: standard deviation      F: t value      p: level of significance p< 0.05**

Table 3 shows that there is no significant difference (P > .05). ANOVA was applied to determine whether there was a significant difference between two groups,

As can be seen in Table 3 the number of the starter level students is 41, the number of elementary students is 71, the number of pre-intermediate students is 24, and the number of intermediate students is 2.

The mean of the starter level is 151.90, the mean of the elementary level is 149.35, the mean of the pre-intermediate is 147.54 and the mean of the intermediate level is 143.00. According to the mean values, it can be said that starter students have a higher perception of teacher immediacy.

The standard deviation of starter level is 23.12, the standard deviation of elementary level is 22.89, the standard deviation of pre-intermediate level is 22.93 and the standard deviation of intermediate level is 89.09.



The F value is 0.243 and P value is 0.86. This means that there is no significant difference among the students' perception of teacher immediacy of starter, elementary, pre-intermediate and intermediate levels students. In other words, there is no significant relation between students' perception of teacher immediacy and their levels of English.

## CONCLUSION

In this study, the efficacy of teacher immediacy behaviours on students' motivation according to the gender and the level of the students has been investigated. The sample of the study consisted of students from Preparatory Department of the School of Foreign Languages, Cyprus International University.

In order to answer the research questions, two questionnaires were administered to the participants; Teacher Immediacy Behaviours Questionnaire and Student Motivation Questionnaire. According to the student perception of teacher immediacy scores, the participants were divided into two groups as group 1 who had lower scores and group 2 who had higher scores. Of 221 students, 61 were female and 80 were male. The participants were divided into two groups, 63 in group 1 and 78 in group 2. 61 students were female while 80 students were male. The questionnaires were administered at the end of the lesson without informing the learners and the instructors of the questionnaire in advance so as to obtain more authentic results. During the administration of the questionnaires, the instructors left the classroom, then; the students were informed about it.

SPSS 17.0 was used for statistical analysis. A test and ANOVA were used to get the results.

The findings revealed that there was a significant difference between the motivation scores of the students with the lower immediacy perception (group 1) and those of the students with the higher immediacy perception scores (group 2) and there is a significant difference between the female and the male students' motivation scores in group 1 and group 2, both male and female students were influenced positively from teacher immediacy behaviours. However, when the student perceptions of the teacher immediacy behaviours were compared according to the English level, no significant difference was found.

## REFERENCES

- Aktaş, G.** (2007). *Ortaöğretim Öğrencilerinin Algıladıkları Öğretmen Yakınlığı ile Güdülenme Düzeyleri Arasında İlişki: İstanbul İli Örneği*. Submitted in Partial Fulfillment of the Requirements for the Degree of Master in Social Sciences Institution, Yeditepe University.
- Albers, D.L.** (2001). *Nonverbal Immediacy in the Classroom*. Department of Psychology, Missouri Western State University. Retrieved 12.07.2011 from <http://clearinghouse.missouriwestern.edu/manuscripts/236.php>
- Andersen, J. F.** (1979). *Teacher Immediacy as a Predictor of Teacher Effectiveness*. Communication Year Book. New Brunswick, NJ: Transaction.
- Arnold, V. D., Roach T. D.** (1989). *Teaching: A Nonverbal Communication Event*. Eric No: EJ396204.
- Baringer, D. K., McCroskey, J.** (2000). *Immediacy in the Classroom: Student Immediacy*. Eric No. EJ604646.
- Baykul, Y.** (1990). *İlkokul Beşinci Sınıftan Lise ve Dengi Okulların Son Sınıflarına Kadar Matematik ve Fen Derslerine Karşı Tutumda Görülen Değişmeler ve Öğrenci Seçme Sınavındaki Başarı ile İlişkili Olduğu Düşünülen Bazı Faktörler*. Ankara: ÖSYM Yayınları-1.
- Bozkaya, M., Aydın, I.E.** (2008). *The Relationship between Teacher Immediacy Behaviours and Learners' Perceptions of Social Presence and Satisfaction in Open and Distance Education: The Case of Anadolu University Open Education Faculty*. The Turkish Online Journal of Educational Technology – TOJET July 2008 ISSN: 1303-6521 volume 7 Issue 3 Article 7.
- Breed, G.** (1971). *Nonverbal Behaviour and Teaching Effectiveness*. Vermillion University of South Dakota. ERIC NO: ED196849.
- Butland, M. J., Beebe S. A.** (1992). *A Study of the Application of Implicit Communication Theory to Teacher Immediacy and Student Learning*. Paper presented at the Annual Meeting of the International Communication Association (42nd, Miami, FL,





November 18- 21, 1992). Eric No. ED346532.

**Chapman, A.** (1995- 2010). *Transactional Analysis*. Retrieved 20. 03. 2010 from <http://www.businessballs.com/mehrabiancommunications.htm>

**Christophel, D. M.** (1990). *The Relationship Among Teacher Immediacy Behaviours, Student Motivation and Learning*. Eric No. EJ414768.

**Christophel, D. M., Gorham, J.** (1995). *A Test- Retest Analysis of Student Motivation, Teacher Immediacy and Perceived Sources of Motivation and Demotivation in College Classes*. Eric No. EJ517581.

**Clark, M.L.** (2004). *Touch between Students and Teachers on the Achievement of Immediacy among Elementary- Aged Students*. Summited in Partial Fulfillment of the Requirements for the Degree of Master of Arts at the University of Texas at El Paso.

**Conway, D. M.** (1996). *Only Connect: Teaching as Communication*, Retrieved July 19, 2004.

**Cook, V.** (1996). *Second Language Learning and Language Teaching*. New York: J W Arrowsmith Ltd.

**Crump, A.C.** (1996). *Teacher Immediacy: What Students Consider to be Effective Behaviours*. Retrieved 04.05.2010 from <http://www.eric.ed.gov/PDFS/EJ839897.pdf>

**Danchak, M.M.** (2002). *Bringing Affective Behaviour to e-Learning*. The University of North Carolina. Retrieved 12. 07. 2011 from [http://technologysource.org/article/bringing\\_affective\\_behaviour\\_to\\_elearning/](http://technologysource.org/article/bringing_affective_behaviour_to_elearning/)

**Deniz M., Avşaroğlu S., Fidan Ö.** (2006). *İngilizce Öğretmenlerinin Öğrencileri Motive Etme Düzeylerinin İncelenmesi*. Eğitim Fakültesi Dergisi Cilt: 7 Sayı:11 Bahar 2006, s. 61- 73.

**Devlin, B.** (1997). *Intelligence, Genes and Success*. New York: Heredity Publishes

**Fraenkel, J. R., Wallen N. E.** (2006). *How to Design and Evaluate Research in Education*. Sixth Edition. New York: McGraw- Hill.

**Frymier, A.B.** (1993). *The Impact of the Teacher Immediacy on Students' Motivation over the Course of a Semester*. Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach FL, November 18-21, 1993).

**Frymier, A. B., Houser, M. L.** (2000). *The Teacher- Student Relationship as An Interpersonal Relationship*. Eric No. EJ611047.

**Geçer, A. K.** (2002). *Öğretmen Yakınlığının Öğrencilerin Başarıları, Tutumları ve Güdülenme Düzeyleri üzerinde Etkisi*. Summited in Partial Fulfillment of the Requirements for the Degree of Doctor of Education at Ankara University.

**Georgakopoulos, A.** (2003). *A Cross-Cultural Examination of Immediacy and Teacher Effectiveness*. A Dissertation Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy.

**Gilstrap, M. C.** (2004). *Closing in on Closeness: Teacher Immediacy as a Form of Emotion Labour*. Submitted in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy at Purdue University.

**Gorham, J.** (1988). *The Relationship between Verbal Teacher Immediacy Behaviours and Student Learning*. Communication Education 37.

**Harper, J.** (2001). *The Practice of English Language Teaching*. Essex: Pearson Education Limited.

**Hedge T.** (2000). *Teaching and Learning in the Language Classroom*. China: Oxford University Press.

**Kanmaz, F.** (2008). *İlköğretim Birinci Kademe Öğrencilerinin Başarılarında Öğretmen Yakınlık Davranışlarını Etkisi*. Summited in Partial Fulfillment of the Requirements for the Degree of Master in Social Sciences Institution, Yeditepe University.

**Kelly, C.** (2004). *A Review of Traditional and Current Theories of Motivation in ESL*. Retrieved 04.05.2010 <http://www.osaka-gu.ac.jp/php/kelly/papers/motivation.html>

**Kerssen- Griep J. D.** (1997). *Teacher Communication and Student Motivation to Learn: Competence as Classroom Facework*. A Dissertation Submitted in Partial Fulfillment of the Requirements for the Doctor of Philosophy Degree at the University of Washington.

**Kucuk, M.** (2009). *Teacher Immediacy Behaviours and Participation in Computer Mediated Communication*. Turkish Online Journal of Distance Education-TOJDE April 2009 ISSN 1302-6488 Volume: 10 Number: 2 Article 13.

**Kurt M., Kurt M.** (1999). *Öğretmenlerin Sözel ve Sözsüz Yakınlık Davranışlarının Güdülenme ve Başarı Üzerine Etkisinin Belirlenmesi*. 4. Ulusal Eğitim Bilimleri Kongresi- 1. Eskişehir: Anadolu Üniversitesi Yayınları, No: 1076.



**Lightbown P. M., Spada N.** (1999). *How Languages are Learned*. China: Oxford University Press.

**Malone, T. W., Lepper, M. R.** (1987). *Making Learning Fun: A Taxonomy of Intrinsic Motivations for Learning*. In R. E. Snow & M. J. Farr (Eds.), *Aptitude, Learning and Instruction: III. Conative and affective process analyses*. Hillsdale, NJ: Erlbaum.

**McDowell, E. E.** (1993). *An Exploratory Study of GTA's Attitudes towards Aspects of Teaching and Teaching Styles*. Paper presented at the Annual Meeting of Speech Communication Association (79th, Miami Beach, FL., November 18-21, 1993). Eric No. ED370147. Retrieved 12.05.2010 from <http://www.eric.ed.gov/PDFS/ED370147.pdf>

**Mehrabian, A.** (1981). *Silent Messages: Implicit Communication of Emotions and Attitudes*. Washington: Belmont C.A.

**Neill, S. R. St. J.** (1989). *The Effects of Facial Expressions and Posture on Children's Reported Responses to Teacher Nonverbal Communication*. *British Educational Research Journal*, Vol. 15, No. 2.

**Orpen, C.** (1994). *Academic Motivation as a Moderator of the Effects of Teacher Immediacy on Student Cognitive and Affective Learning*. Retrieved 12.07.2011 from

[http://findarticles.com/p/articles/mi\\_qa3673/is\\_n1\\_v115/ai\\_n28648919/](http://findarticles.com/p/articles/mi_qa3673/is_n1_v115/ai_n28648919/)

**Plax, T.G., Kearney, P., McCroskey, J. C., Richmond, V.P.** (1986). *Power in the Classroom VI: Verbal Control Strategies, Nonverbal Immediacy and Affective Learning*. *Communication Education*.35, 43- 55. Retrieved 05.05.2011 from <http://www.jamesmccroskey.com/publications/133.pdf>

**Pottee, N.** (1998). *An Examination of Cultural Influences on Teacher Immediacy on Teacher Immediacy and Student Motivation: Multiple Case Studies of Japanese High School Classrooms*. A Dissertation Submitted in Partial Fulfillment of the Requirements for the Doctor of Philosophy Degree in Department of Speech Communication in the Graduate School Southern Illinois University at Carbondale.

**Richmond, V. P., Gorham J. S., McCroskey J. C.** (1987). *The Relationship between Selected Immediacy Behaviours and Cognitive Learning*. *Communication Year Book*. P: 574- 590. Retrieved 11. 02. 2010 from <http://www.jamesmccroskey.com/publications/140.pdf>

**Rocco, K.** (2007). *Student Motivations and Attitudes: The Role of the Affective Domain in Geoscience Learning*. Presented in St. John's University. Retrieved 12.07.2011 from <http://serc.carleton.edu/NAGTWorkshops/affective/immediacy.html>

**Saechou, T.**(2005). *Verbal and Nonverbal Immediacy: Sex Differences and International Teaching Assistants*. Submitted in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy at Louisiana State University.

**Sasson, D.** (2007). *An Introduction to Three Types of Motivation in Second Language Learning*. Retrieved 12.07.2011 from [http://www.associatedcontent.com/article/192110/an\\_introduction\\_to\\_three\\_types\\_of\\_motivation.html](http://www.associatedcontent.com/article/192110/an_introduction_to_three_types_of_motivation.html)

**Taş, S.** (2009). *Öğretim Elemanlarının Sınıf İçi ve Sınıf Dışı Davranışlarının Öğretim Elemanı- Öğrenci İletişimine Yansımaları*. *Journal of Süleyman Demirel University Institute of Social Sciences*. Year:2009/1, Number: 9. Retrieved 21.04.2011 from [http://sosyalbilimler.sdu.edu.tr/PDF/yil5\\_sayi9\\_12.pdf](http://sosyalbilimler.sdu.edu.tr/PDF/yil5_sayi9_12.pdf)

**Tezcan, M.** (1981). *Eğitim Sosyolojisine Giriş*. Ankara Üniversitesi Eğitim Fakültesi

Yayımları No:91, Ankara.

**Thompson, C.** (1992). *The Relationships among Teachers' Immediacy Behaviours, Credibility, and Social Style and Students' Motivation and Learning: Comparisons Among Cultures*. Summited in Partial Fulfillment of the Requirements for the Degree of Doctor of Education at West Virginia University.

**Tinley, S.G.**(2008). *Teaching with Immediacy: A Relational Study of African American Male High School Students and Their White Female Language Arts Teachers Engaged in A Journal Dialogue*. Summited in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Steinhart School of Culture, Education, and Human Development, New York University.

**Valdez, A.** (2010). *What is the Meaning of the Descriptive Method in Research?*. eHow web page. Retrieved 22.06. 2011 from [http://www.ehow.com/about\\_6663890\\_meaning-descriptive-method-research\\_.html](http://www.ehow.com/about_6663890_meaning-descriptive-method-research_.html)

**Velez, S.** (2007). *What Is Motivation*. Retrieved 21.06.2010 from <http://ezinearticles.com/?What-Is-Motivation&id=945902>

**Violette, J.L.**(2002). *Immediately Clarifying Classroom Interactions: An Examination of Student Immediacy, Teacher Clarity, Teacher Gender and Student Gender on Student Affective, Cognitive and Behavioural Learning*. Summited in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy at the University of Kentucky.

**Williams M., Burden R. L.** (1997). *Psychology for Language Teachers A Social Constructivist Approach*. Cambridge: Cambridge University Press.



## **DETERMINING CATEGORICALLY THE VALUES TO TEACH THE CHILDREN IN SOCIAL STUDIES LESSON**

Mevlüt Gündüz

Suleyman Demirel University, Turkey

[mevlutgunduz@sdu.edu.tr](mailto:mevlutgunduz@sdu.edu.tr)

### **ABSTRACT**

The purpose of this qualitative research to determine the values teachers wish to bring to them in the Social Studies Lesson they have first in the school and to ensure that those values are classified under specific categories. The research is organized in the framework of phenomenological approach, which is one of the qualitative research methods. The study was conducted in the school year of 2014 – 2015 with the participation of 134 form teachers in total assigned in the city of Isparta. The data in the research was gathered by using semi-structured interview form. The data obtained was analysed by using content analysis technique, which is widely used in qualitative research techniques. According to the findings obtained, the values to give to the students in Social Studies Lesson are classified in two category as intrinsic and extrinsic. Intrinsic values are classified as religious, personal, humanistic, and familial while extrinsic values are classified as environmental, national, knowledge-based, and customary values. This study has shown that it is essential to lay a foundation of a number of values just as soon as children start school.

**Keywords:** Social studies lesson, value education, form teacher, classification of value

### **INTRODUCTION**

There is a close relationship between Social Studies Lesson and education because the purpose of education is to enable a child to adapt to the environment favourably and positively. Social Studies Lesson is the first lesson to fulfil this (Binbaşıoğlu, 2003). The ultimate aim of this lesson is to teach the student the natural and social reality as appropriate for his/her developmental characteristic.

Social Studies Lesson is different from the other lessons and has a privileged importance in that it includes all the values of joint life to the extent of human, society, and nature and it is the backbone among the first semester lessons in which the student starts to form consciously the multi-dimensional relationship pattern, and it is the basis for the second term lessons (Sabancı and Şahin, 2005: 38, in: Uğur, 2006:5).

In this context, Social Studies Lesson serves as an axis course. The other lessons, based on expression and skills, develops around Social Studies Lesson in the first three grades. Social Studies Lesson enables a child to improve holistically in the years of starting school. Wrong and deficient knowledge that a child obtains before starting school is corrected and completed at this stage. Social values that form the essential elements of education and that have ethical quality is given to the children by means of this lesson. Children start sharing the life with teachers that they started learning in the family. An unplanned, unscheduled family education is replaced by a planned, scheduled, and organized education (Özdemir, 1998, in: Uğur, 2006:5).

A child, first of all, is different from adults. Once he is born, he tries to get to know his environment. He gets curious about everything that is going on in the environment. He wants to know and understand the phenomena by asking questions (Sönmez, 1996:73). The best lesson to enable a child to adapt to his environment is Social Studies Lesson and this lesson has to reflect primarily the biological and social authenticity of a child. The adequacy of a child's cognitive, affective, and psychomotor development levels has the quality of a fundamental criterion in forming the subjects and the units in Social Studies Lesson (Topses, 2001:7).

Social Studies Lesson serves as a bridge in value education as well as it is essential in terms of many behaviours to be given to the child. The first place after family that the value education begins is school. Since the first lesson a child has in the school is Social Studies Lesson, this lesson has an important place in value education. After children have attained their first values in the family, the first



place for them to improve and internalize those values is school. Individuals can change through interactions the values they already have. An individual's school life is of great significance in this process because the process of an individual's gaining the values is formed by school life. At the same time, school is a field of living and learning based on values (Turan and Aktan, 2008). Akbaş (2004) states that in value teaching in primary schools, they use mostly teacher-centred and oral interaction based activities.

A child learns, until he reaches a given age, from his father and mother that form his environment (Aydın, 1993). The school is in the form of a complement and continuation of character formation, included in teaching activities, and citizenship education. Furthermore, the school is responsible for correcting various deficiency and fallacy from the family. For this reason, the responsibility of a school and of a teacher in terms of value education is essential (Akyüz, 1991).

In some studies conducted with relation to giving value education the importance it deserves, it is emphasized that the teacher, the school, and the systems should be in the centre and act together in applying value education (Bryk and Schneider, 2002), that studies to teach value education in the class, in the school, and in the society should be carried out (Refshauge, 2004), and that there is no place more appropriate than school for value education (Snook, 2007).

Considering that teachers, particularly form teachers, have a great impact on children, this should be utilized as a great opportunity in value education because in this period, children are affected by their teachers more than they are by their family. Since students spend their most valuable part of their life in school, teachers have significant responsibilities.

The studies conducted in educational sciences suggests that more qualified and more characterized students can be trained as the qualifications of teachers (personal and professional) increase (Gözütok, 1995; Gürkan, 1993; Mentiş Taş, 2004). For this reason, the fact that primary school students can be successful and characterized in the future depends on whether they love their form teacher or not (Demirel, 2011). If the crowd is too young and we plan to teach something to them, we should affect them first through our character rather than our knowledge (Erden, 2008). When it comes to young individuals and students, it is understood that personal qualities rather than professional skills are important in the person who is in teaching position (Yarar and Tekbıyık, 2009; Krzywacki, 2009).

For the above reasons, the knowledge, skills, and values to be given to the students in Social Studies Lesson are just very important. During this period in which individuals are open to being educated and taught, the values that form teachers give to children play a critical role in laying the foundations of children's future personalities.

### **Aim of the Study**

The purpose of this qualitative research is to determine and categorize the values that form teachers want the students to gain in the Social Studies Lesson, the first lesson that students have in the school. With this study, attention will be drawn to Social Studies Lesson, which is essential in making permanent the fundamental values gained in the school and in being internalized by the child. Also, it will contribute to further research on value, in terms of its being dealt with from early ages on.



**METHOD**

**Research Design**

The research is organized in the framework of phenomenological approach, which is one of the qualitative research methods. The purpose of phenomenological research is to define the different ways that people exhibit in experiencing, interpreting, understanding, or contextualize a given aspect of a phenomenon (Büyüköztürk et al., 2011; Çepni, 2010; Ashworth and Lucas, 1998). In this study, too, phenomenological method is used in order to discover the values that form teachers want the students to gain in Social Studies Lesson.

**Study Group**

The research was conducted in the school year of 2014 – 2015 with the participation of 134 form teachers in total assigned in the city of Isparta. The seniority of the form teachers, their ages, and the classes they teach differ. According to Yıldırım and Şimşek (2011), the fact that the researcher knows enough about the individuals who are the source of data is a precaution that increases the external reliability of the research. Personal information belonging to the participants are given in detail in Table 1.

**Table 1.** Personal attributes of the participants

Gender	Male		Female	
	59		75	
Location	City Centre		County	
	101		33	
Seniority	0-5 years	6-10 years	11-15 years	16 above years
	16	30	51	37
The class s/he teaches	1 <sup>st</sup> grade	2 <sup>nd</sup> grade	3 <sup>rd</sup> grade	4 <sup>th</sup> grade
	33	27	48	26

**Data Collection**

The data in the research was gathered by using semi-structured interview form. Semi-structured interview form technique is considered as a more appropriate one on account of the standardization it has to some extent and the flexibility at the same time (Ekiz, 2003). In preparing the form, literature review was done firstly, then the interview questions for pre-application are formed in line with the information obtained. 3 lecturers were consulted with relation to the form and the pre-application was carried out with 20 people. After that, the form teachers were requested to fill in the forms that says: *“I want to teach my students especially ..... values in Social Studies Lesson because I believe that those values should be taught to them in terms of .....”*

How the strategy, which was used in order to increase the reliability of the research, was used was stated clearly and in this way it is predicted that it will enable other researchers to use this strategy similarly (Silverman, 2000; Yıldırım and Şimşek, 2011). The researchers substantially increased the external reliability of the research by reporting the stages they followed elaborately, and also increased the internal reliability of the research by trying to convince the reader of the results of the research through their own perspective and by stating some of the findings as they are (Türnüklü, 2001; Robson, 1999). 3 expert opinions were consulted in order to ensure the reliability of the research. In the comparisons, the number of agreement and disagreement was determined and the reliability of the research was calculated by using Miles and Huberman formula (Reliability = agreement / agreement + disagreement). In the practice of reliability conducted in this specific research, a reliability of 92% was ensured.

**Analysis of Data**

The data obtained were analysed through content analysis technique, which is widely used in qualitative research techniques. The main aim in content analysis is to reach the contexts and interactions in order to present the data obtained. The data were analysed in four stages in content analysis. These are: coding the data, finding the themes, arranging the codes and the themes, defining and interpreting the findings. During the process of coding the data, the researcher tried to divide the data obtained into meaningful parts and to find what each part meant contextually. In the process of finding the themes, codes were brought together and analysed first. Shared points among the codes were expected to be found. Then, codes were categorized and a system was established so as to edit the data obtained. In the last stage, the data obtained were interpreted by means of this system (Yıldırım and Şimşek, 2011).

**FINDINGS**

In this research conducted in order to determine the values to teach the students in Social Studies Lesson according to teachers' opinions, these findings below were obtained after examining the answers from the interview form that the participants filled in:

**Table 2:** The values to be taught according to the participants' opinions

Classification	Types of Values	Frequency
External Values	Environmental values	6
	National values	21
	Knowledge-based values	20
	Customary values	18
Internal Values	Religious values	2
	Personal values	28
	Humanistic values	35
	Familial values	4

In Table 2, the values were formed out of the answers of the participants and the classification of those values are done and their frequency numbers were stated. Values were grouped in terms of external (n=65) and internal (n=69). Among the external values, national values (n=21) and knowledge-based values (n=20) were stated the most while among the internal values, humanistic values (n=35) and personal values (n=28) were stated the most. In the external values, the fact that the person was affected both by himself and by others was taken into account. However, in the internal values, the fact that the person was affected more by himself was taken into account.

**Findings Oriented to the External Values**

In this section, the values are included which are expected to be taught to students in Social Studies Lesson and which affect the students more with external aspect. These are grouped under the name of: national, knowledge-based, customary, and environmental values.

**Table 3.** Findings oriented to national values

Value	Frequency
Protecting historical values	3
National consciousness	3
Protecting the state	1
Being sensitive to government of the country	1
Being patriotic	2



Possessing national feelings	5
Possessing historical awareness	1
Knowing Atatürk	2
Being beneficial for the country	2
Protecting the social order	1

In Table 3, the frequency numbers of the values grouped under the name of national values were stated. Among the national values grouped with the participation of 21 people in total, *possessing national feelings* (n=5) was uttered the most.

According to form teachers' views, the country that people live in affects the formation of values. People correlate emotionally with the place they live in and their past. Because of that correlation, the feeling of national integrity develops. Besides, such moral values as the past national values, customs and traditions, culture, our ancestors, patriotism, national consciousness, and nationalism are also involved (Acat and Aslan, 2012; Kale, 2004; Ercan, 2001).

**Table 4.** Findings oriented to knowledge-based values

Value	Frequency
Being able to teach what is needed when the necessary conditions are provided	2
History	1
Geography	1
How to teach catching fish instead of giving fish	3
General knowledge	1
Being the life itself, not being close to it	4
Skills	1
Increasing the power of interpretation	2
Knowledge to use in real life	3
Being successful	2

In Table 4, the frequency numbers of the values grouped under the name of knowledge-based values were stated. Among the knowledge-based values grouped with the participation of 20 people in total, the idea of *being the life itself, not being close to it* (n=4) was included the most. According to the views of the participants, Social Studies Lesson is effective in that it is the first lesson that students have in the school. Children should be able to regard the school as a part of life itself and transfer what they learn in the school to life easily. If the principle of teaching from close environment to far environment can be applied properly in the process of teaching in that lesson, children will be able to regard the school as the life itself.

People do not accept things as they are while they are forming their value judgement. They learn by reasoning especially the values based on knowledge. For this reason, in Social Studies Lesson, environments in which children can gain knowledge by searching and internalizing should be provided, not environments in which children gain knowledge directly as it is. Also, in this lesson, the same sensitivity that is displayed in teaching the students to be honest, to behave respectfully, to be helpful and tolerant should also be displayed in teaching knowledge-based values. Knowledge-based values were addressed in value research by some researchers (Schwartz, 1992; Acat and Aslan, 2012).

**Table 5.** Findings oriented to customary values

Value	Frequency
Culture	1
Rules of good manners	2
Our customs and traditions	1
Value judgements	7
Values for us to use in real life	3
The desire to live together	1
Our social duties	1



The structure of the society	1
Commitment	1

In Table 5, the frequency numbers of the values grouped under the name of customary values were stated. Among customary values grouped with the participation of 18 people in total, the value that goes as teaching *value judgements* (n=7) was included the most.

In accordance with the views of the teachers, another one of the values to be taught to students in Social Studies Lesson was grouped as customary values. Such feelings as culture, rules of good manners, our customs and traditions, and commitment are the ones people care about. These feelings are included in the fundamental values, like national values, which are both fed by the past and shaped by the developments today. If we teach the students our customs and traditions, which most people in our society tries to protect and which have a significant place in ensuring the continuity of societies, we can surely increase the awareness of students. Therefore, we raise a more conscious and a more sensitive generation. Although customary traditions are not under this name in a great deal of research, it is listed under such names as national, cultural, and public (Schwartz, 1992; Ercan, 2001; Kale, 2004; Canatan, 2004; Acat and Aslan, 2012).

**Table 6.** Findings oriented to environmental values

Value	Frequency
Knowing his environment better	4
Respect for living beings	1
Awareness of a healthy life	1

In Table 6, the frequency numbers of the values grouped under the name of environmental values were stated. Among environmental values grouped with the participation of 6 people in total, the value that goes as *knowing his environment better* (n=4) was included the most.

When we say value, the first things that come to mind are a person’s self-oriented or interaction-oriented attitudes and behaviours. However, there are also values that people should conserve like being sensitive to the environment, protecting the animals, embracing the nature. The perception of value towards people will eventually exhibit itself towards other living beings. A new perception of value that was not included in value research and that may shed light on future value research has emerged.

### Findings Oriented to the Internal Values

In this section, the values are included which are expected to be taught to students in Social Studies Lesson and which affect the students more with internal aspect. These are grouped under the name of humanistic, personal, familial, and religious values.

**Table 7.** Findings oriented to humanistic values

Value	Frequency
The benefits of being different	1
Responsibility	4
Fairness	2
Humanity	1
Being honest	5
Being tolerant	9
Not being able to understand people if empathy is not developed	1
Respect for the elderly	1
Love for the youngsters	1
To love is the most beautiful thing in the world	2
The fact that we will be subject to the same thing if we do not show respect	1





A respectful individual of society	1
The danger of selfishness	1
Being a good person	2
How the relationships with people should be	1
The fact that race, religion, and language discrimination is wrong	1
Loyalty	1

In Table 7, the frequency numbers of the values grouped under the name of humanistic values were stated. Among humanistic values grouped with the participation of 35 people in total, the value that goes as *being tolerant* (n=9) was included the most.

Considering the values listed in the table in accordance with the views of the participants, it can be said that there are some values that both increase a person’s self-respect and shapes their adaptation to the society. With the value given to people gaining importance in the humanistic society, one can tell that the views are increasing as to teach those values to children from the early ages on. If the children who already gained and internalized those values can combine this with knowledge-based values, then it will be much more meaningful. Humanistic values have always been accepted by the society and taken its place among the classifications of values (Rokeach, 1973; Lickona, 1991; Schwartz, 1992; Acat and Aslan, 2012).

**Table 8.** Findings oriented to personal values

Value	Frequency
Knowing oneself	1
Self-respect	2
Sensitive individuals	3
Knowing that s/he is precious	5
Communication	2
Leadership	1
Professional awareness	1
Individuals who are ready for life	1
Being aware of his/her own existence	4
Living freely and independently	1
Happiness	1
How to cope with the difficulties in life	2
Socializing	3
Being able to see the future	1

In Table 8, the frequency numbers of the values grouped under the name of personal values were stated. Among humanistic values grouped with the participation of 28 people in total, the value that goes as *Knowing that s/he is precious* (n=5) was included the most.

The values listed in the table in line with the views of the participants can be said to be personal or self-oriented. As is known, values have both an internal and an external aspect. It is hard to distinguish between them because the feelings of human beings are affected by every change since they are a social being. Internal feelings can affect external effect or vice versa. Thus, considering a person as a whole will always make the correct interpretation easier.

Such values as knowing oneself, feeling self-respect, being sensitive, feeling oneself as precious, communicating effectively, being happy are among the ones that most people adopt and want to see in themselves. We can consider these values among the fundamental values that make us human and create personality. If we can teach the students those values in Social Studies Lesson, we can see happier individuals in the future. When we examine the research on classification of values, we can see that personal or self-oriented values are involved (Nelson, 1974, in: Naylor and Diem,1987; Acat and Aslan, 2012).

**Table 9.** Findings oriented to familial values

Value	Frequency
Reinforcing the values gained in the family	1
The importance of the family	3

In Table 9, the values grouped under the name of familial values were listed. Among the familial values grouped with the participation of 4 people in total, the value that goes as *Knowing the importance of the family* (n=3) was included the most.

When we look at the views of the participants, one of the most important values in society is familial values because a person interacts with the family members firstly and gain his first values here in the family. Then he internalizes those values by transferring them to society and by interacting with new people. Therefore, children should be made to feel the importance of family in Social Studies Lesson, which is the first lesson that they have in the school. Familial values are emphasized by various researchers in value research (Schwartz, 1992; Kale, 2004; Canatan, 2004; Acat and Aslan, 2012).

**Table 10.** Finding oriented to religious values

Value	Frequency
Not telling lies	1
Justice and equality	1

In Table 10, the frequency numbers of the values grouped under the name of religious values were stated. When we look at the answers of the participants, we can see the values that are included in in the table are religious-based values. Values are composed of a number of components, an important one of which is religion. To be more precise, it is known that values are fed by religion and religious factors dominate values. The foundation of many values such as justice, honesty, tolerance, love, responsibility, helpfulness, and respect are fed by religion. Religious values have always been included in a lot of research in which classification of values are carried out (Lickona, 1991; Spranger, in: Akbaş, 2004; Schwartz, 1992; Güngör, 1998; Acat and Aslan, 2012). In Social Studies Lesson, it would be beneficial to teach firstly the religious values in order to teach them other values properly.

## CONCLUSION and DISCUSSION

In this research conducted in order to determine and categorize the values to teach the students in Social Studies Lesson, these results were attained in accordance with the findings obtained from the answers of the form teachers:

The outlook for values in our changing and developing society can change in time an new perception of values can emerge. The importance of the research conducted for this situation is increasing (Gündüz, 2014; Uzunkol, 2014; Ülger, 2012; Tahiroğlu, 2011; Çengelci, 2010; Yiğittir, 2009; Aladağ, 2009; Keskin, 2008; Ulusoy, 2007; Dilmaç, 2007; Akbaş, 2004).

When the literature is examined, it can be seen that there are various research in which classification of value is carried out both in Turkey (Güngör, 1998; Ercan, 2001; Kale, 2004; Canatan, 2004; Acat and Aslan, 2012) and throughout the world (Rokeach, 1973; Nelson, 1974, in: Naylor and Diem, 1987; Lincona, 1991; Schwartz, 1992; Spranger, in: Akbaş, 2004). However, it is still impossible to talk about a definite value classification accepted by everyone (Aslan, 2011).

In this research, too, the values to be taught to children in the Social Studies Lesson, their first lesson in the school, were determined and classified in terms of certain categories. At the end of the classification, the values to be taught were grouped under two categories, which are internal values



and external values. While considering this criterion, much attention was paid to the fact that the children were affected more by themselves internally rather than by the value to be taught whereas the same attention was paid to the fact that the children not only were affected by themselves but also their adaptation to the society was made easier. As a matter of fact, these are two factors that complement each other. If we can teach children these values within Social Studies Lesson, not only will the children be happier but their interaction with people will be made easier.

Under the name of internal values basic category, religious values (Lickona, 1991; Spranger, in: Akbaş, 2004; Schwartz, 1992; Güngör, 1998; Acat and Aslan, 2012), personal values (Nelson, 1974, in: Naylor and Diem, 1987; Acat and Aslan, 2012), humanistic values (Rokeach, 1973; Lickona, 1991; Schwartz, 1992; Acat and Aslan, 2012), and familial values (Schwartz, 1992; Kale, 2004; Canatan, 2004; Acat and Aslan, 2012) are included. These values are the perception of values that make an individual happier, that form their purpose of living, that give feedback to people individually, and that are the underlying property of creating temperament and character. Considering that children's personalities start to form in early ages, teaching of these values to children will not only increase the individuals' personal happiness but also the children will not feel strange towards the society. Thus, firstly in Social Studies Lesson but in other lesson, too, if we teach children only in a knowledge-based way and ignore affective domain, we can enable them to be higher only in terms of cognitive aspect, but the knowledge which is not equipped with feelings will not make a person feel happy for a long time.

Under the name of external values basic category, national values (Acat and Aslan, 2012; Kale, 2004; Ercan, 2001), knowledge-based values (Schwartz, 1992; Acat and Aslan, 2012), and customary values (Schwartz, 1992; Ercan, 2001; Kale, 2004; Canatan, 2004; Acat and Aslan, 2012) are included. These values do not directly affect a person internally, but contribute to the internalization of internal values through its external aspect. Considering a person as a whole, internal feelings can affect external effect or vice versa. Thus, while teaching values to children, it would be better to do this without separation and by creating awareness. For a child who does not love the country, the nationality, the past values, our ancestors, and our customs and traditions, such internal values as love, tolerance, helpfulness, honesty will not form easily. As a result, feelings and behaviours both will affect a person as the two are interrelated.

Another dimension is that new values to be taught to children in school can emerge in the structure society that is always changing and developing (Acat and Aslan, 2012). Although every classification of value in this context can shed light on the improvement of this field, it is still impossible to talk about a definite value classification accepted by everyone (Aslan, 2011). Since values can affect one another, it is essential to keep in mind that the same value can be a part of more than one group (Şen, 2007) because perception of value is open to be examined from different perspectives as it is affective and relative.

In conclusion, this study has suggested that a great many values in line with the conditions of an ever-changing and ever-developing society can be taught to children in primary schools under the name of Social Studies Lesson. While teaching those values, we had better act consciously about the situation that the value involved will provide the student. We can say that Social Studies Lesson is an appropriate environment to teach values more consciously by being aware of the classifications of value after considering the questions of "Where will the child use that value?", "By which aspect will he use it?", "Which values are close to each other?", "Which values are more beneficial for increasing his self-respect?", and "Which values are necessary in order to live happily among people?"



## REFERENCES

- Acat, M. B. and Aslan, M. (2012). A New Classification of Value and the Values to Teach the Students In Accordance With This Classification. *Educational Sciences in Theory and Practice*, 12(2) 1460-1474.
- Akbaş, O. (2004). *Evaluation of the Fulfilment Level of Affective Aims of Turkish National Education System in the Second Grade of the Primary School*, Unpublished PhD Thesis, Gazi University, the Institute of Educational Sciences, Ankara.
- Akyüz, H. (1991). *A Research on the Basic Contexts and Domains of Educational Sociology*, Ankara, National Education Ministry Publishing.
- Aladağ, S. (2009). *The Effect of Value Education Approach in Primary School Social Sciences Teaching on Students' Level of Gaining the Value of Responsibility*. Unpublished PhD Thesis, Gazi University, the Institute of Educational Sciences, Ankara.
- Ashworth, P and Lucas, U. (1998). "What is 'world' of phenomenography?" *Scandinavian Journal of Educational Research*, 42(4), 415-431.
- Aslan, M. (2011). *Character Education in Primary School and the Values to Teach Students*, Unpublished Postgraduate Thesis, Osmangazi University, the Institute of Educational Sciences, Eskişehir.
- Aydın, S. (1993). *A Different Perspective of Education*, İzmir, TÖV Publishing.
- Binbaşıoğlu, C. (2003). *Teaching Social Studies*, Ankara, Nobel Publishing.
- Bryk, A and Schneider, B. (2002). *Trust in Schools: A Core Resource for Improvement*, New York: Russell Sage Foundation.
- Büyüköztürk, Ş. Çakmak K. E, Akgün, E. Ö., Karadeniz, Ş. and Demirel, F. (2011). *Scientific Research Methods*, Ankara: Pegem Academy.
- Canatan, K. (2004). Tendency towards Values in the European Union Countries, *Journal of Value Education*, 2(7-8), 41-63.
- Çengelci, T. (2010). *A Case Study on Realizing Value Education in Primary School in the Fifth Grade in Social Sciences Lesson*, Unpublished PhD Thesis, Anadolu University, the Institute of Educational Sciences, Eskişehir.
- Çepni, S. (2010). *Introduction to Research and Project Studies*, Trabzon: Akademi Publishing.
- Demirel, Ö. (2011). *The Art of Teaching Principles and Methods of Teaching*, Ankara: Pegem A Publishing.
- Dilmaç, B. (2007). *Testing the Humanistic Value Education Given to a Group of Science High School Students through Humanistic Values Scale*, Unpublished PhD Thesis, Selçuk University, the Institute of Social Sciences, Konya.
- Ekiz, D. (2003). *Introduction to Research Methods*, Ankara: Anı Publishing.
- Ercan, İ. (2001). *National and Universal Values in Primary School Social Sciences Programme*, Unpublished PhD Thesis, Onsekiz Mart University, the Institute of Social Sciences, Çanakkale.
- Erden, M. (2008). *Classroom Management*, Ankara: Arkadaş, Yayınları.
- Gözütok, F. D. (1995). *Democratic Attitudes of Teachers*, Ankara: Ekin Publishing.
- Gündüz, M. (2014). *The Effect of Teaching the Value of "Responsibility" in Primary School 3<sup>rd</sup> Grade through Project-Based Approach on Academic Success and Attitude*, Unpublished PhD Thesis, Gazi University, the Institute of Educational Sciences, Ankara.
- Güngör, E. (1998). *Research on Values Psychology*, İstanbul: Ötügen Publishing.
- Gürkan, T. (1993). *The Relationship between Primary School Teachers' Teaching Attitudes and Self-Conception*, Ankara: Sevinç Press.
- Kale, N. (2004). What kind of a Value Education, *International Symposium of Values and Their Education*, Values Education Central Publishing, İstanbul.
- Keskin, Y. (2008). *Values Education in Social Sciences Teaching Programmes in Turkey: Historical Development, Investigating the Efficacy of the Programmes of 1998 and 2004*, Unpublished PhD Thesis, Marmara University, the Institute of Educational Sciences, İstanbul.
- Krzywacki, (2009). Becoming a Teacher: Emerging Teacher Identity in Mathematics Teacher Education, *Research Report 308* <https://helda.helsinki.fi/bitstream/handle/10138/20029/becoming.pdf?sequence=1>, Retrieved: 19 - 11 - 2014.
- Lickona, T. (1991). *Educating for Character: How our schools can teach respect and responsibility*. Newyork: Bantam Books.
- Mentiş Taş, A. (2004). "Determining the Standards of the Social Sciences Teaching Programme", *the Journal of Educational Sciences Faculty*, 37(1), 28-51.
- Miles, M.B. and Huberman, A.M. (1994). *Qualitative data analysis*, Thousand Oaks, CA: Sage.
- Naylor, D, T. and Diem, R. (1987). *Elementary and middle school social studies*, New York: Random House.
- Refshauge, H.A. (2004). Values in NSW Public Schools, retrieved from [www.schools.nsw.edu.au](http://www.schools.nsw.edu.au). on the 12<sup>th</sup> of June, 2014.
- Robson, C. (1999). *Real World Research*. Oxford: Blackwell.
- Rokeach, M. (1973). *The nature of human values*, New York: The Free Press
- Schwartz, S. H. (1992). Universals in the content and structure of values: Theoretical advances and empirical tests in 20 countries. *Advances in Experimental Social Psychology*, 25, 1-65.
- Silverman, D. (2000). *Doing Qualitative Research: A Practical Handbook*. London: Sage.
- Snook, I. (2007). Values Education in Context. D.N. Aspin and J.D. Chapman (eds.), *Values Education and Lifelong Learning*, 80-92
- Sönmez, V. (1996). *Teaching Social Studies Lesson and Teacher Guide*, Ankara: Anı Publishing.



- Şen, Ü. (2007). *A Research on Value Education in Turkish Teaching By Means of 100 Fundamental Works Suggested By National Education Ministry in 2005*, Unpublished PhD Thesis, Gazi University, the Institute of Educational Sciences, Ankara.
- Tahiroğlu, M. (2011). *Teaching the Values of Love for Nature, Cleanliness, and Being Healthy and Determining the Students' Attitudes towards Values*, Unpublished PhD Thesis, Gazi University, the Institute of Educational Sciences, Ankara.
- Topses, G. (2001). "The Reason for Preparing an Inspection Guide for the Course Book of Social Studies Lesson", *Inspection Guide for Subject Area Course Book (Social Studies 1-3)*, Ankara: Nobel Publishing.
- Turan, S and Aktan, D. (2008). The Social Values That Exist in School Life and the Ones That Should Exist, *the Journal of Turkish Educational Sciences*, 6(2), 227-259.
- Türmüklü, A. (2001). Using Different Research Techniques Together In Order To Answer the Same Research Question in the Field of Pedagogy, *Education and Science*, 26(120), 8-13.
- Ulusoy, K. (2007). *Evaluating from Different Perspectives the Attitudes and Views of Students towards the Traditional and Democratic Values Included in High School History Programme*, Unpublished PhD Thesis, Gazi University, the Institute of Educational Sciences, Ankara.
- Uğur, T. (2006). "Teachers' Opinions on Primary School Programmes of Social Studies Lesson in 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> Grades", Unpublished PhD Thesis, Afyon Kocatepe University, the Institute of Social Sciences, Afyonkarahisar.
- Ülger, M. (2012). *Evaluating the Practices of Human Rights Citizenship Education in Primary Schools*, Unpublished PhD Thesis, Gazi University, the Institute of Educational Sciences, Ankara.
- Yarar, S. and Tekbiyik, A. (2009). "Investigating Teacher Candidates' Personal and Professional Perceptions towards the Job of Teaching", 1<sup>st</sup> International Conference on Education Research, On Sekiz Mart University, May, Çanakkale.
- Yıldırım, A. and Şimşek, H. (2011). *Qualitative Research Methods in Social Sciences*, Ankara: Seçkin Publishing.
- Yiğittir, S. (2009). *The Level of Attainment of the Values in Social Studies Lesson in 4<sup>th</sup> and 5<sup>th</sup> Grade in Primary School*, Unpublished PhD Thesis, Gazi University, the Institute of Educational Sciences, Ankara.



## **SPECIAL EDUCATION TEACHERS' PERCEPTIONS ABOUT PROJECT-BASED TEACHING: IMPLICATIONS FOR TEACHING OF COMPUTER ASSISTED LANGUAGE LEARNING (CALL) FOR HEARING IMPAIRED (HI) CHILDREN**

Ghulam HAIDER  
Assistant Professor,  
Professional Studies Section,  
Ali Institute of Education (Chartered), Laore, Pakistan,  
[haider038@gmail.com](mailto:haider038@gmail.com)

Tariq Nadeem KHAN  
PhD(Scholar),  
Department of Special Education,  
University of The Punjab, Lahore, Pakistan,  
[tnk414@gmail.com](mailto:tnk414@gmail.com)

### **Abstract**

This study investigates special education teachers' perceptions about project-based teaching methods, teacher roles, success and evaluation in Project-based teaching and traditional classroom instruction for HI Children. The analysis is based on qualitative data collected in public and private schools of Hearing Impaired Children. In-depth analysis of interviews and observations revealed the in-depth perceptions of special education teachers. These views were based on degree of experience and environment of school. In general, project-based methods were preferred among Special education teachers, who mostly perceived themselves as facilitators and considered motivation and transmission of values central to their work. Special education teachers appeared to capitalize on the use of CALL and project-based teaching in future for HI children.

**Keywords:** Special education teachers' perceptions; Project-based teaching; Traditional classroom teaching; Computer Assisted Language Learning (CALL), Learning Difficulties

### **Introduction**

The UN Development Programme's Human Development Report (2015) declared that the educational system of Pakistan is one of the most serious hurdles in its progress as a developed nation. Pakistan is one of only 12 countries in the world that spends less than two percent of its GNP on education. The adult literacy rate in Pakistan is under 50 percent. Among the problems Pakistan's education system faces today are inadequate government investment, a shortage of qualified teachers and poor teacher training, out-dated curricula, insufficient number and poor quality of textbooks and other teaching materials. Along with this grim picture, poor academic achievements, students with learning difficulties, disadvantaged, learning disabled, and school drop-out etc., all raise concerns for the education of children in Pakistan. The Government of Pakistan has declared education in general and Education For All (EFA) in particular, its top priority. Pakistan is also signatory to International commitments like Millennium Development Goals (MDGs) signed by the world leaders in 2000, and the Dakar Framework of Action for Education For All (April 2000) by 2015. Thus with the help of international leaders and UNESCO the Government of Pakistan has been trying to ensure to provide education to all children, particularly, education to students who are often under-served, including children with disabilities, from low-income families, students with learning difficulties and marginalized students for the realization and implementation of Article 25-A .

Article 25-A of the constitution of Pakistan guarantees all children the right to free and compulsory education to all children of 5 to 16 without any discrimination. Along with millions of out of school children there is a dire need for continuous and substantial academic improvement for those students



who are studying at different levels. Therefore, in line with this policy, the Government wishes teachers to judge which students need special instruction in their classes, whether they are able to learn from the typical classroom instruction or they need some special support like activity based teaching and project based teaching etc., in their regular classroom. This research will help teachers, practitioners and other stakeholders determine the impact of project-based teaching on the academic achievement of students in contrast to typical classroom teaching.

Students with HI often lack understanding and consequently fail in the education system when teachers consistently use traditional teaching strategies such as lecture methods, grammar translation methods etc., (Hilliard, 1990). However, there is a moving away from a passive teacher-lecture/student-listen mode of instruction to a more active encounter of learning activities (Punjab Education Department, 2000). The assumption that students need more than just engaging in passive learning programs to be successful in school and the real world, motivated the researcher to study project-based teaching as a teaching strategy which can help improve students' academic results.

Students participate in an extended process of inquiry in response to a complex question, problem, or challenge, and this is also assumed that students who find school boring are encouraged to learn with the help of project based teaching((Hilliard, 1990)). Project-based teaching helps students to engage in their own learning and provides them the opportunity to explore their own interests as they make decisions to solve real problems (Buck Institute for Education, 2011; Harada, Kirio, & Yamamoto, 2008).

Researchers conducted studies over the last two decades that confirm students' engagement and motivation lead to higher academic performance (Brewster & Fager; Anderman & Midgley & Lumsden) as cited in Harada, Kirio, & Yamamoto (2008, p. xviii). Researchers have assumed that project approach cultivates a child mentally, which includes not only knowledge and skills, but also emotional, moral and aesthetic development (Katz & Chard, 1999). Therefore, the researcher deems it an important task to investigate the perceptions of students about the impact of project-based teaching on their academic achievements.

A fewer studies have addressed special education teachers' perceptions about project-based teaching, their views about traditional teaching methods such as lecture method and the ways in which special education teachers can capitalize on opportunities provided by 21st-century innovations. In this context, the effectiveness of students can be increased by the help of project-based teaching. Further in 21<sup>st</sup> century traditional teaching has no more place because this century demands knowledge which is generated via intellectual means because knowledge that is acquired and applied mechanically is short-lived; thus, new approaches are necessary and creativity assumes a greater role in 21<sup>st</sup> century teaching and learning. Moreover, there is need to promote practice-based learning such as classroom learning and practical knowledge, which is an everyday necessity and a regular expectation on the labour market. Similarly, good communication, excellent problem-solving skills and the ability to work individually and in a team are also among the most frequent requirements in job advertisements. Consequently, the development of such skills should be focused in our day to day teaching and learning. Project-based teaching is not merely an extra activity to boost learning, but an important part of the curriculum and that project-based teaching is based upon scientific approach and the development of skills, which would also be necessary for learning situations in general (Bell 2010).

## **Literature Review**

Campbell (2012) observed the use of project-based teaching in ESL classrooms with 15–16-year-old students. The study used mixed methods including observations and a collection of artifacts, direct instruction times and attendance. During the analysis of over 60 h of observation, various themes were



identified, including direct instruction, missing directions, wasted time, computer distractions, attendance, follow-through, vocabulary instruction, grouping, class size, percentage of ESL students, student motivation, use of resources, differentiated instruction such as project-based teaching, and student confidence and ability. It was concluded that the development of communicative competences enhanced collaboration (Campbell 2012).

Language teaching and intercultural education offers yet another context in which the notion of authenticity is rooted. Real-life applications and authentic materials are especially relevant for language learners, who otherwise would not encounter such contexts in their everyday lives. Presenting cultural and social aspects of language learning was a central goal in the project-based teaching project implemented by Wu and Meng (2010). They emphasized that project-based teaching facilitated the acquisition of such knowledge even for learners with low language proficiency. The development of communicative competence and the accomplishment of communicative goals were fostered by cooperation and 'learning by doing'. This development was also clearly visible in the posttest scores of the experimental group, who were seen to be more motivated than the control group. The benefits of project-based teaching were observed in the development of cognitive and metacognitive strategies and the increase of motivation, which resulted in an increase in English proficiency. During the evaluation of the programme, learners reported increased intercultural knowledge, highly positive attitudes towards project-based teaching and increased cultural sensitivity, motivation and language proficiency. Moreover, development of metacognitive skills was also reported. Furthermore, enhancing English proficiency and communicative competence also involves pronunciation teaching. Metacognitive skills and metalinguistic awareness can be developed by using visualization tools in pronunciation teaching, especially with the use of ICT tools in Computer Assisted Pronunciation Teaching (Nagy 2014).

Hallerman et al. (2011) defined the essential elements of project-based teaching categorized into two main groups: significant content and 21st-century skills. Significant content consists of three elements, driving question, in-depth inquiry and public audience, and focuses on teaching subject-based knowledge and skills. 21st-century skills include the need to know, student voice and choice, revision and reflection, skills which facilitate critical thinking, problem solving, collaboration and cooperation, and communication. According to Hallerman et al. (2011), a successful project is based on meaningful learning and authentic tasks and products, student discovery and real-world application.

The involvement of real-life application and real-world objects in interdisciplinary CALL projects produces considerably improved learner experience and frequently results in increased motivation even in heterogeneous groups involving low-achieving students. In a qualitative study, Baumgartner and Zabin (2008) analysed the effect of students' scientific knowledge and attitudes. The results demonstrated the positive effect of project-based teaching on students' understanding of scientific processes and attitudes. Similarly, Beneke and Ostrosky (2008) examined teacher perceptions and revealed a positive view on the part of Special education teachers and increased motivation among learners, including differently-abled learners, who also benefitted from project-based teaching. They also reported the positive effect of involving real-world objects in the preschool world. These results also show that project-based teaching can cater to a variety of learner types. These results were supported by Cheng et al. (2008) who also demonstrated that project-based teaching is effective in heterogeneous groups as well, since it was group processes, and not the structure of the group, that were identified as predictors of self-efficacy, irrespective of the performance level of learners. Chu et al. (2011) used mixed methods and combined inquiry project-based teaching and the collaborative teaching method with Year 4 students and found that information literacy and ICT skills developed. Similarly, Grant and Branch (2005) carried out a project-based teaching to map individual differences and abilities and found evidence for the flexibility of this method, which was used in various contexts.





Doppelt (2003) maintains that the use of project-based teaching reinforced motivation and positive self-concept among low-achieving students in 3 years of training, thus improving their performance during that time. Throughout the programme, students developed their metacognitive skills by solving interdisciplinary problems and managed their own work, while documenting the steps of the process. Real-life applications were intertwined with the original goal of the electricity track. In addition to professional skills, students developed their ICT skills while researching the topic and documenting implementation. Furthermore, Duncan and Tseng (2010) applied project-based teaching in biology and concluded that concept learning was successful, however not to the level that had been hypothesized.

In short Project-based teaching also determines the role of teacher as of a facilitator and guide who provide scaffolding during project-based learning (Holm 2011 ; Bell 2010). As teacher guidance is commonly claimed to be important in the implementation of project-based teaching. However, this is difficult to accomplish unless the Special education teachers receive adequate training. Besides theoretical training, Special education teachers also need practical training to be able to fully exploit the potential of this method (Wu and Meng 2010). Tal et al., (2006) identified teacher skill as a predictor of the success of project-based teaching. Hertzog (2007) has mentioned difficulties in the implementation of project-based teaching with Year 1 students, stemming from the perceptions of Special education teachers about teaching methods and children's needs. Most of the Special education teachers showed reservations about project based teaching due to time restraints. Among the hurdles in the implementation of project based teaching school policies and curriculum requirements are most identified factors in literature. However, the final results pointed to the importance of project based teaching as a more student-centred approach that could engage students for an increased time. Balasubramanian et al. (2014) measured the perceptions of 249 students on the use of project-based ICT learning environment and found that students preferred this platform for the management of learning via forums and development of social skills. However, in other contexts, it was noted that the responsible and critical use of ICT tools posed extra tasks for the teacher in terms of planning and management of class activities (Campbell 2012).

## **Research Design**

In the present study, the researchers explored Special education teachers' voice with regard to Project-based teaching. An open ended in-depth interview and class short time observations were designed for elementary and secondary school Special education teachers. Participation was optional, and the interviews continued for almost 60 to 70 minutes were carried out at the participants' convenience. Schools were contacted via telephone to ensure that all respondents actually used Project-based teaching in their teaching practice. Direct confirmation from each educational institution was necessary, as not all schools use Project-based teaching and it is occasionally confused with cooperative learning or problem-based learning. As the first step of the recruitment procedure, school principals were contacted and were entrusted with the decision whether the interviews and observations could be possibly conducted to Special education teachers in their institution. The letter for invitation to participate in the study included detailed information regarding the aim of the study and ethical issues.

## **Participants**

In total, special education teachers from eight schools participated in this study. Both public schools and private secondary schools offer learners various forms of teaching, but only learners in private secondary schools enjoy the option of taking project based examinations, which grant them access to practical education. In terms of teaching experience, the sample included a wide range of special education teachers. During the analysis, we included 05 special education teachers in the group



of novicespecial education teachers, who have 10 or fewer years of practice, 05special education teachers in the group of *experienced special education teachers* having 11–20 years of practice, and 05special education teachers in the group of *expert special education teachers*, who have more than 21 years of practice. But we conducted interviews with only 06 special education teachers due to lack of time and an extended data of interviews transcriptions for analysis afterwards.

Interviewswere routinely conducted as part of the school program evaluation. These interviews provided a snapshot of special educationteacher perceptions about project based teaching. We got qualitative data such as; (a) artifacts, (b) classroom observations and consultations,and (c) individual interviews. Interview data were transcribed and coded. Observations were recorded as thick descriptions and coded. The constant comparative method identified emerging themes (Glaser & Strauss, 1967). Formal, time-dependent data collection resides alongside informal, ongoing observations. Individual interviews provided opportunities for member check to authenticate findings from all data sources. The researchers observed participants within high school contexts, with ample prolonged exposure to ensure observations of typical classroom practices. Analyses focus on qualitative cohesiveness as well as differences in experiences across the participants. Individual responses are decontextualized and then grouped together into qualitatively different categories across the group. To protect confidentiality, all campus and participant names are pseudonyms.

## Research Question

To exploreSpecial education teachers’ teaching methods and to discover their opinions aboutProject-based teaching the researchers used the following research question:

1. What are the perceptions of Special educationSpecial education teachers about Project-based teaching for Hearing Impaired Students?

## Results

Special education teachers in this study actively sought an educational environment that supported their personal philosophies of teaching. Special education teachers with graduate degrees in English indicated thatproject-based teaching resembles the work of scientists, “If you don’t teach science the discipline, the processes, then you’re really not teaching science. A lot of the stuff that I might teach them now might be outdated by the time they’re adults. So if they’re not learning how to think like a scientist, how to use data to actually make inferences and to come to conclusions....then I have failed.” In contrast, the other two Special education teachers emphasized the difference between project-based teaching or CALLand how they learned language, “I was miserable in high school - did not see the point - and I was hoping that with the project-based model there would be a point.” Special education teachers believe project-based teaching causes students to think deeply about content. One teacher commented, “Last year, I heard over and over again, ‘This school is hard. I go home with a headache every day,’ ‘I didn’t have to think like this at my other school.’” Another stated, “If you scaffold [project-based teaching] carefully, it can be really intense and it can get really at these misconceptions as opposed to if you did a direct teach, which I sometimes have to do to clarify but, if I were to do everything like that, there’d be, these conversations would be missing from my classroom and I think a lot would be lost.” Importance of collaboration. All Special education teachers commented that collaboration with their peers was necessary for successful project implementation and they all indicated that being forced to collaborate asSpecial education teachers helped them adopt that strategy. One summarized, “I could not get through a day if I hadn’t been a more, really open to collaboration with other Special education teachers and the institute forced you to do that all the time.” Third year transitions. As Special education teachers transitioned into their third year of teaching, they shifted from focusing on producing units and struggling with project-based teaching as



a method to strategically targeting skills they felt would have the most impact on student success. Two Special education teachers felt that their focus during their first two years of teaching was on being true to the method. One stated, “Last year I was still worried about ‘what does project-based teaching mean?’ and sticking to it.” Both felt comfortable enough with project-based teaching in their third year to begin integrating other methods within their projects. They indicated they were better able to seamlessly integrate labs during their third year and they no longer felt guilty if they need to direct teach concepts. Two Special education teachers pinpointed rubrics as key to student success in project-based teaching. One focused on aligning her rubrics with state content standards: And I get really anal about it to the point that per rubric on the left column, I’ll say what the [state standard] is and I really think deeply about proficient and advanced. Is it really demonstrating the skill that is described in that [state standard]? And if that rubric is solid, then I can almost be guaranteed that all of the support materials I’ll prepare to get them to satisfy the rubric will be aligned as well. The other added, I think one of the things I tweak a lot now is the unsatisfactory column. Instead of putting, “did not do this, did not do that,” I find myself putting mistakes I expect them to make there like “confuses genotype and phenotype.” Those are things you can check against. I tell them to make sure they don’t do the things in the unsatisfactory column. One teacher also noted that she was also getting better at assessing students. She stated that she was implementing “more frequent assessments that help me actually adjust what I’m doing. I’m doing better at recognizing what they need.” One of the Special education teachers indicated that attaining rigor in her projects was difficult. “Coming from my own high school background and student teaching where it was just worksheets made it really difficult [to achieve rigor]. At the beginning I was just scratching the surface and now I feel like I’m digging deep.” Interestingly, Special education teachers who taught courses outside their major field of study indicated that it was difficult initially to come up with long projects saying they “compartmentalized things too much.” They both expressed pride at finally implementing several big projects as opposed to lots of little ones. Rich (1993) found that subject matter proficiency was key for expert behavior in novel situations. Managing student groups was a struggle for all case study Special education teachers even in their third year. One surmised, “I still feel frazzled with the group dynamics – managing the appropriate use of time.” Another admitted, “One thing I need to get better at is using their group contracts to make them accountable.” Group contracts are written agreements devised by students using a template. The goal of the contracts is to give students guidance about their behavior in the group and to empower students to hold each other accountable. Groups can “fire” unproductive members who then must find another group or work alone. A third teacher concurred, “I lose track of time. We get to the end of the project and haven’t had a collaboration evaluation.” Even in her third year, one teacher admitted, “I can’t picture it in my head. I see groups who use it well and those that don’t and I can’t figure for the life of me how to tell those who don’t [use group contracts well] how to do it.” Special education teachers also struggled with level of structure needed for students. Many of the Special education teachers indicated feeling guilty if they provided too much structure for students. One teacher noted, “One of the misconceptions in project-based teaching is that you just give the students an entry document and they will work independently. Special education teachers think they’re doing something wrong if that doesn’t happen. Really, they’re just kids and they need guidance.” Another reflected this attitude when she described her perfect project as one in which the students “could do whatever the task was without asking me and know that they were right.” Special education teachers were beginning to realize that they needed to differentiate the level of support for younger students. It’s almost like there’s too much freedom for them at first. It seems like the younger you have them, the more you need to micromanage the process for them or scaffold. You almost have in your mind that you present this project to them and let them go and with the younger kids, it doesn’t work. I have in my mind that if I micromanage, I’m doing something wrong. I’m finding with the sophomores that there’s more micromanaging that I should be doing. One teacher suggested aligning project-related skills to increase student success in the project-based teaching environment. “What I would like to do is look at a vertical alignment. By the end of freshman year we want them to be at this point with using the group contract and by the end of sophomore use it.”



## Discussion and conclusion

Special education teacher participants repeatedly stated that the best way for them to ensure that project content was aligned to the standards was to start with the standards and work backward. Peer review of projects prior to implementation also serves as a check for centrality as well as providing opportunities for interdisciplinary links. Their use of backwards curriculum design with a detailed rubric for the final project helped them stay focused during the project so that students met state requirements. Project-based teaching goes hand-in-hand with national professional standards for teachers. It provides a vehicle to posit the standards in everyday practice and, when project-based teaching is implemented with fidelity, the student achievement results show that the standards work. Teachers who regularly utilized project-based teaching did more than achieve content success; they created classroom learning environments where a normative culture of collaborative learning/teaching was the typical, everyday experience. Participants in this study clearly indicated that designing projects around national standards was essential for addressing testing requirements. Yet, our findings went beyond testing successes. This study showed that through deeply embedded project-based teaching instruction and a continued trajectory of project based teaching that these participants were able to create classroom communities that imitated how teaching and learning is done in real world in working contexts. The participants used project-based teaching to bridge the gaps between a) theory and public school actions, b) real world teaching and public school learning, and c) when the standards become goals for language teaching and learning, the standards become reality in reflecting actual student achievement. Moreover, this study showed how teachers' believed that project-based teaching would fill gaps between stated goals and actual student achievements in schools with large pockets of students who were identified with low socioeconomic status, rural, and English language learners. A large portion of students interviewed indicated that they would like to use CALL as project-based teaching methodology in their classes; yet, like their fellow project-based learners, they held high hopes of using project-based teaching and CALL despite traditional methods of teaching.

## References

- Abdulwahed, M., Nagy, Z. K., and Blanchard, R., (2008). *Constructivist Project Based*
- Arnold C. M., (2005). *Outcomes of Assigning Collaborative Project-Based Activities to Eighth-Grade Georgia History Students*. Retrieved from [http://chiron.valdosta.edu/are/vol4no2/PDF/ArnoldCAM\\_ARE.pdf](http://chiron.valdosta.edu/are/vol4no2/PDF/ArnoldCAM_ARE.pdf)
- Buck Institute for Education, (2011). *Buck Institute for Education: Project-Based learning for the 21st Century*. Retrieved from [http://www.bie.org/site/PBL/web\\_resources/](http://www.bie.org/site/PBL/web_resources/)
- Buckley, C. & Waring, M., (2005). *The evolving nature of grounded theory: experiential reflections on the potential of the method for analysing children's attitudes towards physical activity*. Paper presented at the British Educational Research Association Annual Conference, University of Glamorgan, September 14-17, 2005
- Bullard, J. Bullock, J.R. (2006). *Modeling Collaboration, In-Depth Projects, and Cognitive Discourse: A Reggio Emilia and Project Approach Course*. Montana. Retrieved from <http://ecrp.uiuc.edu>
- Carroll, C. (2008). *Assessing Project-Based Learning: A Case Study of an Undergraduate Selling and Sales Management Module*. University of Limerick. Retrieved from <http://www.docstoc.com/docs/2361419/10>
- Chard, S.C. (1999). *From Themes to Projects*. Retrieved from <http://ecrp.uiuc.edu>
- Creswell, J. W. & Plano Clark, V. L. (2007). *Designing and conducting mixed methods research*. Sage Publications, Thousand Oaks, CA
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage.
- Creswell, J. W. (2007). *Qualitative inquiry & research design: Choosing among five approaches (2nd ed.)* Thousand Oaks, CA: Sage.
- Creswell, J. W., & Miller, D. L., (2000). *Determining Validity in Qualitative Inquiry*. *Theory into Practice* Volume 39, Number 3, Summer 2000, College of Education, The Ohio State University
- Creswell, J. W., (1994). *Research design: Qualitative & quantitative approaches*. Thousand Oaks, CA: Sage.
- Creswell, J. W., (1998). *Qualitative Inquiry and Research Design, Choosing Among Five Traditions*. Thousand Oaks, Sage Publications
- David, J., (2008). *What research say about project-based learning*. *Educational Leadership*, 65(5), 80-82, 2008 (February)
- Gersten, R. & Dimino, J. A., (2006). *RTI (Response to Intervention): Rethinking special education for students with reading difficulties (yet again)*. *Instructional Research*



- Glaser, B. G. & J. Holton, (2004). *Remodeling Grounded Theory*. Forum: Qualitative Social Research. Volume 5, No. 2, Art. 4- May 2004. Retrieved from <http://www.qualitative-research.net>
- Glaser, B. G. (1978) *Theoretical sensitivity: advances in the methodology of grounded theory*. Sociology Press Mill Valley, CA.
- Government of Pakistan (GOP). 1988. Ministry of Education, Islamic Education Research Cell. Dini Madaris ke Jama Report. Islamabad: Printing Corporation of Pakistan Press.
- Haider, G. (2012). "An Insight into Difficulties Faced By Pakistani Student Writers: Implications for Teaching of Writing, *Journal of Educational and Social Research*, 2(3), 17-28
- Haider, G. (2012). "Teaching of Writing in Pakistan: A Review of Major Pedagogical Trends and Issues in Teaching of Writing, *Journal of Educational and Social Research*, 2(3), 215-226
- Haider, G. (2012). "Process Approach in Writing: Issues and Implications for Teaching in Pakistan, *International Journal of Humanities and Social Science*, 2 (2), 147-150
- Haider, G. (2012). An investigation of problems faced by L1 (Urdu) 5th grade Hearing Impaired students in Urdu written expression: Implications for Teaching of L1 (Urdu)", *Academic Journal of Interdisciplinary Studies*, 1, (02), 253-265
- Haider, G. (2012). "An Investigation of Pakistani L2 HI Writers' Perceptions of Previous Writing Experience in L2: Implications for Literacy Development in Pakistan for HIC", *Mediterranean Journal of Social Sciences*, 3, (11), 221-234
- Haider, G. (2012). "What the Pakistani L2 Writers Do When They Write An Investigation of the Composing Processes of Pakistani L2 Writers", *Academic Journal of Interdisciplinary Studies*, 1, (02), 171-180
- Haider, G. (2013). Cognitive Discourse Analysis of L2 Writer's 'Think-Aloud Protocol: A Case Study. *Language In India*, 13:11, 591-606.
- Haider, G. (2013). The Effects of Peer (Group) Discussion on L2 Writing of Students with Learning difficulties due to HI (LD) and Students without Learning difficulties due to HI (LD) Implications for Teaching of Writing in Pakistan. *Turkish International Journal of Special education and Guidance & Counseling*, 2, (02), 47-57
- Haider, G. (2013). "Self-Accessed and Self Regulatory Practices in Teaching of Writing In Pakistan" *European Journal of Educational Sciences*, 1, (1), 53-61
- Haider, G. (2013). Perceptions of ESL Teachers towards CALL: Implications for ELT (English Language Teaching) at the Intermediate Level-A Case Study from Pakistan. *Language In India*, 13:8, 204-238.
- Haider, G. (2014). A Brief Review of Writing Processes in the Light of the Holy Quran. *International Journal of English and Education* 3, (02), 447-461
- Haider, G. (2014). A Comparison of English and Urdu Organizational Patterns in Argumentative Writing of Pakistani EFL Students *International Journal of English and Education* 3, (01), 200-212
- Haider, G. (2014). Analysis of Malala Yousafzai's Speech: Application of Aristotle's Ethos, Pathos and Logos. *International Journal of English and Education* 3, (01), 115-119
- Haider, G. (2014). An Exploratory Study of Organizational Problems Faced by Student writers in Expository L2 Writing in Pakistan. *International Journal of English and Education* 3, (01), 127-145
- Haider, G. (2014). Attribution Theory and L2 Writing Processes: Results and Implications. *International Journal of English and Education* 3, (02), 436-446
- Haider, G. (2014). Perception of Students with Learning difficulties due to HI towards English Composition Writing through Activities. *Turkish International Journal of Special education and Guidance & Counseling* volume 3, (1), 27-35
- Hilliard, A. (1990). *Restructuring to Promote Learning in America's Schools*, Video Conference #9. North Central Regional Educational Laboratory. Retrieved from <http://www.ncrel.org/sdrs/areas/issues/students/atrisk/>
- Jacobsen, D.A., Eggen, P. & Kauchak, D., (2002). *Methods for teaching (6th ed)*. Upper Saddle River, NJ: Merrill-Prentice Hall.
- Neill, J. (2005). *John Dewey, the Modern Father of Experiential Education*. Wilderdom Outdoor Education. Retrieved from <http://www.wilderdom.com/experiential>
- Ozman, H. A. & Craver, S. M., (2008). *Philosophical foundations of education*, 8th ed. Merrill Prentice Hall
- Pant, S., (2008). *Doing Research from the Grounded Theory Perspective*. Research World, Vol.5, Report R5.15 Online Version ISSN 0974-2379 Retrieved from <http://www.wl.ximb.ac.in/RW>.
- Vygotsky, L., (1978). *Interaction between learning and development*. From: *Mind and society* (pp.79 – 91). Cambridge, MA: Harvard University Press

#### WEB SOURCES:

<https://www.wilsoncenter.org/event/no-child-left-behind-the-crisis-pakistans-education-system>

[https://www.pearsonhighered.com/assets/hip/us/hip\\_us\\_pearsonhighered/samplechapter/0135145724.pdf](https://www.pearsonhighered.com/assets/hip/us/hip_us_pearsonhighered/samplechapter/0135145724.pdf)



<http://www.pildat.org/publications/publication/EFA/RighttoFreeandCompulsoryEducationinPakistanBackgroundpaper.pdf>

<http://pakistanconstitutionlaw.com/article-25a-right-to-education/>

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4728160/>

IOJPE



## A CRITICAL STUDY OF PRIMARY EDUCATION SITUATION IN AJK STATE

Muhammad Sabil FAROOQ  
Department of Sociology, Nankai University,  
94 Weijin Road, Tianjin, P.R. China 300071  
[sabilfarooq@hotmail.com](mailto:sabilfarooq@hotmail.com)

Dr. Yuan Tong KAI  
PhD Professor Department of Sociology  
Nankai University Tianjin, P.R China  
[tk.yuan@hotmail.com](mailto:tk.yuan@hotmail.com)

### Abstract

AJK (Azad Jammu & Kashmir) government is a small administrative unit under overall sovereignty of Pakistan. It has a total area of 13297 sq kilometers with a population of about 3.8 million. This study critically examines the problems of primary education system in AJK State specifically in govt. primary schools in Pakistan administrative Kashmir, a part of former princely state called Azad Jammu & Kashmir. For this purpose a significant review of on hand literature was passed out. On the basis of deeper and critical investigation into the literature, the study found that primary education is the most neglected, poorly financed and poorly managed. There is political interference in the system which breeds corruption, favoritism and nepotism. The system of supervision is weak and traditionally characterized having no effective mechanism for teacher training with poor system of accountability, teachers are underpaid and successive educational policies have failed to bring any positive changes in the system due to poor implementation. The curriculum of the primary education is outdated. Assessment is based on the memory of the students rather than their performance. On the basis of this study it is recommended that the problems can be solved by robust system of accountability, eradication of corruption, quality assessment system, non political interference, and quality curriculum and teachers motivation.

**Keywords:** Primary education, causes of problems, foundation of education, recommended solutions

### Introduction

In addition to being a right, basic primary education underpins the success of a society. Every year of primary education increases a person's productivity and reduces their dependence on social resources. The goal of education is to enable children to learn, realize their full potential, and participate meaningfully in society. In spite of increasing enrolment rates, too many children are learning far less than what they are taught about or what they ought to learn in school. This low learning achievement is most frequently due to a combination of factors that include inadequate learning environments, inappropriate teaching methods and frequently unmotivated teachers, and the malnourishment and unhealthy environment. Enhancing the quality in education, there must be based on developing educational systems that are integrated and responsive to the multiple obstacles of children's learning. Quality education redresses gender and other inequalities; children's health and nutrition; issues of parental and community involvement; and the management of the education system itself. The benefits and impact of quality education also make invaluable contributions to all areas of human development, improving the status of women and helping to alleviate and eventually eradicate poverty.

The Convention on the Rights of the Child (CRC) recognizes the right of every child to education and requires States to provide free and compulsory basic education (article 28). It further calls on governments to ensure that education leads to the fullest possible development of each child's ability, and to respect children's parents' cultural identity and for human rights (article 29). The CRC obligates both national governments and the international community to promote cooperation and ensure that the rights of children are met. The World Conference on Education for All in Jomtien Thailand sponsored by UNDP, UNESCO, UNICEF and the World Bank marked a



significant shift in the world's collective approach to education, broadening notions of quality in basic education and understanding its delivery focusing special attention on the world's poorest citizens. The Millennium Development Goals (MDGs) emerged from the United Nations (UN) Millennium Declaration in 2000, and are arguably the most politically important deal ever made for international development. They identify specific development priorities across a very broad range, including poverty, education, gender health, environment, and international partnerships. These goals have substantially shaped development dialogue around the world. Some development agencies judge all their activities on the contributions to achievement of the MDGs. The MDGs are also important for providing general framework for channelizing the public sector development efforts. Governments of both the developed and under developed countries have made certain commitments in the Millennium Declaration in order to achieve the goals within given time frame. The developed countries promised to enhance their contribution up to 0.7 per cent of their GDPs. The G8 Finance Ministers agreed in June 2005 to provide enough funds to the World Bank, the International Monetary Fund (IMF), and the African Development Bank (AFDB) to cancel an additional \$40 to \$55 billion in debt owed by members of the Heavily Indebted Poor Countries (HIPC) to allow impoverished countries to channel the resources saved from the forgiven debt to social programs for improving health, education and poverty. Second MDG envisages the achievement of universal primary education as a goal to be achieved till 2015. Government of Pakistan has committed to allocate 7% share of its GDP in order to achieve the said target. Since its independence, Pakistan lagged behind in national development and progress due to weak education system. The primary system of education could not make progress due to many factors such as parochial feudal and state politicians, corrupt bureaucracy, authoritarian regimes, fragile civil society and weak democracy. The system of primary education was deliberately neglected in the country. Instead of developing the nation on the basis of free and quality education, the system was hijacked by so-called monsters of democracy and development (Zafar, 2003). On the other hand, the education sector seems to be in good in Pakistan administered Kashmir (AJK) although the gaps still exists. The Pakistan District Education Rankings 2015' report produced jointly by Alif Ailaan and Sustainable Development Policy Institute has revealed that AJK is way ahead of national Pakistani average in Pakistan (Alif Ailaan Report 2015).

### **Geographical Status of AJK State**

This article focused on Azad Jammu & Kashmir AJ&K (Free Kashmir or Pakistan administered Kashmir), consists of an arc-shaped stretch of remote territory, lies west of the Indian-occupied state of Kashmir and in the North-east of Pakistan has an area of 5,134 mi<sup>2</sup> (13,297 km<sup>2</sup>), about 4.5 million population having a self-governing system under control of Pakistan. The State has a parliamentary form of Government having its own elected president, prime minister, legislature, high court, and official flag. Kashmir has very significant geographical distribution among ten administrative districts which having mountainous ranges with valleys and stretches of plains. It comprises foothills of the Himalayas rising to Jamgarh Peak (4,734 m) with the Northwestern reaches of the Pir Panjal Range (3,753 m) to the South. This area lies between 300 and 350 North latitude and has subtropical highland climate with 150 cm average rainfall. The area is full of natural beauty with wide, thick and deep forest, speedy flowing rivers and winding streams. The major rivers are, Neelum, Jehlum and Poonch.

### **AJK Primary Education Status**

AJ&K is considered to be an underdeveloped state with low income where public education is a big sector. Although major portion 28 percent of the budget of the territory is being spend on education but still it is not sufficient to provide the adequate physical environment for provision of quality education. The general education system in the state is structured, as same as Pakistan, into pre-school (02 years), primary level (05 years), Middle level (03 years), Secondary level (02 years) and higher secondary (02 years). With context of primary education sector in AJK, the state department of





education school consists of 4202 government primary schools with 9589 available primary teachers and 43% children out of school with 35% dropout rate and teachers absent rate from school is 12%, language outcomes are very poor with wide regional disparities. 41% schools are without buildings 87 % without electricity, 73% are without availability of drinking water and 82% are without boundary walls. Shabbir, M. & Wei Song 112-125(2014).

### AJK Investment for education

The fact is reflected by pattern of resource allocation for education in terms of percentage of GDP. Pakistan has the lowest allocation for education in South Asia which is 2% of GDP in 2009-10. Most interestingly allocation for education shows a decreasing trend for the duration 2006-10. But expenditure on education in AJK makes a major portion (28.14%) of the total budget. However 99% of this money goes to pay and allowances and one per cent is left for the operational expenditures, the other hand share in developmental budget is only 09%. According to Chief Economist of AJK, out of this developmental budget only 1.15% is contributed for primary education. Whereas percentage shares of other sectors middle, secondary, higher education are 09.25, 23.73, and 9.46 respectively. For current financial year share allocated for primary education amounts to 10.234 million rupees only. This shows that presently primary education is not a priority area in AJK. Under the NEP the government of Pakistan had committed to increase the share of allocation for education to 07% of GDP. The allocation was 2.24% in 2001-02 after which it is showing a decreasing trend. Present year it is 2.00% of the GDP. Since AJK is dependent on Pakistan in financial matters any increase and decrease in financial allocation have direct bearing on it.

### AJK Comparative status of MDG-2 with Pakistan (Achieving Universal Primary Education) UPE

Indicators	In %	Pakistan	Punjab	Sindh	KPK	Baluchistan	AJK	FATA	GB	ICT
NER at Primary	MDG Target	100	100	100	100	100	100	100	100	100
	Actual	56	61	53	51	47	91.5	28.3	72	76
Completion/Survival rate grade 1-5	MDG Target	100	100	100	100	100	100	100	100	100
	Actual	55	59	43	71	41	92	16	89	96
Literacy rat 10+	MDG Target	88	88	88	88	88	88	88	88	88
	Actual	58	60	59	50	41	64	21.4	38%	82
Gender Parity Index (GPI) at Primary	MDG Target	1	1	1	1	1	1	1	1	1
	Actual	1	0.96	1.36	0.69	0.76	1	0.52	0.84	0.98

Sources: PSLM 2010-11 and Pakistan Educational Statistics 2010-11.

### Statement of Purpose

AJK primary education problems can be marked out to the very beginning of the country when the newly independent state inherited an already defined system of education. This system was really weak, not very good managed and categorized. Although AJK literacy rate is higher than all provinces of Pakistan but still there is high alarming situation in AJK primary education which needs to be improved. According to ASER (2014) data report 43% children are out of school. Due to this AJK is



still suffering with not very highest literacy rate. Many children in AJK do not continue school beyond the primary school level and it's found that 35% dropout in primary level there.

School facilities and conditions are not very good as found that, 41% schools are without buildings 87 % without electricity, 73% are without availability of drinking water and 82% is without boundary walls. Therefore, the Learning outcomes are very poor with wide regional disparities. This study attempts to analyze the causes of diverse problems which affect the highest literacy rate of primary education in AJK State.

### **Objectives of the study**

Following were the main objectives of this study.

1. To identify the major problems of AJK primacy education system.
2. To critically examine the main causes of that discussed problems.
3. To offer sustainable solutions of these problems on the basis of the study to improve Primary education system in AJK State.

### **Research Methodology**

This research study tries to look at the main causes of the problems of primary education system in AJK. For this purpose, a vast literature was critically examined. In terms of data; secondary data have been used. Data has been searched from AJK Planning and Development Department, Education and Finance Department and other relevant departments who working for education in state. The main numeric findings collected form AJ&K (P&D) Planning and Development Department, (ASER) - The Annual Status of Education Report, (NEMIS-AEPAM)-Academy of Educational Planning and Management, Alif Ailaan and the (SDPI) Sustainable Development Policy Institute. The analysis of the problems and its causes is presented below.

### **Critical Review of Literature**

Free and quality primary education is the basic right of every citizen as cited in the constitution of Islamic Republic of Pakistan (Musarrat et al., 2012) In this regard, primary education level should be considered more important for good quality and free education provision in the country. However Pakistan inherited a poor system of education. Since its independence no significant changes have been brought about in the overall education system generally and primary education particularly. As a result, the country stands in the lowest rank in terms of literacy rate in the region. Pakistan has less than 50% literacy rate. Out of this male literacy rate is 68% and female only 57% which is the lowest among other countries in the region like Sri Lanka and India. AJK government is a small administrative unit under overall sovereignty of Pakistan. The state depends on Pakistan for its outlet to the rest of the world. The aim of the paper is to analyze the progress on Millennium Development Goal-2 in order to find the factors hindering progress and suggest policy measures for improvement especially at primary level. In 1947 laid down the target of free and compulsory primary education within the decade. In 1952 National Commission on Education Formation was formed which resulted in an education policy. The education policy introduced in 1959, focused on character building through religious education, revision of curricula and primary educational for all within 15 years. The country continued to see a shift in the education policies in the years to come. 1972 saw a dramatic shift in policy with the emphasis on nationalization. Barber (2010) noted that in 1972, more than 3,000 schools were nationalized during Bhutto's regime which resulted in declined quality of education due to resource scarcity and management issues. After the nationalization died its own death due to huge increase in government expenditures, the policy makers finally came up with the first National Education Policy in 1979 which was revised in 1992. However both policies failed to achieve their desired outcomes (Khan and Mahmood, 1997). The



policy makers started the review of the previous education policies in 2005 which resulted in the first white paper being published in 2007. This working paper laid the foundation of National Education Policy (NEP) of 2009. The new NEP described the challenges, identified causes of performance deficiencies with suggestion for way forward, provision of Islamic education reforms and policy actions to be taken at the sub-sector level, and framework for Implementation of the Action Plan (GOP, 2009). The policy recommended several reforms and policy actions to be taken at sub-sector level. Despite many international and national efforts, Pakistan is still behind the targets of primary education. However our area of focus (Azad Kashmir) has shown better results over the years. National Plan of Action research suggested that in Azad Kashmir there are 2,259 public schools for girls as compared to 2,027 boys' schools (GOP, 2013). AEPM (2014) statistics also show several good indicators for the region, the female to male enrolment ratio at primary level is highest in Gilgit Baltistan province while FATA observes the lowest ratios. Azad Kashmir has a female to male ratio of 0.95 which is close to 1 indicating there is not much difference between them. Within Azad Kashmir the highest ratio can be seen in Muzaffarabad that is 1.17 while the least can be seen in Neelum Valley. Now moving to the net intake rate (NIR) that shows "the total number of new entrants in the first grade of a given education level". The other provinces observe difference in this ratio whereas Azad Kashmir has equal NIR of girls and boys. The female to male enrolment ratio at primary stage public schools in Azad Kashmir is 1.02 where male are 163,687 in number as compared to 167,774 females. AEPM research also concluded that 54% of primary school children go to public schools in Azad Kashmir whereas rest goes to Private schools (42%). National Education Policy (NEP) is a comprehensive document issued by the Ministry of Education (MoE) Pakistan. NEP 2009 document is the review of the previous education policies with recommended reforms and policy actions at sub-sector level of education. The new policy was introduced due to the failure of previous policies and inability to achieve the desired outcome. The main document discusses the challenges, fundamental causes behind the deficiencies in achieving desired outcomes, provision of Islamic education, and reforms and policy actions to be taken at the sub sector level. The reforms and policy actions majorly deal with raising the quality of education focusing on improving teachers quality, curriculum reforms, quality of textbooks and learning material, students assessment, learning environment, extra circular activities, and matching with the employment market. Due to limitations of time and resources we have selected some reforms of quality (Improving teacher's qualification and training, quality of learning environment including infrastructure, and quality of books and learning material) (GOP, 2009) . We have also added two factors of our own; Access, and Affordability. The factors of access and affordability are chosen as they are considered very important in achieving high enrolment at primary level (Chaudhury and Parajuli, 2006, Gulbaz Ali Khan and Shah, 2011). The factors have also been selected because of AJK geographical hilly area situation, in which access is an important issue due to its difficult terrain. The affordability factor plays a considerable role in primary enrolment in Pakistan as the finances required to support the children basically define the choice of school (Sarmad Ishfaq 2014). The fact is reflected by pattern of resource allocation for education in terms of percentage of GDP. Pakistan has the lowest allocation for education in South Asia. But in AJK situation is comparative different. Expenditure on education in AJK makes a major portion (28.14%) of the total budget of AJK. However 99% of this money goes to pay and allowances and one per cent is left for the operational expenditures. On the other hand share in developmental budget is only 09%. According to Chief Economist of AJK, out of this developmental budget only 1.15% is contributed for primary education. Under the NEP the government of Pakistan had committed to increase the share of allocation for education to 07% of GDP. The allocation was 2.24% in 2001-02 after which it is showing a decreasing trend. Since AJK is dependent on Pakistan in financial matters any increase and decrease in financial allocation have direct bearing on it (Zaheer Ud Din Qureshi, Muzaffarabad 2012).



## **Analysis of the Problems of Primary Education System in Pakistan: National Education Policy (NEP)**

NEP is a comprehensive document issued by the Ministry of Education (MoE) Pakistan. AJK is administered by Pakistan so AJK also follow the Pakistan Education Policy which needs to be reform. NEP 2009 document is the review of the previous education policies with recommended reforms and policy actions at sub-sector level of education. The new policy was introduced due to the failure of previous policies and inability to achieve the desired outcomes. Over the years, the education policies have not been properly and effectively implemented. There are many reasons behind the slow or poor policy implementation such as political manipulations, corruption, systemic issues and poor management and supervision (Rehman, 2002). Another reason is political instability and poor economy of the country. In the poor implementation of education policies the role of poor governmental successive policies cannot be ruled out. Every successive government comes up with new policy on the expulsion of the policies of the previous government. Thus the repercussions of the successive governmental policies have marred the structure of the education system since 1947 (Hoodbhoy, 1998).

### **Non availability of special administrative set up**

In all over the state there is no special administrative setup to analyze the problems of primary education. In order to co-ordinate the realization of important task as universal primary education even there is no special cell in education department to co-ordinate the activities with regard to MDGs, create awareness and arrange periodic assessment of progress on goals and to make policy adjustments according to the feedback from the field. NCHD (National Commission for Human Development) was working on this task in support of education department on enrollment enhancement, dropout control, and quality education of primary education but now they are working separately on their own CBFS (Community Based Feeder Schools).

### **Earthquake destruction and International factors**

The 2005 earthquake in Pakistan left more than 7,000 schools and educational institutions fully or partially destroyed. More than 900 teachers and 18,000 school children in North West Frontier Province (NWFP) and Pakistan Administered State of Kashmir (PAK) lost their lives. In 5 affected districts of AJK, approximately 80% of TVET institutions and 65% of public sector education had either been destroyed or badly damaged. As the damage is massive, a lot of reconstruction work is made done and a lot more is left behind and need to be done (SERRA-2007). Across AJK 40% of school still without buildings and average 52% students are taught within a one classroom with no facilities, so the education outcomes are very low. Research suggests that lower students per classroom tend to have higher chance of contact with teachers, hence better learning outcomes (ASER 2014). Commitments made by the international community were of critical importance for realization of these goals. Especially resource commitments were very important. The committed level of international aid by the developed countries was 0.7% of GDPs of the developed countries. Although developed countries' aid for achieving the MDGs has been rising over recent years, the target of 0.7% was never achieved. Moreover this aid has never been free of strings and has not been MDGs specific. More than half of the aid is diverted towards debt relief owed by poor countries, with much of the remaining aid money going towards natural disaster relief and military aid which do not further development. Moreover, AJK is also relying on the international donors for their assistance in the education sector in achieving various universal targets but the problem is that most of the donors take away major chunk of the financial assistance in the shape of heavily paid consultancies and various equipments which remain shelved throughout.



## **Accessibility Problem and Lack of Financial Resources**

This is the major factor need to be discussed here that is accessibility issue. The total area of AJK is 5134 Sq. Miles, children in poor rural neighborhoods in most deprived districts they not have opportunities to get the education in schools. Some of them are lacking to schools because of geographically accessibility issue in this AJK State, because all area is hilly and there is still more remote areas where no schools available for children. Government of AJK State not has enough financial resources to build new schools to remove this gap of accessibility. Somewhere schools are available but no proper facilitation provided for the good quality education which meets the standards (including instructional material, uniforms, etc.).ASER Report (2014) shows that AJK ranks the lowest among all territories and provinces in term of school facilities and conditions, across AJK 40% of schools are without buildings 9 out of 10 schools are without electricity and 3 out of 4 schools have no drinking water facility. According to the Ministry of Education National Plan of Action 2013-16, the problems regarding the access to education comprised of “in school” and “out school” factors. The “in school” factors include shortage of teachers, absenteeism, missing the basic facilities, lack of friendly environment, teachers’ harsh attitude. Whereas the “out school” factors include shortage of schools, distance, insecurity, poverty, and cultural norms (GOP, 2013).

## **Low enrolment and literacy statistics affect learning outcomes**

This high level of dissatisfaction stems partly from deficits in access, literacy and student/teacher ratios. ASER (2014) data report presented that 43% children are out of school. Due to this AJK is still suffering with not very highest literacy rate. Many children in AJK do not continue school beyond the primary school level and it’s found that 35% dropout in primary level there. School facilities and conditions are not very favorable as found that, 41% schools are without buildings 87 % without electricity, 73% are without availability of drinking water and 82% are without boundary walls. Therefore, the Learning outcomes are very poor with wide regional disparities. In 2013/14, the net enrolment rate for primary education was only 58% (compared with more than 68% in Pakistan) in some specific places girls are more disadvantaged. Pupil teacher ratio and quality education standards are also very low,19% of schools operates with a single classroom, on average 52 students are taught within one classroom and average two teachers are appointed to teach for primary schools which consist of at least five classes.

## **Regional Disparities and Quality Education Problem**

Education has been a priority of the Govt. of Azad Jammu & Kashmir as about 27% of its total recurring budget besides 10% of the total development budget is allocated to this sector. As a result of this substantial investment, the literacy rate in AJK is 72 percent (compared to 58 percent across Pakistan). Primary school enrolment is 95 percent for boys and 88 % for girls which is higher than any other region of Pakistan (ASER 2014).Together with this; the gap between the enrolment rates of boys and girls is much lower in AJK as compared to rest of Pakistan where wide gender disparities exist. But there are significant variations between districts in enrollment retention, attainment, gender parity and learning outcomes according to the (Alif Ailan 2014 District Ranking Report) Poonch ,Sudhnuti and Bhimber Districts of AJK are on Top Level but Muzaffarabad ,Haveli and Hattian are on Bottom Level ranking. Independent studies indicate that AJK is failing to deliver quality education. According to ASER 2014 39% of class five students cannot read a simple story in Urdu meant for class two, and 41% of class five students cannot read a simple sentence same as 47% of class five students cannot do simple two digit division.



## **The Appointments and Role of Teachers**

The quality of teachers, which is a key factor in any education system, is poor in AJK. The main reason is the low level of educational qualifications required to become a primary school teacher, which includes ten years of schooling and an eleven-month certificate program. It has been established through various studies that pupil achievement is closely related to the number of years of formal schooling of teachers. Thus, students of teachers with 12 years of schooling perform better than students of matriculate (10 years education) teachers, who in turn perform better than students of teachers with only grade eight qualifications. The second factor relates to the quality of teacher certification programs, which suffers from the lack of adequately trained master trainers, little emphasis on teaching practice and non-existence of a proper support/monitoring system for teachers. In the absence of any accredited body to certify teachers, the mere acquisition of a certificate/diploma is considered sufficient to apply for a teaching position. In addition, teacher appointment in schools is subject to interference from local interest groups seeking to place teachers of their choice within their constituency. This has opened the system to graft and rent seeking leading to high levels of teacher absenteeism accentuated by the absence of an effective supervision system. The appointment of teachers especially in primary schools is subject to the political influence or paying huge money.

## **Private School Teachers Quality Affects**

The quality of Primary education imparted by the majority of private schools is questionable owing to an acute dearth of properly trained and qualified teachers, and any kind of support mechanism for these teachers. Except for large school systems like Beacon-house, City Schools, Fuji Foundation, Pearl Valley and others, which constitute a small percentage of the existing private schools the majority of others have appointed teachers who are qualified up to intermediate (12 years of schooling) or BA level (14 years of education), and are paid much lower salaries compared to their counterparts in the government sector in addition to no job security. The large schools and school systems have instituted their own teacher training programs or access specialized private institutions. There is less inclination in these schools to hiring teachers who have previously been trained by government institutions and hold degrees in B. Ed or M. Ed; their preference is for those fluent in English language. Thus, very few teachers hired by the private schools have had any pre-service training, so they affect the quality of education. There is a felt need to enhance the professional skills of those who are currently working through various inset programs.

## **Quality of Learning Environment and Infrastructure**

ASER (2014) clearly recognizes that the quality of learning environment in AJK is very poor in most of the public schools. The learning environment includes toilets, library, teaching aid material, extra circular activities and school's infrastructure is really very terrible. The document states that 09 out of 10 public schools have no electricity, while 04 out of 05 schools have no boundary walls, and 03 out of 04 schools have no drinking facilities, 03 out of 05 schools have unsatisfactory building conditions. A research surveyed the infrastructure facilities of the public and private primary schools in Azad Kashmir shows that only 52.5% public schools had basic useable drinking water facility. The toilet facility was only available in 30% public schools while 56% private schools enjoyed this luxury. The playground and boundary wall was available to hardly 25% public schools. The important component of infrastructure, library, was available to merely 6% public and 11% private schools. Computer lab was not available in any government school while only 1% private schools had it.

## **Quality of Books and Learning Materials**

Quality of textbooks and learning material is an integral part of good education provision. In this case Pakistan and AJK are on same situation, Education in Pakistan used to be federal's provision which



meant that Ministry of Education working under the federal government would design the curriculum and choose text books and learning material for public schools. Private and NGO schools were free to choose the curriculum subject to approval of the ministry of education (Barber, 2010). After the 18th Amendment education has become a provincial provision giving more autonomy to the provinces to cater to their own needs. Now the provinces' Ministries of Education are in charge of the curriculum, textbooks and learning material. The public schools are not allowed to use any other texts books and learning material than the ones ministry of education recommends. So, the curriculum is not the same at every level. NEP discusses that with the involvement of all stakeholders 'National Textbook and Learning Materials Policy and Plan of Action' was issued in June 2007. The objective was to improve the quality of textbooks and learning material while maintaining them at an affordable price. The policy action recommended a well regulated system for publication of textbooks, increased investment in school libraries, and curriculum improvement. The quality of curriculum varies in different types of schools. Private and NGO schools follow mix of national and foreign curriculum while Public schools follow the national curriculum (Arif and Saqib, 2003). It was tough to judge the quality of the books and learning material is not very same which affects quality of education specially the discussed primary group of education

### **Increased Drop Outs**

It is very important to have student friendly environment at the school to boost NER and to discourage drop outs. Steps envisioned in the NEP to create friendly environment at primary level schools were recruitment of female teachers at primary level, provision of basic facilities, change in teacher attitude through training and abolition of corporal punishment etc. But these steps have not been taken so far. Non- friendly environment at school has emerged as a very strong reason for low enrollment and drop outs.

The poor teaching and learning standards, weak management and supervision has led to increased drop outs at primary level in AJK. Consequently the parents are reluctant to send their children to those schools (Shahzadi and Perveen, 2002). There has been continuous decrease in the enrolment of primary education in the country. This is an alarming situation in the country which has propelled other problems such as child labour, child abuse, and child trafficking and so on (Khalid, 1998).

### **Outdated Examination System and Ineffective Communication**

The standards of examination in the education of primary level in Pakistan and AJK are the lowest in the world. The system of examination is outdated. It does not meet the needs of the national and international standards. Assessment and evaluations are conducted to check only the memory of students rather than quality of performance. Examinations supervision is very poor and influenced by institutional politics. The quality of paper setting and checking is poor which affects the overall performance of the students (Farooq, 1993).

Communication is the backbone of any system or organization. It connects the various parts of a system and develops sound coordination (Borman and Kimball, 2005). It has been observed in AJK that teachers in the primary schools often remain indifferent to the developments in the overall system of education due to poor system of communication. There are grave examples of absenteeism from duties in schools (Khan, 1980). The system of checks and balance is very poor due to weak administration and coordination. Primary teachers are at the bottom of the whole system of education. Most of the time teachers remain uninformed about the policies and plans framed at the governmental level due to poor communication. All this affects the quality of teaching and learning in primary schools (Zafar, 2003).



## **Lack of Professional Development and Learning Resources**

Teaching is a professional activity. Teachers need to be continuously abreast with latest theories, research and new knowledge (Siddique, 1990). Teachers who are not professionally sound cannot solve their professional and social issues. Teachers who acquire latest knowledge and develop their skills teach effectively (Farooq, 1990). There are less training facilities available to teachers at primary level in AJK. Due to lack of latest knowledge and skills the teachers are found weak in solving the problems of students and cannot manage the behaviors of maladjusted students and use corporal punishment as tool. This attitude of teachers discourages students and results in drop out. Those students who graduate from the primary schools have poor communication and social skills (British Council, 1988).

Primary education in AJK is faced with acute problem of lack of learning resources. This trend is more chronic in government schools where even schools do not have boards, textbook, library and other related learning resources to help teacher and student in the process of teaching and learning (Muhammad, 2002). Due to lack of teaching and learning aids in schools teacher face many problems during teaching process. Teachers are forced to cover the syllabus within the given period of the year. In these conditions teachers fail to create meaningful learning environment in schools (Hussain, 2001).

## **Curriculum Issues and Issues of Text Books**

The primary school curriculum in AJK is outdated not cater to the needs of the nation in the present age. Students are required to memorize the content and reproduce it in the examination. The current curriculum does not improve the thinking abilities of students. It is useless and impractical for student development (Hoodbhoy, 1998). Teachers asked to cover the given syllabus and prepare the students only for examination results. This practice has left the teachers ignorant of many aspects of the curriculum which ultimately affects not only their own performance but also the process of teaching and learning in schools. In many cases teachers are not aware of the aims and goals of curriculum. This creates gaps between understating of the curriculum and its effective implementation. Primary school teachers also face problem of instruction due to non-availability of quality textbooks. There is a culture of multi-medium of instructions in schools. This confuses both the teacher and the student. Besides, there is lack of training of teachers on how to facilitate or explain concepts from different textbooks (Hussain, 2001). The lack of training and orientation has created confusion among teachers which is reflected in their poor teaching performances.

## **Findings and Conclusions**

The study find out that primary education is the most mistreated sector in the whole education system. The whole system is badly administered and poorly managed. Political interference prevails in the system which breeds corruption, favoritism and nepotism. The system of coordination and supervision at primary level is weak and traditionally characterized. The system of accountability at primary level is very poor in schools. There is no valuable mechanism of teacher training and even not on continual basis. Parents are dissatisfied with the quality of education in government primary schools. Primary school teachers are underpaid and less motivated to achieve the successive results. The dynamic educational policies are failed to bring any positive changes due to poor implementation and evaluation mechanisms. The assessment and curriculum of the primary education is outdated which does not cater to the needs of the child nor meet national and international standards. It encourages cramming of the content and deprives students from critical thinking, reflection, analysis and creativity.





## Recommendations

On the basis of this study the following recommendations are presented.

- Primary education system needs special consideration as basic pillar of education and need to treat as well managed manners.
- Primary education system should be supported financially by government special budgetary allocations.
- In order to reform the primary system of education, number of teachers per schools needs to be increased and to train effectively on continuous basis.
- To enhance the capacity of the system to work effectively tough system of accountability need to be introduced.
- Corruption needs to be completely eradicated especially at the primary level. For this purpose rules and policies need to be implemented efficiently and monitored effectively.
- Examination system needs to be improved and made effective as per international standards.
- Political interference in the system needs to be completely exterminated.
- Curriculum needs to be revisited, evaluated and revised keeping in view the needs of the child and the demands of the current age.
- Medium of instruction in the schools is needed to be improved. Teachers could be trained in the languages especially in English and Urdu.
- Teachers are needed to be encouraged through financial and other social benefits. The financial support to primary schools needs to be increased. Resources of teaching and learning need to be increased at the primary level.

## Reference

1. *Pakistan Education Statistics (2013) National Education Management Information System NEMIS: Academy of Education Planning and Management AEPAM, Government of Pakistan.*
2. *American Federation of Teachers (2000). Building a profession: Strengthening teacher preparation and induction (Report of the K-12 Teacher Education Task Force). Washington, D. C.*
3. *Ashraf, M. (1983). An evaluation of existing supervision practices in Pakistan. (pp. 120-126). Lahore: Pakistan.*
4. *Borman, G. D. & Kimball, S.M. (2005). Teacher quality and educational quality: do teachers with higher standards based evaluation rating close students achievements gap? The elementary school journal, 106(1), 23-37.*
5. *The state of education in AJK (ASER, Alif Ailan Data 2014/15) www.alifailaan.pk*
6. *Achieving Universal Primary Education 2014 (Zaheer Ud Din Qureshi, Muzaffarabad)*
7. *Ballou, D. & Podgursky, M. (2000). Reforming teacher preparation and licensing: What is the Evidence? Teachers College Record, 102, 28-56.*
8. *Adams, T. (1998). Prospective elementary teachers' mathematics subject matter knowledge: The real number system. Journal for Research in Mathematics Education, 20, 35-48.*
9. *Ball, D. L. (1990). Prospective elementary and secondary teachers' understanding of division. Journal of Research in Mathematics Education, 21, 132-144.*
10. *Farooq, R. A. (1993). Education system of Pakistan: Issues and Problems. Asia society for promotion of Innovation and Reforms in Education. Islamabad: Pakistan (pp.10-20).*
11. *Farooq, R. A. (1990). A Survey Study of Teacher Training in Pakistan. Islamabad: Academy of Educational Planning and Management, Ministry of Education.*
12. *Government of Pakistan (1998). National Education Policy 1998-2010. Islamabad: Ministry of Education.*
13. *Hayes, L. D. (1987). The crises of education in Pakistan. Lahore: Vanguard Books.*
14. *Malik, S. R. (1991). The system of education in Pakistan. (pp. 13-20). Islamabad: National Book Foundation.*
15. *Sheikh, M. & Rasool, M. G. (1998). Allied Material for Teacher Education in Pakistan. (pp.40-48). Islamabad: AIOU.*
16. *BARBER, S. M. 2010. Education Reform in Pakistan: This Time it's Going to be Different. Islamabad Pakistan Education Task Force*
17. *Government of Pakistan, "EFA Goals: Where Do We Stand 2010" ,Ministry of Education, Academy of Educational Planning and Management (AEPAM) Islamabad, Pakistan, <http://www.aepam.edu.pk/>*
18. *Government of AJK, "AJK at a Glance 2013-14", Planning and Development Department, Muzaffarabad.*
19. *Jeff Wagge et al 2010, "The millennium Development goals: a cross-sectoral analysis and principles for Goal setting after 2015" , <http://www.thelancet.com/journals/lancet/article/PIIS0140-6736%2810%2961196-/fulltext>*
20. *Needs Assessment Report On Literacy Initiative 2014 for Empowerment (Pakistan) by Ministry of Education Federal*