



# International e-Journal of Educational Studies



# IEJES

April 2022 Volume 6 Issue 11

# IEJES International e-Journal of Educational Studies

e-ISSN: 2602-4241

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## Publication Language

English

## Web Site

<http://dergipark.org.tr/iejjes>

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**DOI Number: 10.31458/iejjes**

## About

International e-Journal of Educational Studies (IEJES) is an international refereed (peer reviewed) journal. IEJES started its publication life in 2017. Published twice a year (April and October).

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# IEJES International e-Journal of Educational Studies

e-ISSN: 2602-4241

## From the Editor

Dear IEJES reader,

We are excited and happy to publish the first issue of 2022 (Volume 6, Issue 11). We will be with our readers in the same excitement in each of our future issues.

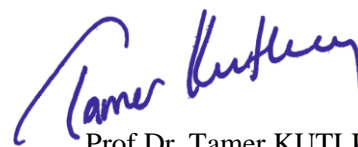
Many thanks to the authors who have shared their studies from *Turkey, Israel, South Africa and Indonesia* with us as well as to the referees who have made contributions with their valuable ideas, and DergiPark Team.

I would like to say welcome Assoc.Prof. Dr. Claudia NICKOLSON from University of North Carolina in United States.

In the present issue, there are six articles. 2 of these articles are review articles and 4 of them are research articles. Our authors present in this issue are composed of researchers working in different universities and institutions. These are alphabetically; *Celal Bayar University, Karadeniz Technical University, Mzuzu University, Niğde Ömer Halisdemir University, Sakhnin College, Tekirdağ Namık Kemal University, Yogyakarta University.*

We look forward to seeing you in 2022 Volume 6 Issue 12 of the International e-Journal of Educational Studies (IEJES). We are inviting submission of manuscripts for the forthcoming issue.

Yours Sincerely



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April 2022





**Research Article****The Role of Portfolio Assessment and Quizzes on Class Attendance and Language Achievement \***Semahat AYSU<sup>1</sup> **Abstract**

The aim of the study is to investigate the impact of placement test, pop-quizzes and portfolio assessment on class attendance and language achievement. The study also encompasses gender and faculty as other independent variables that affect the students' class attendance and language achievement. The data gathered from a total of 307 students studying English in the elective preparatory class of a state university in Turkey are analysed through SPSS 25. In the study, descriptive and inferential statistics are implemented. Descriptive analyses such as frequency and percentage are applied in order to reveal information about participants. Independent Sample t-tests, one-way ANOVA, post hoc tests and regression analyses are also performed to determine the relationship between dependent and independent variables. The findings in the study show that portfolio tasks are the most important factors for students' class attendance and language achievement, which demonstrates that authentic assessment is an important factor. It is found that males do not attend the classes more than females but females are more successful than males. In addition, the faculty as another independent variable does not have a significant effect on class attendance but engineering faculty has a significant impact on language achievement rather than economics faculty.

**Keywords:** Placement test, pop-quizzes, portfolio assessment, class attendance, language achievement

**1. INTRODUCTION**

English preparatory class at this state university is not compulsory, students prefer to learn English and start language education in the fall term. In the beginning of fall term, students take placement test and according to their test result, they are taught English in different language classes. At the end of the spring term, they are supposed to reach B1 level. Students have high instrumental motivation to learn English (Aysu, 2018) at the beginning of the fall term rather than integrative motivation although they study English at preparatory class voluntarily. However, students' attendance decreases and rate of fail increases throughout the fall and spring terms or they drop out from the class. Evans and Tragant (2020) examined the reasons of adult learners why they drop out and what they state about demotivated factors. Students mentioned that they had reached their goals, they had negative opinions towards language, school or classmates. They lost their motivation or they thought they did not learn anything. Dropout reasons are listed as follows: lack of time, not relevant for work, personal reasons, cost of classes, method used in class, lack of progress, teacher, language difficulty and resource. They point out that teachers and course are still important factors in students' motivation and class attendance.

In the literature, there is a growing body of studies that investigates the relationship between language anxiety, learning style, motivation, self-efficacy or self-confidence and language achievement (Atadil-Kuzucu & Kartal, 2020; Doğan & Tuncer, 2016; Horwitz, 2001; Li & Zhang, 2021; Melouah, 2013; Rahman, Mazlan, Kummin, Yasin & Meerah, 2010). They have found out that these variables have affected students' achievement. Also, other studies discuss the effects of authentic (portfolio) assessment or standardized (traditional) tests on language performance or achievement

Received Date: 21/06/2021

Accepted Date: 1/10/2021

Publication Language: English

**To cite this article:** Aysu, S. (2021). The role of portfolio assessment and quizzes on class attendance and language achievement. *International e-Journal of Educational Studies (IEJES)*, 6 (11), 1-10. <https://doi.org/10.31458/iejcs.955176>

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(Aksu-Ataç, 2012; Azim & Khan, 2012; Ennis, 2018; Herrington & Herrington, 1998; Koh, 2017). According to these studies, students are active during the authentic assessment, they engage in what they learn and they feel motivated and self-confidence since they have experience on real-life tasks. However, the effects of aforementioned variables such as gender, faculty, placement test, portfolio tasks and pop-up quizzes have not been examined in terms of students' class attendance and language achievement in Turkish context. Therefore, this present study aims to answer the following research questions.

- 1- Does gender affect students' class attendance and language achievement?
- 2- Does faculty affect students' class attendance and language achievement?
- 3- Do placement test, portfolio tasks and pop-up quizzes affect students' class attendance and language achievement?

### **1.1. Factors on Class Attendance and Language Achievement**

Learning a language is much more complicated than learning other things as it consists of more than rules but “it involves an alteration in self-image, the adoption of new social and cultural behaviours and ways of being, and therefore has a significant impact on the social nature of the learner” (Williams & Burden, 2000, p. 115). So, there are many factors which affect the language achievement of students and anxiety, which impedes language learning or interferes with performance, has been discussed since 1960s as one of these factors (Horwitz, 2001). Horwitz, Horwitz and Cope (1986) state that some students can learn easily in different situation rather than in a foreign language setting and offer a question “What, then, prevents them from achieving their desired goal?” (p. 125). They design the instrument (the Foreign Language Classroom Anxiety Scale-FLCAS) in order to measure the relationship between anxiety and language achievement. Using this instrument, many studies were conducted and they showed that there is significant negative correlation between the scores from FLCAS and language achievement of students (Horwitz, 2001). In this study, FLCAS will not be used in order to measure the anxiety level of student. Yet, as previous studies show that students have high anxiety level during the exam and they cannot perform accordingly. Therefore, authentic assessment or process-based assessment rather than standardized tests or product-based assessment are proposed. In this study, both assessment types will be examined.

Another factor which has a great effect on language learning is motivation. According to Williams and Burden (2000), motivation is defined as reasons lead people to do what they want with great desire and interest in order to achieve their goal. Also, people should sustain their effort during the process. People are motivated by instrumentally or integratively (Gardner & Lambert, 1972). The influence of this factor on language learning could be examined through the Attitude/Motivation Test Battery (AMTB), which is developed by Gardner (1985). Meta-analysis shows that there is a strongly positive correlation in terms of the relationship between motivation and language achievement (Masgoret & Gardner, 2003). Svalberg (2009) points out a new notion “language engagement” and she notes that studies on motivation aim to examine what the underlying reasons are to engage and how students are encouraged and what effects might be on language learning. In this study, the grades that students get in Pop-up quizzes might be considered as an instrumental motivation and they attend class regularly to get extra credits. Furthermore, portfolio assessment could be regarded as another motivation resource in order to engage in learning. Thus, the effects of pop-quizzes and portfolio assessment on class attendance and language achievement will be examined in this study.

## 1.2. Assessment and Evaluation in Language Teaching

The notions “assessment and evaluation” are sometimes used interchangeably in the process of the students’ learning achievement. However, the former one is a narrower concept than the second one since it is the one part of the evaluation (Gultom, 2016). Evaluation is “the systematic collection and analysis of all relevant information necessary to promote the improvement of a curriculum, and assess its effectiveness and efficiency, as well as the participants’ attitudes within the context of the particular institutions involved” (Brown, 1989, p. 223). As Brown (1989) points out, there are three dimensions of evaluation: formative vs summative evaluations, process vs product evaluations and quantitative vs qualitative evaluations. In other words, evaluation includes the whole process in language teaching and learning. Therefore, the concern of this study is assessment.

Assessment has two forms: A test might be implemented in order to show the learners’ proficiency/achievement or a portfolio which consists of the learner’s documents such as essays, letter, audio or video recordings might be used (Council of Europe). That is, assessment can be done after each lesson and teachers can assess students’ participation and involvement. In the assessment process, portfolio and projects might be used or a final score which “is based on the percentage of the assessment given through the daily, mid-semester, semester, and final test, and based on the one using other instrument” can be used (Gultom, 2016, pp. 196-197). In other words, standardized (traditional) tests or alternative (authentic) assessment might be used for achievement. “Standardized tests are usually based on multiple choice items, fill-in items and short, restricted-response tasks” while alternative assessment includes performance assessment or portfolio assessment (Aksu-Ataç, 2012, p.11). Although standardized tests have some advantages such as administering test efficiently, scoring objectively and in a reliable way and cost-effectiveness, these tests do not focus on the higher-order thinking skills. However, authentic assessment consists of projects, portfolios, posters, debates or presentations and they concentrate on complex issues and they lead students to self-directed learning (Koh, 2017). Therefore, the performance of students on the real-life tasks is examined through authentic assessment while the performance of students is inferred from standardized tests (Litchfield & Dempsey, 2015; Wiggins, 1990). According to Herrington and Herrington (1998), standardized tests such as quizzes and tests are used while assuming the objective reality and the answers can be categorized as wrong or true. However, this type of assessment is not appropriate for the constructivist learning since students engage with the tasks and they work collaboratively. Therefore, they put emphasis on the use of alternative forms of assessment and they name some of them such as “authentic assessment, performance-based assessment, portfolio assessment, and coursework assessment” (p.307).

Fox, Freeman, Hughes and Murphy (2017) highlight the benefits of authentic assessment and it encourages students to be active and improves their learning as this type of assessment is relevant with the real life experience. On the other hand, they state that there are some challenges during the authentic assessment such as resistance of students or lack of time and resources. In order to overcome these challenges, they propose a template in their study. This template includes the following steps: “Identification of desired learning outcomes and alignment with task, student communication and consultation, the development of rubrics and marking criteria, assessment implementation, scoring and interpretation of results, evaluation and reflection” (pp.3236- 3237).

Aksu-Ataç (2012) lists some reasons to use authentic assessment (pp.13-14):

Authentic assessments are direct measures.

Authentic assessments capture constructive nature of learning.

Authentic assessments integrate teaching, learning and assessment.

Authentic assessments provide multiple paths to demonstration.

She also notes that a teacher does not have to choose one of these ways. However, s/he can mix some of them to address the needs of learners.

Wiggins (1990) compares the authentic assessment with traditional assessment as it is seen in the following:

<i>In the authentic assessment,</i>	<i>In the traditional assessment,</i>
*students are required to perform effectively while preparing their tasks	*students are required to recognize or recall out of the learning context
*students are required to make some research; write, discuss or revise and present what they learn	*students are required to do the test with paper and pencil in a limited time
*students are required to design their own products	-students are required to choose or write one piece of information about what they learn
*students can rehearse for the real life through the difficulties and challenges.	*students should recall some discrete and simple parts.
different criteria for different tasks are used for scoring.	there is only one correct answer.

Litchfield and Dempsey (2015) do not disregard traditional assessment but they suggest that traditional assessment should be used to assess the basic skills as it is fast and easy while authentic assessment should be used after students master the language because they should use the language in a meaningful and authentic way.

### 1.3. Purpose of the Study

In this study, it was aimed to examine to what extent the traditional assessment such as placement test and quizzes or portfolio assessment affect students' class attendance and language achievement. Furthermore, the effect of gender and faculty as other independent variables on dependent variables was investigated. Regarding this aim, quantitative analysis was employed and following research questions were answered.

### 1.4. Research Questions

- 1- Does gender affect students' class attendance and language achievement?
- 2- Does faculty affect students' class attendance and language achievement?
- 3- Do placement test, portfolio tasks and pop-up quizzes affect students' class attendance and language achievement?

## 2. METHOD

### 2.1. Research Design

Descriptive survey research design was used in this study, based on a quantitative method, for which data were gathered through portfolio assessment and standard tests such as placement test, pop-up quizzes and achievement test. Placement test was administered to students at the beginning of the term and language achievement test was conducted at the end of the term while portfolio tasks and pop-up quizzes were given to students and their class attendance was gathered throughout the term.

### 2.2. Setting and Participants

In the academic year 2019-2020, a total of 307 students whose majors vary studied English at an elective preparatory class of a state university in Turkey. Their English proficiency level ranged from beginner to intermediate and there were more male students than female students in English classes. In the following tables, demographic information about participants is showed. As it is seen in Table 1, 44.3% of participants are females (n=136) while 55.7% of them are males (n=171). Table 2 illustrates the faculty of participants. Most of the students are engineering students (60.9%) and from the faculty of Science and Literature there are only 12 students (3.9%). The percentages of students from Architecture, Economics and Health are 8.1%, 22.5%, 4.5%, respectively.



**Table 1. Descriptive statistics by gender**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	136	44.3	44.3	44.3
	Male	171	55.7	55.7	100
	Total	307	100	100	

**Table 2. Descriptive statistics by faculty**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Engineering,	187	60.9	60.9	60.9
	Architecture	25	8.1	8.1	69.1
	Economics	69	22.5	22.5	91.5
	Health	14	4.6	4.6	96.1
	Science and Literature	12	3.9	3.9	100
	Total	307	100	100	

### 2.3. Data Collection

During the preparatory English class, the grades that students received during the preparatory English class term including their initial placement test, portfolio tasks and pop-up quizzes as well as students' class attendance hours and achievement (final grade) were gathered. The portfolio tasks included both writing activities, posters, class talks or presentations. Therefore, students had to attend the class regularly in order to get high grades. Also, students received pop-up quizzes in the class any time since they were not informed before which, in turn, encouraged the learners attend the class regularly.

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### 2.4. Data Analysis

In this study data were analysed by SPSS 25 and both descriptive and inferential statistics were carried out. In order to provide background information about participants, descriptive analysis such as frequency and percentage was run. Also, inferential statistics such as an independent samples t-test, a one-way ANOVA, post hoc tests and regression analyses were carried out in order to show the relationship between the dependent and independent variables.

## 3. FINDINGS

In line with the research questions, it was scrutinized to what extent the independent variables such as gender, faculty, placement test, portfolio tasks, pop-up quizzes affect students' class attendance and language achievement in the preparatory class. The results of these tests will be illustrated below.

### 3.1. Does gender affect students' class attendance and language achievement?

**Table 3. Effect of gender on class attendance and language achievement**

	<u>Female</u>		<u>Male</u>		<i>t</i>	<i>p</i>	df
	M	SD	M	SD			
Class Attendance	98.13	87.31	125.89	105.2	-2.527 *	.01	304.427
Language Achievement	50.94	26.60	42.57	28.43	2.654*	.00	297.04

\*p&lt;.05

As it is seen in Table 3, an independent samples t-test was conducted in order to find out whether gender has an effect on class attendance and language achievement. The findings indicated that there is a statistically significant difference between females ( $M=98.13$ ,  $SD=87.31$ ) and males ( $M=125.89$ ,  $SD=105.2$ ) in terms of class attendance ( $t(304.427)=-2.527$ ,  $p=.01$ ). It can be concluded that males do not attend the classes more than females. Furthermore, the results yielded a statistically significant difference between females ( $M=50.94$ ,  $SD=26.60$ ) and males ( $M=42.57$ ,  $SD=28.43$ ) in terms of language achievement ( $t(297.04)=2.654$ ,  $p=.00$ ). This shows that females are more successful than males.

### 3.2. Does faculty affect students' class attendance and language achievement?

**Table 4. Effect of faculty on class attendance and language achievement**

	<u>Engineering</u>		<u>Architecture</u>		<u>Economics</u>		<u>Health</u>		<u>Science and Literature</u>		$F(4,302)$	$p$
	M	SD	M	SD	M	SD	M	SD	M	SD		
Class Attendance	109.59	101.25	112.52	35.59	131.36	95.3	77.21	67.24	118.5	104.89	1.126	.34
Language Achievement	50.46	27.93	41.99	38.57	36.29	25.76	50.9	27.07	42.11	26.5	3.695*	.00

\* $p<.05$

An one-way ANOVA was utilized to investigate the effect of faculty (engineering, architecture, economics, health, science and literature) on class attendance and language achievement. The findings showed that there is not a statistically significant difference across five groups in terms of class attendance ( $F(4,302)=1.126$ ,  $p=.34$ ). However, there is a statistically significant difference across the groups with regard to language achievement ( $F(4,302)=3.695$ ,  $p=.00$ ). Therefore, to determine where the difference is, Scheffe post hoc test was run. According to post hoc results, only one pair, engineering ( $M=50.46$ ,  $SD=27.93$ ) and economics ( $M=36.29$ ,  $SD=25.76$ ) have significant difference at level  $p<.05$  level. However, other groups do not differ significantly when language achievement is taken into consideration (See Table 4).

### 3.3. Do placement test, portfolio tasks and pop-up quizzes affect students' class attendance and language achievement?

**Table 5. Effect of placement test, portfolio tasks and pop-up quizzes on students' class attendance**

Independent Variables	R	R Square	Adjusted R Square	Standard Error	F Model	R Square Change	F Change
Placement Test	.188	.035	.032	96.906	11.154*	.035	11.154*
Portfolio Tasks	.877	.769	.768	47.469	1012.561*	.769	1012.561*
Pop-up Quizzes	.078	.006	.003	98.364	1.847	.006	1.847

\* $p<.05$

Table 5 shows that a regression analysis was conducted to see the effects of placement test, portfolio tasks and pop-up quizzes on students' class attendance. Placement test significantly explains 3.5% of the variation in students' class attendance ( $F(1,305)=11.154$ ,  $p=.001$ ). Also, portfolio tasks significantly explains 76.9% of the variation in class attendance ( $F(1,305)=1012.561$ ,  $p=.000$ ), which means that portfolio tasks provide the biggest contribution to the class attendance. Finally, R Square of pop-up quizzes was found as .006, ( $F(1,305)=1.847$ ,  $p=.175$ ), which is not statistically significant.

**Table 6. Effect of placement test, portfolio tasks and pop-up quizzes on students' language achievement**

Independent Variables	R	R Square	Adjusted R Square	Standard Error	F Model	R Square Change	F Change
Placement Test	.394	.155	.152	25.69092	55.917*	.155	55.917*
Portfolio Tasks	.831	.691	.690	15.53562	681.983*	.691	681.983*
Pop-up Quizzes	.009	.000	-.003	27.94579	.024	.000	.024

\* $p < .05$ 

As it is seen in Table 6, another regression analysis was run in order to see the effects of placement test, portfolio tasks and pop-up quizzes on students' language achievement. Both placement test ( $F(1,305)=55.917$ ,  $p=.000$ ) and portfolio tasks ( $F(1,305)=681.983$ ,  $p=.000$ ) significantly explain the variation in students' language achievement. Yet, portfolio tasks (69.1%) contribute to the students' language achievement more than placement test (15.5%). Last independent variable (pop-up quizzes) does not have a statistically significant effect on students' language achievement ( $F(1,305)=.024$ ,  $p=.878$ ).

#### 4. DISCUSSION and CONCLUSION

In this study, it was aimed to find out whether gender, faculty, placement test, portfolio tasks and pop-up quizzes affected students' class attendance and language achievement within the context of elective preparatory class in a Turkish state university. In other words, it was examined to what extent the independent variables such as gender, faculty, and placement test, portfolio tasks and pop-up quizzes affected students' class attendance and language achievement in the preparatory class.

Regarding the effect of independent variable *gender* on class attendance and language achievement, it was revealed that males do not attend the classes more than females, which is confirmed by [Nja, Cornelius-Ukpepi and Ihejimaizu \(2019\)](#). Furthermore, females are more successful than males, which is in line with the study of [Doğan and Tuncer \(2016\)](#). Another variable was faculty and it did not have a significant effect on class attendance while it affected language achievement, particularly engineering faculty has a significant impact on language achievement rather than economics faculty.

Placement test as a standardized test significantly explains class attendance and students' language achievement but the variation is slight (3.5% and 15.5% respectively). On the other hand, portfolio tasks as authentic assessment significantly explain 76.9% of the variation in class attendance. Also, they affect students' language achievement significantly (69.1%). This implies that portfolio tasks provide the biggest contribution to the class attendance and students' language achievement as students are active and engaged with the activities during the authentic assessment ([Aksu-Ataç, 2012](#); [Azim & Khan, 2012](#); [Fox et al., 2017](#); [Koh, 2017](#); [Litchfield & Dempsey, 2015](#); [Wiggins, 1990](#)). Also, developing students' awareness, providing necessary knowledge and skills and showing their progress to attain their aims can be accomplished with portfolio assessment ([Barootchi & Keshavarz, 2010](#)). On the other hand, while students have been assessed through standardized tests, they feel more anxious and anxiety hampers their achievement or interferes with performance ([Horwitz, 2001](#); [Horwitz, Horwitz & Cope, 1986](#); [Williams & Burden, 2000](#)). This finding is also consistent with that of [Azim and Khan \(2012\)](#), who revealed that using authentic assessment make the learners active in the learning process and they improve their high order skills such as critical thinking skills ([Farahian, Avazamani & Rajabi, 2021](#)).

Furthermore, as students are involved in the language learning process through authentic assessment, they will be more motivated to learn and attend the class. This study has the similar result to the studies of [Oruç and Demirci \(2020\)](#), who report that the engagement of students increases their language achievement and decrease language anxiety and [Schneider \(2001\)](#), who examined the effect of pair taping on the speaking in terms of motivated achievement and increased motivation to develop their language skills. They, in turn, will achieve their language goal. Also, [Sokhanvar, Salehi and Sokhanvar \(2021\)](#) point out that the use of authentic assessment in higher education helps to improve the learning experience of students as they learn to manage their own learning. By means of this type of assessment, they will have necessary skills for their whole life such as critical- thinking skills and problem-solving skills.

Finally, pop-up quizzes as standardized tests do not have a statistically significant effect on class attendance and students' language achievement. This finding is sharp contrast with the study of [Ennis \(2018\)](#), who carried out a study in an Italian university in order to reveal the effects of pop quizzes on students' attendance and participation and success in the course completion. Results showed that students attended English for Specific Academic Purposes (ESAP) course regularly, participated actively to get extra credit.

To sum up, portfolio tasks as authentic assessment are the best predictors for students' class attendance and language achievement, which indicates that students attend class regularly to follow the portfolio tasks in order to get higher grades. Although many countries accept the importance of changing the ways of assessment as today's education is based on "developing students' knowledge, skills, and attitudes beyond the usual, narrowly focused curriculum past", teachers at universities do not want to employ authentic assessment due to the following underlying reasons: lack of knowledge, general resistance, comfort zone, their reliance on traditional assessment ([Litchfield & Dempsey, 2015, p.65](#)). As [Barootchi and Keshavarz \(2010\)](#) note, portfolio assessment shows reflections not only for teachers but also for students in terms of "how well they are developing their skills and knowledge and what they need to do to develop them further" (p.286).

For further research, in-depth surveys and interviews with instructors and students might be carried out in order to validate the results. Particularly, teachers' opinions about authentic assessment should be revealed since changing assessment way means changing teaching method and learning principles, as well. That is, it is a change from teacher-centred to students-centred teaching ([Litchfield & Dempsey, 2015](#)). Moreover, the underlying reasons of decrease in class attendance or dropouts should be examined in Turkish context.

#### *Acknowledgement*

*The data used in this study was confirmed by the researcher that it belongs to the years before 2020.*

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**Review Article****Towards Harmonisation of Language Teacher Education Programmes in Malawi: An Analysis of Language Teacher Programmes\***Lydia KISHINDO MAFUTA<sup>1</sup> **Abstract**

This study aims at analysing language teacher education programmes from three secondary school teacher training institutions in Malawi. It also discusses the possibility of having a consolidated language teacher education programme for all institutions. The data were generated through document analysis of the language teacher education programmes and route maps. The data shows that the three programmes have a four-part kind of teacher programme which has courses in education foundation, teaching methodology, content and teaching practice. The courses offered are basically similar in all the three institutions with minor differences, especially in terms of the number of courses and the level at which they are offered. Considering the fact that these three institutions aim at producing teachers that will handle the secondary school English curriculum there is a possibility of having a consolidated language teacher education programme.

**Keywords:** Content, pedagogy, education foundations, methods

**1. INTRODUCTION**

English is taught as a second language in Malawi. In order to have effective and efficient teachers of English, Malawi has a number of secondary school teacher training institutions, both public and private. The role of the institutions is to equip student teachers with the relevant knowledge base and skills to effectively implement the secondary school curriculum. The student teachers are equipped with subject content knowledge and pedagogical content knowledge, which is taught in the confinements of the lecture rooms and is expected to be used in practice. Richards (2008) notes that the location of most teacher-learning in Second Language Teacher Education (SLTE) is either the University or teacher training institution or a school. He argues that, on the one hand, the classroom is a setting for patterns of social participation that can enhance or inhibit learning. On the other hand, learning occurs through the practice of teaching which is contingent upon the relationship with mentors, fellow novice teachers and interaction with experienced teachers in school.

In Malawi, secondary school teachers for the English language are trained in four public institutions which are University of Malawi's Chancellor College (UNIMA, CHANCO), Mzuzu University (MZUNI), Domasi College of Education (DCE) and Nalikule College of Education (NCE). Some private universities and colleges have recently been opened which are also training secondary school teachers. For example, the University of Livingstonia (UNILIA), the Catholic University of Malawi (CUNIMA), the Malawi Adventist University (MAU) and Nkhoma University (NKHUNI) just to mention some.

**Received Date:** 17/10/2021

**Accepted Date:** 27/12/2021

**Publication Language:** English

**To cite this article:** Kishindo-Mafuta, L. (2022). Towards harmonisation of language teacher education programmes in Malawi: An analysis of language teacher programmes. *International e-Journal of Educational Studies*, 6 (11), 11-24. <https://doi.org/10.31458/iej.1010991>

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The secondary school teacher training programme, in general, has three levels of qualification, namely, certificate, diploma and degree. There are various channels for one to get into these programmes. Firstly, students are recruited directly from among secondary school graduates. Secondly, some students are enrolled under the upgrading scheme which caters for unqualified teachers and under-qualified teachers. Nkhokwe, Ungapembe and Furukawa (2007) define under-qualified teachers as those teachers who have a qualification lower than a diploma and the unqualified as those teachers with general diplomas and degrees. The under-qualified are recruited for a four-year degree programme at any public or private secondary school teachers training institution. The unqualified teachers go for a one-year University Certificate of Education at the institutions that offer such a programme. UNIMA (CHANCO), MZUNI and UNILIA. Those recruited from among the secondary graduates undergo a four-year degree programme on face-to-face, and a five-year programme on Open Distance and e-Learning (ODEL) delivery mode.

With all these teacher training institutions in Malawi one would expect a consolidated programme as each of these institutions aim to produce teachers that will be implementing the Malawi secondary school English curriculum. However, that is not the case. Each institution has its own programme and ways of implementing the curriculum. This paper therefore, aims to evaluate programmes from three different teacher training institutions and discuss the possibility of having a consolidated programme for all institutions in Malawi.

### 1.1 Second Language Teacher Education

Graves (2009), Johnson (2009), Richards (2008), Darling-Hammond (2006), Karakas (2012), Zengin, and Ataş-Akdemir (2020), Ünsal, & Atanur-Baskan, (2021) and Tylor, Deacon and Robson (2019) explains that a second language teacher education programme informs three broad areas. Firstly, the content of the second language (L2), secondly the pedagogies of how L2 is taught and finally how teachers learn how to teach.

Graves (2009) argues that the role of teacher education programme in the 1970s was to transmit two-part knowledge base, that is, knowledge about language, learning theories, the target culture and knowledge about methodologies and training teachers to use skills. This seems to agree with Richard's (2008) observation that there have traditionally been two strands of knowledge base within the field of SLTE. That is, one strand focusing on classroom teaching skills and pedagogic issues and the other focusing on what has been perceived as the academic underpinning of classroom skills; namely, knowledge about language and language learning. Most of the teacher education programmes in Malawi seem to have the kind of knowledge base Richards has highlighted, as the programmes offer courses in; Pure and Applied Linguistics, Methodology and Education Foundations.

Freeman (2009) claims that the teacher education programs differed for those learning to teach foreign languages or languages other than the English language and those learning to teach English as a Second Language or English as a foreign language. For, those training to teach other languages, their training included language, literature, cultural studies with some attention to classroom teaching (Schultz, 2000). On the other hand, those training to teach English learnt about language content through grammar and applied linguistics; about learning through the study of second language acquisition; and about teaching itself through classroom methodologies. Freeman's historical background still emphasises on the two strands of knowledge base, the content knowledge through SLA and the pedagogical knowledge.

The knowledge base of L2 teacher education has assumed that the disciplinary knowledge that defines what language is, how it is used, and how it is acquired that has emerged out of the disciplines of theoretical and applied linguistics is the same knowledge that teachers use to teach the L2 and that in turn, is the same knowledge that students need in order to learn (Johnson, 2009). This argument seems to agree with Darling-Hammond (2006), who argues that the dilemma that the teacher



education programs find themselves in is that many lay people and a large share of policymakers believe that almost anyone can teach reasonably well. According to Darling-Hammond, it is argued that entering teaching requires, at most, knowing something about the subject, both in proficiency in the language and knowledge about its structure (Graves, 2009) and the rest of the fairly simple “tricks of the trade” can be picked up on the job.

Contrary to the views cited by Darling-Hammond (2006), Johnson (2009) and Graves (2009), Richards (2008) argues that teaching is not simply the application of knowledge and of learned skills. It is rather “a much more complex cognitively driven process affected by the classroom context, the teacher’s general and specific instructional goals, the learner’s motivations and reactions to the lesson, the teachers’ management of critical moments during a lesson” (p. 167). In other words, teaching of a language requires more than knowledge of the subject matter, it also requires knowledge on how this subject matter can be transferred to the learners. In view of this, the knowledge base of L2 teacher education must include disciplinary or subject knowledge that defines how language is structured, used and acquired and must also account for the context of L2 teaching. That is to, what and how language is actually taught in L2 classroom as well as teachers and students’ perception of that content (Freeman & Johnson, 1998 as cited in Johnson, 2009).

The reviews that were done on teacher education programmes in South Africa (Tylor, Deacon & Robson, 2019) and in Chile (Barahona, 2014) indicate that the teacher education programmes provide student teachers with not only knowledge about language but also how to teach the language. Barahona argues that the Second Language Teacher Education (SLTE) should help student teachers develop a holistic understanding of classrooms, learners and teaching. To achieve this Chile’s SLTE programmes use a hybrid model. The hybrid model used has characteristics of at least three models, Craft Model, Applied Science Model and Reflective Model. Matson, Eilersten and Rorrison (2011), views Craft Model as a model that looks at teaching as doing and looks at learning to teach as an act of imitating experienced teachers. Teaching practices is an act of introducing student teachers into the profession in this model. Applied Sciences Model views teaching as a rational and objective process and views learning to teach as the application of theory learnt at the university. This application is done through teaching practice. The Reflective Model is about knowing what to do. It emphasises on student teachers learning how to teach through reflecting on their own practice. This is done by interpreting and analysing cases in the light of research, theory and Practice.

## 1.2 Knowledge about language and Second Language Teacher Education

As much as the focus of Second Language Teacher Education (SLTE) content has shifted from what the teachers should know to the understanding of who the teachers are; what skills they have; and who their learners are; the knowledge about the language cannot be ignored as part of the knowledge base for SLTE. Wright (2002) argues that “becoming a language teacher involves a number of related processes, in particular, learning to create connections between the linguistics, or ‘content’ and the methodology or ‘teaching’, aspects of language teaching” (p. 113).

Related to the Knowledge about Language is Teacher Language Awareness (TLA). Andrews (2007) citing Thornbury (1997) defines TLA as the knowledge that teachers have of the underlying systems of the language that enables them to teach effectively. According to Wright (2002), a linguistically aware teacher does not only understand how language works, but also understands the students’ struggle with language and is sensitive to errors and other inter-language features. It is apparent from these discourses that the knowledge about language goes beyond just knowing the structure of the language, it is more to do with how the language is acquired, learnt, used, interpreted and taught. Wright (2002), Bartels (2005) and Andrews (2007) agree on the need for the teacher of second language to have some knowledge of the language that they will teach.

According to [Attardo and Brown \(2005\)](#), teachers of language need to have some idea about prescriptive and descriptive grammars, language use and variation, language structure and history of English. They further argue that the teachers may not teach these aspects as part of the content, but they will use them as background in making educational decisions while teaching reading, writing and oral communication. [Andrews \(2007\)](#) conversely argues that the L2 teacher needs to have knowledge about language and knowledge of that language. In relation to this, [Karakas \(2012\)](#) and [Barahona \(2014\)](#) emphasise on the student teachers need for competence in the language they will teach. In the Language Teacher Education programmes that [Karakas](#) and [Barahona](#) reviewed in Turkey and Chile, respectively, there is an emphasis on student teachers' acquisition of knowledge about English and knowledge of English (competence) in the way the courses are organised. The argument being put forward is that a teacher of English should not only know how to teach English but also teach in English. [Beytekin and Chipala \(2015\)](#) likewise emphasise the importance of linguistic courses and contend that course work in the specific academic content area, a teacher is assigned to teach can promote teacher quality and student achievement in some subject and grade levels.

KAL and TLA indicate the importance of a teacher having content knowledge. Suffice to say that knowing who your learners are and having the skills to impart knowledge may not be enough for a teacher. The teacher needs to have knowledge of the subject content he or she is going to teach. Therefore, a course in linguistics may be very important in LTE. [Bartels \(2005\)](#) also argues that "armed with knowledge about the language, teachers [of English] will among other things, be able to understand and diagnose student problems better, provide better explanations and representations for aspects of language and have a clearer idea of what they are teaching" (p. 205).

### 1.3 Pedagogical Content Knowledge and Teacher Language Awareness

[Shulman \(1986\)](#) looks at Pedagogical Content Knowledge (PCK) as the knowledge that "goes beyond knowledge of subject matter per se to the dimension of subject matter knowledge for teaching" (p.9). He argues that this knowledge includes the most regularly taught topics in one's subject area, the most useful forms of representation of those ideas, the most powerful analogies, illustrations, examples, explanations, and demonstrations - in other words, the ways of representing and formulating the subject that make it comprehensible to others; and an understanding of what makes the learning of specific topics easy or difficult: the conceptions and preconceptions that students of different ages and backgrounds bring with them to the learning of those most frequently taught topics and lessons. That is, PCK represents "the blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organised, represented and adopted to the diverse interests and ability of learners and presented for instruction" ([Shulman, 1987, p. 8](#)).

PCK concerns the manner in which teachers relate their pedagogical knowledge (what they know about teaching) to their subject matter knowledge (what they know about what they teach) in the school context for the teaching of specific students ([Brophy, 1991](#) in [Andrews, 2007](#); [Van Driel & Berry, 2010](#)). [Konig, Lammerding, Nold, Rohde, Strauß, and Tachtsoglou, \(2016\)](#) look at PCK as subject-specific knowledge for the purpose of teaching. That is, teacher knowledge of the curriculum, learners' knowledge of teaching strategies and multiple representation. This is the kind of knowledge that will separate a linguist from a teacher of English. This shows that a teacher of English needs to understand English as a language, its structure, use and acquisition; needs to understand the different methodologies that can be used to teach English; needs to understand learners they are teaching and the context in which they are learning English. It is, therefore, the role of the English teacher education programmes to produce this kind of teacher.

[Andrews \(2007\)](#) model of PCK is an adaptation of [Shulman's \(1987\)](#) model. [Shulman \(1986\)](#) proposed three major categories of knowledge: the subject matter content knowledge, pedagogical content knowledge and curricular knowledge, as earlier discussed. The categories were later extended

to seven (Shulman, 1987) and these include: content knowledge, general pedagogical knowledge, curricular knowledge, pedagogical content knowledge, knowledge of learners, knowledge of educational contexts and knowledge of educational ends, purpose and values and their philosophical and historical grounds.

Andrews (2007) model of PCK maintains the five out of seven Shulman categories: content knowledge, general pedagogical knowledge, curricular knowledge, knowledge of learners, and knowledge of educational contexts. Instead of looking at Pedagogical Content Knowledge as a standalone category of knowledge, Andrews looks at it as an overarching category of knowledge that contains a number of categories of knowledge within it. This description of Pedagogical Content Knowledge by Andrews is in tandem with the description of PCK as discussed in this study. The other departure from Shulman's model is the knowledge of educational end, purpose and values which Andrews has not presented as a category of knowledge. One would argue that when one gains the knowledge of educational context and curricular knowledge one should be able to understand the purpose as well as the values of education. This could be the reason Andrews did not include it on the list.

The content knowledge as discussed in TLA and KAL reflects the teachers' knowledge of the language (strategic competence and Language competence) and teachers' knowledge about the language (subject matter cognition). As discussed earlier on, a teacher who is knowledgeable about the language does not only understand how language operates but also the kind of struggle the learners face when learning the language (Wright, 2002). This idea is reflected in the component of knowledge of learners. In this model therefore, the PCK is seen as the overarching knowledge base and TLA is seen as subset of the teachers' knowledge base (a knowledge base subset that is unique to the L2 teacher), which interacts with others and blends them in acts of expert L2 teaching (Andrews, 2007).

The literature clearly describes what the teacher education programme should have. It describes the kind of knowledge base the student teachers of second language should have by the end of their training. What might differ would be the packaging of the courses. Therefore, in this paper, the idea is to analyse the kind of knowledge base student teachers in different teacher training institutions in Malawi have. This would provide a basis for the argument that there is a need for a consolidated language teacher education programme in Malawi.

## 2. METHOD

### 2.1 Data Generation Methods

Data were generated through semi-structured interviews and through document analysis. The interviews were used to get an in-depth understanding of how the programme is designed and is implemented in the institutions. The documents that were analysed were the curriculum documents and route maps for Language Teacher Training programmes. The programme documents were analysed to understand the knowledge base of second language teacher education in the institutions.

### 2.2 Study Sites

Data were generated from three teacher training institutions in Malawi between February and March 2018. The first institution is the oldest private institution that trains teachers of English. The second institution is a teacher training college, the first public secondary school teacher training college in Malawi. It is affiliated to the third institution that was also part of the study. The third institution is the oldest teacher training institution in Malawi. In this paper codes, Institution A, Institution B and Institution C, have been used to identify the institutions.

### 2.3 Participants

The participants of the study were 11 teacher educators from the three institutions. The participants included Deans of Faculty, Heads of Department, and Heads of section, Teaching Practice

coordinators, and Lecturers responsible for English teaching Methodology. These were opted for because they were viewed as members involved in designing and implementing the programmes. Data was also generated through document analysis where curriculum documents and route maps were analysed.

#### **2.4 Recruitment of the Participants**

The participants that were involved in the study were recruited through Purposive Sampling. The study looked for participants that can provide information in language teacher education programmes. It was not difficult to identify the actual participants as in all cases there was only one member fitting a particular category.

#### **2.5 Data Analysis**

Data generated were analysed qualitatively using Thematic Analysis. According to Creswell (2007), qualitative analysis of data involves these procedures: preparing the data for analysis, then reducing the data into themes through the process of coding, condensing the codes and finally representing the data in figures, tables or a discussion. Thus, the interviews were transcribed and were organised in terms of the set of different interviewees involved. The data were coded and interpreted in line with themes identified through the codes. The process also involved validating the accuracy of the data information through the researcher's reflections, member check, and debriefing.

### **3. FINDINGS**

The study established that the three institutions' programmes have four components: subject content matter, teaching methodology, Education Foundations, and Teaching Practice. The findings in this section are divided into four key areas: general education courses, subject content matter, teaching methodology and Teaching Practice. This is in line how Graves (2009), Johnson (2009), Richards (2008), and Darling-Hammond (2006) describe the teacher education programme.

#### **3.1 General educational courses**

The first component in the content of the teacher education programme in all the three education institutions were the general courses in education. In Institution A, they were called Education and Teaching Studies (ETS) and in Institution B and C, they were called Education Foundations (EDF). For institution A and B, the students started these courses in year 1 whilst in Institution C, they started the courses in year 2. The implication of this was that the student teachers in institution C were given fewer courses in Education Foundation which might mean they lacked some knowledge by the time they graduated. However, in the absence of the curriculum document for Institution C, it was difficult to say whether the students were given all the "must do" education courses. What was clear was that the students take fewer courses. The route maps indicated they took a total of 11 courses against 15 for Institution B and 16 for Institution A.

The content in the Education Foundational courses provide student teachers with general knowledge about teaching and learning. The courses include Educational Psychology, Adolescent Psychology, Counselling and Guidance, and Special Needs Education. There are also courses that initiate the students into the school environment, helping them understand the school as a place for teaching and learning and how to manage the school. These courses include: Sociology of Education and Education Administration, Leadership and Management.

#### **3.2 English Subject Content**

As much as there are differences in the combination of the teaching subjects in the three institutions, one of the subjects a student needs to take is English. The content of English in the three



institutions nevertheless differs. The content of the subject matter is in two, literature and linguistics or language.

The courses in both pure and applied linguistics give students a chance to understand how the English language works, which might make it easier to teach the subjects to learners of English as a second language. [Wright \(2002\)](#) argues that a linguistically aware teacher not only understands how language works, but also understands the students' struggle with language and is sensitive to errors and other inter-language features. [Andrews \(2007\)](#) calls this Teacher Language Awareness (TLA). This is the knowledge that teachers have of the underlying system of the language that enables them to teach effectively. This implies that the provision of linguistic courses to student teachers of English in the three programmes is an important aspect of their knowledge base. Table 1 provides a summary of the language courses offered:

**Table 1. Language courses in the institutions**

	Institution A	Institution B	Institution C
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Introduction to English Grammar</li> <li>• Introduction to Linguistics</li> <li>• Language and Society</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar for communication</li> <li>• Introduction to Description of English</li> </ul>	<ul style="list-style-type: none"> <li>• Usage of English and composition</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Psycholinguistics</li> <li>• Introduction to phonetics and phonology</li> </ul>	<ul style="list-style-type: none"> <li>• Discourse Analysis</li> <li>• Language and gender</li> <li>• Description of English</li> </ul>	<ul style="list-style-type: none"> <li>• Practical English usage and expression</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Semantics</li> <li>• Creative writing</li> <li>• Pragmatics</li> <li>• Advanced Syntax</li> </ul>	None	<ul style="list-style-type: none"> <li>• Description of English I</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Discourse Analysis</li> <li>• Advanced Phonology</li> <li>• Stylistics</li> <li>• Morphology</li> </ul>	<ul style="list-style-type: none"> <li>• Stylistics</li> </ul>	<ul style="list-style-type: none"> <li>• Description of English II</li> </ul>

Source: Field data, 2018

Table 3 indicates the differences in the types of courses that are offered in the three institutions. In Institution A, there is much emphasis on general linguistics courses while in institutions B and C, there is much emphasis on the description of English as a language. This means that the students in Institution A gets a broader understanding of language issues while those in Institution B and C get information on a specific language, English, which is the subject they will teach. The idea of equipping student teachers with information on English is supported by what [Attardo and Brown \(2005\)](#) argue that teachers of language need to have some ideas about issues of prescriptive and descriptive grammars, language use and variation, language structure and the history of English. This could also be the reason why Institutions B and C have courses in Description of English. This would give the students teachers' specific content for the subject they will teach in secondary school. However, the students in Institution B and C might be lacking the understanding of the structure and use of English in relation to other languages. The broader knowledge about language structure would help the student teachers to appreciate the structure of English.

The second component of the subject matter content is literature. There are several literature courses that equip student teachers with skills to critically analyse various genres of literature. The students are exposed to different texts in literature, and more importantly texts from Africa and Malawi in particular. The analytical skills and the knowledge of the content gained in the programme would be ideal in the teaching of literature in secondary schools. Table 2 gives a summary of the literature courses offered in the institutions of high learning in Malawi in this study.

**Table 2. Literature courses offered in the institutions**

	<b>Institution A</b>	<b>Institution B</b>	<b>Institution C</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Introduction to Literature</li> <li>• Introduction to the African Novel</li> </ul>	<ul style="list-style-type: none"> <li>• Practical criticism</li> <li>• Practical drama</li> </ul>	<ul style="list-style-type: none"> <li>• Practical Criticism</li> <li>• Introduction to literature</li> <li>• Introduction to oral literature</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• The African Poetry</li> <li>• Malawian Literature in English</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to English Literature</li> <li>• Introduction to African Literature</li> <li>• Shakespeare</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to English literature</li> <li>• Introduction to African Poetry and Plays</li> <li>• Introduction to African Novels and Short Stories</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Literary Theory</li> <li>• Shakespeare</li> <li>• Advanced studies in African Novel</li> </ul>	<ul style="list-style-type: none"> <li>• European Novel</li> <li>• African Plays in English</li> <li>• Malawian Literature</li> <li>• Literary Theory and Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Malawian literature</li> <li>• The African Novel in English</li> <li>• Literary Theory I</li> <li>• African American Literature</li> <li>• Caribbean Literature</li> <li>• History and Principles of Literary Criticism</li> <li>• Malawian Oral Literature</li> <li>• The English Novel</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• African Oral Literature</li> <li>• The European novel</li> <li>• Caribbean literature</li> <li>• African American Literature</li> </ul>	<ul style="list-style-type: none"> <li>• African Novel in English</li> <li>• Studies in English Poetry</li> <li>• African Literature in the Diaspora</li> </ul>	<ul style="list-style-type: none"> <li>• Shakespeare</li> <li>• Studies in African Poetry</li> <li>• The European Novel</li> <li>• Literary Theory II</li> <li>• Currents of Thought in African Literature</li> <li>• English Romantic Verse</li> <li>• American Verse</li> </ul>

Source: Research data, 2018

Table 2 also shows the variation in the literature courses that are offered in the three institutions. It can be seen from Table 4 that most of the courses are similar even though they come at different levels. We cannot of course ignore the fact that Institution C has many courses in Literature. As much as some of these courses are elective, the fact remains that it offers more literature courses than language courses and more literature courses than any other institution in this study. It should also be noted that Institution B has more literature courses as compared to language courses. Institution A has a balance between Literature and Linguistics. The implication of this is that student teachers from institution B and C have content knowledge that is biased towards Literature. However, literature makes up just four out of the ten core elements of English taught in secondary schools. A

proper balance between linguistics and literature is needed in all the programmes to produce a teacher who can handle all the core elements of English.

However, in all the three institutions, what is important to note is the emphasis on literature from Africa, Shakespeare, and Malawian Literature. These are courses that directly address the content in secondary school. The texts studied might not be the same, but the student teachers are exposed to contexts they will have to deal with in secondary school. There is also an effort to cover all the four genres of literature which include the Novel, Short Story, Poetry and Drama. This is very important because as teachers of English they will be expected to teach all the four genres of literature.

### 3.3 Teaching Methodology Courses

The other component of the programme is the teaching methodology courses. These are the courses that introduce the student teachers to the teaching of English as a second language in secondary schools. While language courses provide the academic content, the methodology courses show teachers how to teach the content (Richards, 2008). The difference between these courses and the Education Foundation courses or the Education and Teaching Studies courses, is that these are specific to the teaching of English. Table 3 is a summary of the methodology courses offered in the three institutions:

**Table 3. English teaching methodology courses offered by the institutions**

	Institution A	Institution B	Institution C
<b>Year 1</b>		<ul style="list-style-type: none"> <li>• Introduction to the teaching of English in secondary schools</li> </ul>	
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Language Education</li> <li>• English Teaching Methodology 1</li> </ul>	<ul style="list-style-type: none"> <li>• The teaching of English Language</li> <li>• The Teaching of Literature in English</li> </ul>	
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• English Teaching Methods 2</li> <li>• English teaching methods 3</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to language assessment and syllabus evaluation</li> <li>• Language assessment and syllabus evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Theories and approaches to language teaching</li> <li>• Teaching speech, grammar and literature</li> <li>• Language testing and evaluation</li> <li>• Teaching reading and writing</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• TP Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Approaches and methods in second language teaching</li> <li>• Research in Language Education</li> </ul>	<ul style="list-style-type: none"> <li>• Language classroom observation and evaluation</li> <li>• Classroom practice in English</li> </ul>

Source: Field Data, 2018

Table 3 shows that the institutions introduce their students to methodology courses at different levels. In Institution A for example, the students are introduced to English teaching methodology courses at year 2. In Institution B, the courses start in year 1 Semester 2, while in Institution C, it is in year 3.

By looking at the content of the methodology courses, it is clear that they are designed to help the students understand the kind of content they will be expected to teach in the secondary schools. The courses also aim to help the students understand the different theories that have informed the teaching of English in schools and equip them with the skills and strategies to apply such theories in the teaching process. Basically, there are not so many differences in the content of the methodology courses that the institutions offer despite the different names given to the courses. What seems to be different is how the courses are packaged. One might argue then that this is the case because if the institutions are training teachers that will implement the same curriculum, then the training should be based on the needs of that curriculum. However, we cannot overlook the relationship that exists between Institution B and C and the influence Institution C might have on the other teacher training institutions in Malawi. On the one hand, Institution C might have influence on Institution B through their close working relationship as B is affiliated to C. On the other hand, Institution C being the oldest teacher training institution in Malawi, seem to have influence on Institution A as the majority of the curriculum developers might have been trained by Institution C.

The uniqueness of the teaching methodology courses in Institution B is the presence of a course such as the Teaching of English Literature in the teaching of literature. Whilst in Institutions A and C, the teaching of literature is embedded in the other courses. As much as Institution A starts methodology courses at year 2, they do not seem to have a special course that deals with literature.

The other unique course that Institution B has is the course in Research in Language Education. In view of the Reflective theory that informs the LTE programme at this institution, this is very commendable. This is also in agreement with [Kelly and Grenfell \(2004\)](#) who look at action research as an important component of language teacher education. They note that “action research encourages reflexivity and an enquiring approach and gives teachers a substantial theoretical framework for resolving difficult issues” (p. 35). [Richards \(2008\)](#) also observes that the coursework in areas such as reflective teaching, classroom research and action research now form parts of the core curriculum in most teacher education programmes. This means the institution has taken the right direction in terms of teacher training.

On research, as much as Institutions A and C have a component of it, the research is not specific to language education. For Institution A, the research is for general research in education and the students are free to explore studies and carry out research in Education Foundations, Language Education, Linguistics or Literature. For institution C, the students carry out research in the content areas, in this case, English. This is the reason it has been argued that Institution B has taken a right direction as research in language education will help the students understand the teaching of English better.

### 3.4 Teaching Practice

[Van Driel and Berry \(2010\)](#) observe that PCK can be promoted by addressing both pre-service teachers subject matter knowledge and their educational beliefs, in combination with providing them the opportunity to gain teaching experience and specifically to reflect on these experiences. This way, the other component of the English teacher education programmes is the TP. This gives the student teachers an opportunity to experience the actual teaching and reflect on their teaching. There are a number of practical activities that the student teachers are involved in but this section will focus on the notion of TP that requires the students to stay in school for a period of 10 to 14 weeks.

For all the three institutions, the TP is done at the end of the programme. This means by the time they go for TP they have covered all the content in the theory. In all three institutions the students spend one whole secondary school term in the schools and they are supervised by the lecturers at least four times. This gives the student teachers an opportunity to start with the students and finish with them. They have time to learn about school culture and have experience on how to teach and assess.

This experience gives the student teachers an opportunity to connect their knowledge to practice (Cabaroglu, 2014; Konig et al., 2016).

#### 4. DISCUSSION AND CONCLUSION

The courses in general education will help students to understand: what teaching and learning is generally about; the context in which they will teach; and the learners they are going to teach. Kelly and Grenfell (2004) indicate that teachers need to have training in ways of adapting teaching approaches to the educational context and individual needs of learners. According to Kelly and Grenfell, therefore, the Language Teacher Education (LTE) programme should help students understand the different factors that affect people's abilities to learn, and the different attitudes and cultural perspectives people bring to learning. LTE should also help students understand that adapting teaching approaches involves thinking about classroom management issues, sensitive and suitable use of materials and resources, and employing a variety of learning activities to achieve learning outcomes. In addition, LTE should help students adapt the teaching approaches for learners with special educational needs. The inclusion of these education foundation courses in the teacher education programme is a big strength to the programmes. These arguments are also supported by Karakas (2012) and whose analysis of the teacher of Education in Turkey showed that student teachers are exposed to general pedagogical issues that highlighted on the nature of learners and their learning environment.

Bartels (2005) and Freeman (2009) emphasise the need for linguistics and applied linguistics courses which are the courses that Institution A is offering to its English student teachers. Bartels just like Wright (2002) argues that armed with knowledge in linguistics and applied linguistics, teachers will among other things be able to understand and diagnose students' the problems better, provide better explanation and presentation for aspects of language and a clear idea of what they are teaching.

From the foregoing arguments, it can be concluded that the need for general linguistics courses in language teacher education can never be over emphasised. The courses give the student teachers a deeper understanding of the structure and use of the languages and how the languages are learnt. This might help the student teachers to make educational decisions on how to handle languages. It should also be acknowledged that since the institutions are training teachers of English the focus on the actual language they will be teaching, that is English, might be helpful to the would-be teachers.

Shulman (1986; 1987) and Andrews (2007) recognise subject content as an important component of the teacher knowledge base. Shulman (1986) argues that the subject matter content understanding of the teacher be at least equal to that of his or her lay colleagues, the mere subject matter major. This means that the teacher of English should have adequate knowledge of the content in English, which in the case of Malawi secondary curriculum, is the knowledge of both language and literature. The three institutions seem to provide the student teachers with the necessary knowledge of the content which they will be expected to teach. This is similar to the SLTE programme in Chile (Barahona, 2014) where students are given courses in English language and linguistics. It was observed that the content knowledge and the general pedagogical knowledge was actually privilege in the programme. These show how content knowledge is valued in the programme.

The methodology courses could be seen as courses that provide the learners with pedagogical content knowledge (PCK) which Shulman (1986) looks at as knowledge beyond subject matter. This is knowledge that is unique to teachers and it combines knowledge of the content to be taught and how this knowledge can be presented to the students (Andrews, 2007; Shulman, 1987; Van Driel & Berry, 2010). The methodology courses give the student teachers an opportunity to blend the content and pedagogy to understand the teaching of English as a subject, the way it is organised, presented and



adopted to the needs of the learners, thereby helping the student teachers develop PCK. This is the knowledge they will need to teach English in Malawian secondary schools.

However, the programmes seem to have more subject content courses than the more practical courses such as methodology courses. There seems to be more units or credit hours given to the subject content than the methodology courses. This observation was also noted in Turkey, South Africa and Chile. This could affect the development of PCK as the student teachers will not have enough time to reflect on their prior knowledge, new knowledge acquired and experience. To deal with the challenge teacher education in Turkey increased the number of methodology courses and the teaching practice was extended to cover both primary and secondary schools (Karakas, 2012). Therefore, there might be need for Malawi to follow Turkey.

Graves (2009) looks at TP from two perspectives: classroom practice and participating in communities of practice. He looks at classroom practice on one hand, as where student teachers are given an opportunity to observe teaching, prepare for teaching, teach, reflect on it, analyse it and thus learn it or from it. On the other hand, he looks at participating in the communities of practice as a student being given the opportunity to understand why teachers are the way they are, how they are positioned in these contexts and how to develop power to negotiate and change them. The teaching practice gives them an opportunity to be involved in these two forms of practices. Cabaroglu (2014) agrees with this observation. He indicates that the field experience offers the student teachers the opportunity to learn about students, confront classroom realities, and think about the 'self' as teachers. The teaching practice coupled with a reflective seminar or work (Barahona, 2014) would give an opportunity to student teachers to learn how to teach through reflection of their own practice. Barahona argues that the conceptualisation of the knowledge base of SLTE should integrate the teacher as a learner, social contexts and the pedagogical process. This means that the teaching practice provides the student teachers an opportunity to understand the learners, the classroom and the teaching in relation to what they learnt in class.

The review of the three programmes has revealed that the programmes are similar with minor differences especially in the actual courses offered and also the levels at which certain courses are offered. The student teachers in each of the programmes are given subject content knowledge which is in two parts; linguistics and literature. Whilst Institution A has a balance between linguistics and literature, Institutions B and C seem to lean more on literature. The programmes also offer student teachers courses in general pedagogical knowledge through the Education Foundations courses. However, the difference is the level at which the courses first appear in the programme. Whilst institutions A and B start at year one, Institution C starts at year two.

Karakas (2012) argues that the knowledge base of SLTE should have content knowledge, general pedagogical knowledge, pedagogical content knowledge and support knowledge. Through the literature, linguistics and education foundation courses, the student teachers are equipped with content knowledge, general knowledge as well as support knowledge. The pedagogical content knowledge is basically acquired through the English teaching methodology courses. As observed earlier the content of the courses try to bring in general pedagogy and the content especially language together. This knowledge gained in the confines of the classroom is applied through teaching practice. The period and time at which students go for teaching practice does not differ in the three institutions. The similarity in the programmes shows that the institutions have basically the same knowledge base that a teacher of English in Malawi should have. The knowledge base that is similar to what Graves (2009), Johnson (2009), Richards (2008), and Darling-Hammond (2006) has described. Considering that the three institutions are producing teachers who will handle the same secondary school curriculum it is possible then to have a consolidated language teacher education programme. This will encourage collaboration between and among institutions.

The collaboration between and among institutions would help the institutions to share resources and expertise as they work towards a common goal. The paper acknowledges the dynamics in each of the institutions as such it does not propose that the institutions have a “mirror view” of each other but should have similar credit hours for the courses offered. The institutions should also understand the kind of content courses to be offered to the teachers of English in line with the secondary curriculum and various career paths the students might want to take after graduation

#### *Acknowledgment*

*I would like to sincerely thank the lecturers, students and administrators of the institutions from which data was collected. This article emanated from my PhD thesis submitted to the School of Education, University of Malawi under the supervision of Dr Foster Kholowa, Dr. Amos Chauma and Associate Professor Allan Lipenga.*

*The data used in this study was confirmed by the researchers that it belongs to the years before 2020.*

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**Review Article****Developing RAFT Strategy for Learning to Read Non-Literary Texts Based on Adobe Flash in Vocational High Schools\***Dewi Putri PERTIWI<sup>1</sup>  Zamzani ZAMZANI<sup>2</sup> **Abstract**

This study aimed to develop the RAFT strategy for learning to read non-literary texts based on Adobe Flash in Vocational High Schools and determine the feasibility of the RAFT strategy for learning to read non-literary texts based on Adobe Flash in Vocational Schools in terms of validation results by lecturers, teachers, and the results of student responses. This research used research and development methods. Sampling used purposive sampling technique. The research phase consisted of (1) needs analysis, (2) product planning, (3) initial product development, (4) expert and teacher validation, (5) initial product revision, (6) student response test, (7) second product revision, and (8) the final product. The needs analysis was conducted in three schools in Kulon Progo Regency, namely SMK Negeri 1 Pengasih, SMK Negeri 2 Pengasih, and SMK Negeri 1 Kokap. This study used data collection instruments in the form of validation sheets for experts and teachers and student response sheets. The result of the research is the RAFT strategy for learning to read non-literary texts based on Adobe Flash in SMK developed consists of three parts. (1) The introductory section, contains the opening title, the instructions for using the buttons, the instructions for the use of RAFT Strategy Development for Learning to Read Non-literary Texts Based on Adobe Flash in Vocational High Schools. (2) The content section consists of non-literary text learning materials for SMK students. (3) The exercise section is in the form of non-literary texts with the RAFT strategy, and answer keys. The development of the RAFT Strategy for Learning to Read Non-literary Texts Based on Adobe Flash in Vocational Schools was assessed for feasibility based on material expert validation, media expert validation, and the results of student responses. The results of the validation by lecturers, teachers, and student responses indicated that the product developed was included in the appropriate category for use. The results of the material expert validation obtained a very good category, with an overall percentage of 94.83%. The results of the media expert's validation obtained a very good category, with an overall percentage of 94.75%. The results of student responses obtained the very good category, with an overall percentage of 80.60%.

**Keywords:** RAFT strategy, reading, non-literary text, adobe flash

**1. INTRODUCTION**

In the 2013, curriculum mentioned that the scope of subject study materials Indonesian secondary education (vocational high schools) is aspects of language skills. Aspects of language skills include listening, speaking, writing, and reading skills. Reading learning as part of Indonesian subjects should be implemented in an integrated manner and get the same attention as other language skills. Reading learning is a complex activity by exerting a large number of separate actions, including the use of understanding and delusion, observation, and memory.

Reading learning is also a link between physical and mental. Physically, reading requires a sense of sight and mentally reading requires understanding and memory. One can read well if one is able to see the letters clearly, remember the symbols of language appropriately, and have sufficient reasoning to understand the reading. Reading skills are one of the keys to student progress. In fact,

Received Date: 22/01/2022

Accepted Date: 14/03/2022

Publication Language: English

**To cite this article:** Pertiwi, D.P. & Zamzani, Z. (2022). Developing RAFT strategy for learning to read non-literary texts based on adobe flash in vocational high schools. *International e-Journal of Educational Studies*, 6 (11), 25-33. <https://doi.org/10.31458/iej.1061462>

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there are still many students who do not understand what they read (Soedarso, 2005: 4). Reading is a complex activity that involves visual, thinking, psycholinguistic, and metacognitive activities (Rahim, 2008: 2). Reading is also a process carried out and used by readers to get the message conveyed by the author (Somadyo, 2011:1). To strive for the ability to read the understanding of students, there are several media that can be applied in learning. One medium that can be used in reading comprehension learning is *Adobe Flash* media (Arsyad, 2009: 9).

Previously, it was first known the extent of the level of ability of students in reading non-literary texts. Therefore, survai research was conducted to find out the ability to read non-literary texts of vocational school students in Kulon Progo. Based on the results of surveys with learners and teachers at SMK Kulon Progo obtained information that the level of ability of students in reading non-literary texts is still low. This is due to the availability of learning media that are still lacking so that they cannot be used effectively. *Adobe Flash* media that contains non-literary text is still not done and is difficult to obtain. *Adobe Flash* media-based reading learning development must also be in accordance with the material and characteristics of learners in order for learning goals to be achieved. In addition to learning goals can be achieved, the learning process will also be interesting with the help of the right *Adobe Flash* media so that learners more easily understand and receive material. There are other things, the causes of low reading skills of non-literary text understanding in students and teachers, among others: (1) limitations of knowledge and teacher skills in the utilization of learning media, (2) limitations of facilities and infrastructure so that the use of existing learning media has not been maximal, (3) students are easily bored in the learning process because the learning media used is still conventional, (4) the system of teaching and learning activities is less attractive.

The role of the media in the learning process as a tool to clarify teaching materials at the time the teacher delivers the lesson (Çınar & Kurt, 2019; Sudjana, 2011: 60). The use of learning media in the teaching and learning process can generate new desires and interests, generate motivation and stimulation of learning activities, and bring psychological influences on students (Hamalik via Arsyad, 2009: 15). The use of media in the development of computer device technology and applications in all fields requires many parties to pay special attention. Mastery of technology is one thing that the younger generation needs to have now (Atadil-Kuzucu & Kartal, 2020; Setiani, 2014: 20).

The demands of the globalization era with the development of information technology can be utilized for the development of learning. One way of using technology in learning is the use of technological resources as a medium in the learning process (Akhmadan, 2017: 25). Good media is a medium that is able to involve many senses of students because the more sensory tools involved the more likely students to be able to understand and understand learning materials (Arsyad, 2009: 9). Currently, various computer programs (*software*) have been developed that can be used as an effective and interactive learning medium as a very important role to support the ability of learning goals. The creation of computer-based interactive learning media can be done with a variety of *software* such as Microsoft Power Point, *Adobe Flash*, *Adobe Premier*, *Java Script* and PHP. Based on this software, *Adobe Flash* is more effective software for creating interactive computer-based learning. The reason for the selection of *Adobe Flash software* is because this *software* is able to produce learning in the form of video, text, images, design, audio, interactive evaluation, and animation (Sumarsih, 2009: 2). *Adobe Flash* is an authoring tool that makes it easy for users to manage and process assets (Aji, 2018: 3). *Adobe Flash* is widely used to create interesting applications and software because it contains video, sound, graphics, and animation (Chun, 2010: 1). The use of *Adobe Flash* as an interactive learning media will help realize a good learning process because it becomes easier for students to receive subject matter (Ampera, 2017: 2).

The ability of teachers in using learning media will certainly affect students' learning outcomes. The right media will be the key to successful learning. *Adobe Flash-based* learning development will be more effective when combined with strategy as learning steps. An appropriate



strategy in the development of Adobe Flash-based non-literary text reading learning is the RAFT strategy. RAFT stands for R—*Role of the writer* (Who are you); A—*Audience for the writer* (To whom are you writing?); F—*Format of the writing* (What form will you writing take?); T—*Topic of the writing* (What are you writing about?) (Ruddell, 2005: 288). *Role of the writing* can be interpreted as a point of view (role). *Audience for the writer* can be interpreted as the target object. *Format of the writing* means format (the structure of the text read). *Topic of the writing* means the topic in writing (Ruddell, 2005: 288). RAFT strategy that uses reading text as learning material in obtaining information, this strategy is allowed to be applied to reading learning. By applying raft strategies in reading learning, students can deepen understanding and expand information in reading (Buehl, 2007:114). Based on the description that has been presented, this research intends to develop raft strategy of learning to read non-literary text based on Adobe *Flash* at SMK Kulon Progo.

Based on background, it can be known that this research was conducted to (1) analyze the needs of teachers towards raft strategy development learning non-literary text based on Adobe *Flash* in vocational high schools, (2) developing the raft strategy learning non-literary based on Adobe *Flash* in vocational high schools,(3) know the feasibility of raft learning strategy learning non-literary text based on Adobe *Flash* in vocational high schools,(4) know the results of the student response test develop the RAFT strategy for learning to read non-literary texts based on Adobe Flash in Vocational High Schools.

## 2. METHOD

### 2.1 Research Design

This research uses research and development methods or commonly called *Research and Development* (R&D). This research aims to develop a product that can be used in learning. Research and development methods are research methods used to produce a particular product and test the effectiveness of that product (Sugiyono, 2011: 297). The resulting research in develop the RAFT strategy for learning to read non-literary texts based on Adobe Flash in Vocational High Schools.

This study refers to the development research procedure of R & D. Borg, WR & Gall, MD (via Sukmadinata, 2013: 169) which consists of 10 steps, namely: (1) information gathering, (2) planning, (3) development product, (4) preliminary product test, (5) main product revision, (6) main product test, (7) product operational revision, (8) product operational test, (9) final product revision, and (10) utilization and dissemination. Based on the steps described above, the flow of the research procedure was modified into 8 steps, including: (1) research and information gathering, (2) planning for media creation, (3) initial product development, (4) product validation testing, (5) first product revision, (6) product trial, (7) second product revision, (8) final product. Modifications were made on the grounds that of the 10 steps proposed by Borg and Gall, there are several things that can be used as one step. For example, preliminary product trials and product validation tests. Preliminary product trials and product validation tests both contain product assessments, the steps can be shortened due to time and cost constraints.

### 2.2. Sampling

Sampling used purposive sampling technique. Data collection methods and instruments used are non-tests. The technique of collection, namely by using interviews and questionnaires.

### 2.3. Data Collection Methods and Instruments

Data collection instruments using student response questionnaire sheets to develop the RAFT strategy for learning to read non-literary texts based on Adobe Flash in Vocational High Schools. This study used data collection instruments in the form of validation sheets for experts and teachers and student response sheets.

## 2.4. Data Analysis

Data analysis techniques are carried out using quantitative descriptive analysis techniques. This technique is used for decryption using raft strategy development learning to read non-literary text based on *Adobe Flash*. Data analysis techniques by analyzing teacher interview data, expert validation sheets, and reviewing questionnaires. In analyzing validation sheets and questionnaires, the steps are to change the score of each question item with the score criteria in the assessment scale as follows:

- Score 1= Not Good
- Score 2 = Enough
- Score 3= Good
- Score 4 = Very Good

The conversion of average scores into scores and categories used is the conversion of scores according to Sukardjo and Lis Permana (via Mubasiroh, 2013: 46) which is then adjusted for research needs. The formula in analyzing product validation by expert lecturers, teachers Indonesian, and the assessment of learners as follows.

$$x = \frac{\sum x}{n}$$

Information:

X = Average Score

$\Sigma x$  = Number of Scores per Aspect

n = Number of Research Subjects

**Table 1. Quantitative data conversion guidelines to qualitative data**

No.	Score Range	Value	Percentage	Category
1.	$x > 3.4$	A	76% - 100%	Excellent
2.	$2.6 < x < 3.4$	B	52% - 75%	Good
3.	$1.8 < x < 2.6$	C	36% - 51%	Enough
4.	$x < 1.8$	D	0% - 35%	Bad

Information:

$$\text{Persentase keidealan tiap aspek} = \frac{\sum \text{skor rata-rata}}{\sum \text{skor maksimal tiap aspek}} \times 100\%$$

$$\text{Persentase keidealan keseluruhan} = \frac{\sum \text{skor rata-rata keseluruhan}}{\sum \text{skor maksimal keseluruhan}} \times 100\%$$

In this study, the eligibility value was determined by the value "B" which is the category "Good" and the value "A" which is the category "Very Good". So, if the results of assessments by experts, teachers, and the average student response provide a final grade of "B" or "Good", then this developing RAFT strategy for learning to read non-literary texts based on Adobe Flash in Vocational High Schools is considered worth using. In addition, if the results of assessments by experts, teachers, and the average student response provide a final grade of "A" or "Excellent", then this developing RAFT strategy for learning to read non-literary texts based on Adobe Flash in Vocational High Schools is considered very feasible to use.uracy of the data information through the researcher's reflections, member check, and debriefing.

### 3. FINDINGS

Based on the results of the interview, it is known that the Teacher has also never used or even found a special media that contains reading learning based on a strategy. Therefore, in this study will be developing RAFT strategy for learning to read non-literary texts based on Adobe Flash in Vocational High Schools. All the teachers interviewed did not yet know raft strategy.

The validation stage is carried out to find out the quality and feasibility of developing RAFT strategy for learning to read non-literary texts based on Adobe Flash in Vocational High Schools so that developing RAFT strategy for learning to read non-literary texts based on Adobe Flash in Vocational High Schools can be used. Validation is carried out by two material experts consisting of lecturers and a teacher Indonesian at the relevant vocational school, as well as one media expert. In the validation process, the maximum score for the assessment of the developed product is "4". Here is a table of material and media expert validation data.

**Table 2. Overall results of validation by expert lecturers**

Sources	Aspects Assessed	Percentage	Eligibility Level
Lecturer of Materials Expert	Learning	92,75 %	Excellent
	Material	91,75 %	Excellent
	Benefit	100 %	Excellent
<b>Overall Percentage</b>		<b>94,83 %</b>	<b>Excellent</b>

**Table 3. Overall results validation by Indonesian teacher**

Sources	Aspects Assessed	Percentage		
		Teacher 1	Teacher 2	Teacher 3
Indonesian Teacher	Learning	79,25 %	91,75 %	95,75 %
	Material	75 %	100 %	100 %
	Benefit	75 %	100 %	100 %
<b>Overall Percentage</b>		<b>76,41 %</b>	<b>97,25 %</b>	<b>98,58 %</b>
<b>Eligibility Level</b>		<b>Excellent</b>	<b>Excellent</b>	<b>Excellent</b>

**Table 4. Overall results of validation by expert lecturers of Media**

Sources	Aspects Assessed	Percentage	Eligibility Level
Lecturer in Media Experts	Visual	92,5 %	Excellent
	Media	91,75 %	Excellent
	Benefit	100 %	Excellent
<b>Overall Percentage</b>		<b>94,75 %</b>	<b>Excellent</b>

The material expert who is the source of validation in the research product developing RAFT strategy for learning to read non-literary texts based on Adobe Flash in Vocational High Schools is Prof.Dr.Burhan Nurgiyantoro, M.Pd. is a lecturer in the Department of Indonesian Language and Literature Education, Yogyakarta State University.

The teacher Indonesian as validation of the material is the teacher Indonesian in SMK Negeri 1 Pengasih, namely Mrs. Suprapti, S.Pd., SMK Negeri 2 Pengasih, namely Mr. Ndarumaya, S.Pd., M.Pd., SMK Negeri 1 Kokap, Mrs. Distratika Aisa Rakhmi, S.Pd. Media expert who became the source of validation in the develop the RAFT strategy for learning to read non-literary texts based on Adobe Flash in Vocational High Schools is Dr. Phil's mother. Nurhening Yuniarti, M.T. Media validation is done starting from the visual aspect, media aspect, and benefit aspect in media. Product revision in this study was carried out by expert lecturers. At the validation stage, expert lecturers provide the following suggestions and inputs: (a) The readability of the text in the exercise section needs to be considered. This is because the problem is presented in the form of an image with a less large resolution so that it looks a bit blurry. (b) *Back sound* should use instrumental music only so that

users feel more comfortable. (c) In the instructions section, the explanation to return to the previous page does not yet exist, please add. (d) Part of the guide, should the title be replaced with "Guide to The Use of Raft Learning Strategy Development Based on Adobe *Flash* Text in SMK". In addition, the guide also does not specifically explain users for access to materials and problem exercises.

Furthermore, test the product to learners who act as respondents. Learners or respondents who assess develop the RAFT strategy for learning to read non-literary texts based on Adobe Flash in Vocational High Schools in Kulon Progo, namely SMK Negeri 1 Pengasih, SMK Negeri 2 Pengasih, and SMK Negeri 1 Kokap. The maximum score used to assess the media that has been developed is the same as the assessment score for expert lecturers and teachers, which is "4". The following presented a description of the data assessment of learners developing RAFT strategy for learning to read non-literary texts based on Adobe Flash in Vocational High Schools.

**Table 5. Student response results data**

Aspects	No.	Assessment Indicator	Number of Rating Scores (N = 81)	Average Rating Score	
Media	1.	Operating to develop the RAFT strategy for learning to read non-literary texts based on Adobe Flash is very easy.	249	3,07	
	2.	The choice of writing type is easy to read.	260	3,21	
	3.	The selection of buttons in the media corresponds to the material.	272	3,35	
Material	4.	Color selection is not boring.	262	3,23	
	5.	Clarity of the material presented.	261	3,22	
	6.	Material is easy to understand.	257	3,17	
	7.	Practice the problem according to the material.	264	3,25	
Benefit	8.	Learning media facilitates learning.	262	3,23	
	9.	Interesting learning media.	263	3,24	
	10.	The material presented in the media can help the learning process.	262	3,23	
			<b>Number =</b>	<b>2612</b>	<b>32,24</b>
			<b>Percentage =</b>	<b>80,6 %</b>	<b>80,6 %</b>
			<b>Category =</b>	<b>Excellent</b>	<b>Excellent</b>

The results of the trial conducted on students with a total number of 81 students consisting of 30 students in SMK Negeri 1 Pengasih, 30 students in SMK Negeri 2 Pengasih, and 21 students in SMK Negeri 1 Kokap showed that develop the RAFT strategy for learning to read non-literary texts based on Adobe Flash in Vocational High Schools is suitable for use in learning to read non-literary text and falls into the category "Excellent".

Product revisions in this study contain suggestions and inputs that develop the RAFT strategy for learning to read non-literary texts based on Adobe Flash in Vocational High Schools can help the learning process. Students are very active and enthusiastic about develop the RAFT strategy for learning to read non-literary texts based on Adobe Flash in Vocational High Schools.

#### 4. DISCUSSION

The results of validation of material experts, media experts, teachers, and student responses show that all aspects in develop the RAFT strategy for learning to read non-literary texts based on Adobe Flash in Vocational High Schools fall into the category "Excellent" or "Very Feasible" for use in learning in school. Based on the results of validation by expert lecturers of materials, the average

results of expert validation of learning aspect materials by expert lecturers reached a value of 3.71 (92.75%), the average results of expert validation of material aspects by expert lecturers reached a value of 3.67 (91.75%), the average results of expert validation of benefit aspect materials by expert lecturers reached a value of 4 (100%).

Based on the results of validation by media expert lecturers, the average results of validation of visual aspect media experts by expert lecturers reached a value of 3.7 (92.5%), the average validation results of media aspect media experts by expert lecturers reached a value of 3.67 (91.75%), the average validation results of expert aspect material benefits by expert lecturers reached a value of 4 (100%).

Based on the results of teacher validation, the average aspect of learning in tables 16.1 to 16.4, the average teacher validation result 1 in the learning aspect reached a score of 3.17 (79.25%), the average teacher validation result 2 in the learning aspect reached a score of 3.67 (91.75%), the average teacher validation result 3 in the learning aspect reached a score of 3.83 (95.75%). The average teacher validation result 1 on the material aspect and the benefit aspect reached a value of 3 (75%), the average teacher validation result 2 on the material aspect and the benefit aspect reached a value of 4 (100%), the average teacher validation result 3 on the material aspect and the benefit aspect reached a value of 4 (100%).

In the final stage of the product trial in students of grades X, XI, and XII which amounted to 81 students from 3 schools, namely SMK Negeri 1 Pengasih, SMK Negeri 2 Pengasih, and SMK Negeri 1 Kokap. Indicators assessed by students consist of 10 questions that contain questions that represent 3 aspects, namely media aspects, material aspects, and benefit aspects. The media aspect consists of 4 indicators. After the assessment, the percentage score from media aspects, material aspects, and benefit aspects was 80.6% with the category "Excellent".

The feasibility of the media developed in this study was determined by a minimum value of "B" or category "Good". As outlined in the previous chapter, the value "B" is in the score range of  $2.6 < X < 3.4$  with a percentage of 52 - 75%. In this study, the score obtained based on the assessment of expert lecturers, teachers, and student responses was  $X > 3.4$  or category "Excellent" with an "A" grade. Thus, developing the RAFT strategy for learning to read non-literary texts based on Adobe Flash in Vocational High Schools is considered very feasible for use in the learning process.

## 5. CONCLUSIONS

Based on the results of research that has been conducted to developing the RAFT strategy for learning to read non-literary texts based on Adobe Flash in Vocational High Schools can be concluded as follows.

Teacher needs analysis of develop the RAFT strategy for learning to read non-literary texts based on Adobe Flash in Vocational High Schools that teachers have never used or found *Adobe Flash* media that contains reading learning based on RAFT strategy.

Developing the RAFT strategy for learning to read non-literary texts based on Adobe Flash in Vocational High Schools has not been widely found. In addition, *Adobe Flash* has never been used in the classroom by being integrated based on a raft strategy. RAFT strategy designs students to understand the writing read about whom, for whom, in what format, and what specific topics as material for reading comprehension.

The feasibility level of developing the RAFT strategy for learning to read non-literary texts based on Adobe Flash in Vocational High Schools judging from the assessment of expert validation results of learning aspect materials by expert lecturers reached a value of 3.71 (92.75%), the average results of expert validation of material aspects by expert lecturers reached a value of 3.67 (91.75%), the average results of expert validation of benefit aspect materials by expert lecturers reached a value of 4 (100%). The results of validation of visual aspect media experts by expert lecturers reached a



value of 3.7 (92.5%), the average validation results of media aspect media experts by expert lecturers reached a value of 3.67 (91.75%), the average results of expert validation of benefit material by expert lecturers reached a value of 4 (100%). Based on the aspect of learning, material aspects, and benefit aspects of the overall results of validation by teachers 1 obtained a percentage of 76.41% so that the eligibility rate is "Very Good", validation by teacher 2 obtained percentage 97.25% so that the eligibility rate is "Very Good", validation by teacher 3 obtained percentage 98.58% so that the eligibility rate is "Very Good". Based on the analysis it can be concluded that developing the RAFT strategy for learning to read non-literary texts based on Adobe Flash in Vocational High Schools can be used in the learning process because it meets the eligibility criteria.

The results of the student response to developing the RAFT strategy for learning to read non-literary texts based on Adobe Flash in Vocational High Schools that scores results from media aspects, material aspects, and benefit aspects obtained a percentage of 80.6% with the category "Excellent".

Developing the RAFT strategy for learning to read non-literary texts based on Adobe Flash in Vocational High Schools is expected to be used as an alternative to interactive media in learning activities reading non-abstract text in schools. In addition, it is expected that developing the RAFT strategy for learning to read non-literary texts based on Adobe Flash in Vocational High Schools is able to trigger the interest of learners in the learning process of reading non-literary text.

#### *Dissemination and Further Product Development*

The dissemination stage in the research developing the RAFT strategy for learning to read non-literary texts based on Adobe Flash in Vocational High Schools there are 2 stages, namely: (a) *Validating testing*, this stage is the implementation of the application of media that is feasible and valid to be tested to students in vocational school. (b) *Packaging*, this stage is the packaging of "Raft Learning Strategy Development Reading Adobe Flash-Based Non-literary Text in SMK" with the doubling of the *softfile folder* through CD by labeling and packaging.

Further research and development of developing the RAFT strategy for learning to read non-literary texts based on Adobe Flash in Vocational High Schools, is expected to be absorbed or understood by learners and can be used in classroom learning. In addition, further product development can be done with literary texts so that they are not limited to non-literary texts. Product development can also be done by adding the completeness of components that are not yet available such as the addition of narrative audio to guide learners.

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**Research Article****Investigation of Nursing Students' Perceptions of Nursing by Drawing  
Method: Time Journey with Drawings\***Çiğdem Gamze ÖZKAN<sup>1</sup>  Yeter KURT<sup>2</sup>  Aysun BAYRAM<sup>3</sup> **Abstract**

Nursing perception refers to nurses' own personal views about their professional roles, which are influenced by their beliefs, values, experiences, self-concepts, and self-images. The purpose of the study is to explore nursing students' perceptions of nursing through drawing. The sample of the descriptive study consisted of 385 voluntary nursing students from all classes of the nursing department. The data were obtained from the pictures they drew in response to the question "If nursing was a framework, what would be the picture in it?" on the papers. The students drew nurses and patients respectively as a woman 57% - 31%, with a happy face expression 53% - 29.6% and drew nurses wearing a cap 28%, and using a syringe 39%. The total rubric score of students was 7.0±2.78. Students' perceptions of nursing in the first and fourth years were higher than in others ( $p<0.001$ ). Students' perceptions of nursing were found at a medium level.

**Keywords:** Drawing, nursing, perceptions, students**1. INTRODUCTION**

The concepts related to nursing awareness and nursing adaptation take shape during the undergraduate years. These concepts shape students' perceptions of nursing by being influenced by the nursing education they receive (Beydağ & Arslan, 2008). The perception of professional identity is influenced by culture, social life, and experiences as well as professional education (Browne, Wall, Batt, & Bennett, 2018). In other words, student nurses start nursing education with an awareness of their values and beliefs about the nursing profession. The professional perceptions of student nurses are influenced by nursing curriculum and its design, educators, faculty culture and philosophy as well as individual values, gained nursing skills, clinical experiences, and their communication with clinical nurses (Peterson, 2017). Moreover, this perception continues through the nursing career of the person and is influenced by the social interaction and culture in the working environment after graduation (Willets & Clarke, 2014).

In nursing education, it is very important to identify and improve students' professional identity perceptions. To reveal this perception, students should be allowed to express their perception of nursing. It is seen that among the methods applied to reveal nursing students' perceptions of nursing, the survey method is the most frequently used one (Karadağlı, 2016; Kızğüt & Ergöl, 2011). In addition to the survey method, some studies have used the drawing method on four key themes about being a nurse (to be a nurse, I have to look the part', to perform in a variety of roles', to connect with

**Received Date:** 14/10/2021**Accepted Date:** 14/03/2022**Publication Language:** English

**To cite this article:** Özkan, Ç.G., Kurt, Y. & Bayram, A. (2022). Investigation of nursing students' perceptions of nursing by drawing method: Time journey with drawings. *International e-Journal of Educational Studies (IEJES)*, 6 (11), 34-44. <https://doi.org/10.31458/iej.1009954>

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others', and to care for myself') (Browne et al., 2018) and investigated their views through these pictures (Özmen & Çetinkaya, 2016). The drawing method has been mostly employed in the literature to explore children's perception of nursing (Çakırer-Çalbayram, Altundağ, & Aydın, 2018; Uysal, Düzkaya, Bozkurt, & Çöplü, 2018). Although it is a fun and self-expressing method that allows students to express themselves more easily, to reflect their minds without limits (Guillemin, 2004), the number of studies that determine the professional perception of student nurses through the drawing method is limited. With this viewpoint, the drawing method, which is defined as an expression element that includes and reflects psychological values, can be an effective method to reflect the student nurses' perceptions of the nursing profession. Through this method, information about the effect of a specified theme or concept on the individual, the characteristics and emotional reflection of the individual can be obtained (Browne et al., 2018; Çakırer-Çalbayram et al., 2018). While drawing, the students can express the features such as form and content, which symbolize their feelings and behaviors, and reveal how they perceive themselves in the profession (Çakırer-Çalbayram et al., 2018). While drawing, students can unconsciously express features such as form and content that symbolize their emotions and behaviors and reveal how they perceive themselves in the profession. Therefore, the pictures drawn by the students can be used as a tool for the effects of socio-cultural variables on their professional perceptions (Özmen & Çetinkaya, 2016). Although there are various studies in the literature to determine the professional perceptions of nursing students (Kahraman, Tunçdemir & Özcan, 2015), the number of studies conducted with the drawing method is limited. One of these studies was performed by Özmen and Çetinkaya to examine the subjective experiences of fourth-year students regarding the nursing profession, and the pictures drawn by the students and their descriptions based on the pictures were used together. In the qualitative study conducted with 44 nursing students, the perception of the nursing profession of the students was evaluated in three main categories: image, figure and, working life.

There is not enough research in the literature to determine nursing students' perceptions of nursing through the drawing method at the undergraduate education level. Studies covering the drawing method generally evaluated the nursing perceptions of pediatric patients in a certain age range (Uysal, Düzkaya, Bozkurt, & Çöplü, 2018; Kahraman, Tunçdemir & Özcan, 2015) or the perceptions of student nurses towards psychiatric patients (Kulakaç & Uzun, 2020). It is important to define the nursing profession perceptions of future health professionals, nursing students, who will have an active role in care. Our study is valuable with its feature of revealing the perceptions of student nurses towards the nursing profession with the drawing technique. It is thought that the positive or negative perceptions that student nurses develop during their education process will affect the quality of care they will provide to individuals. In addition, no study, to the best of our knowledge, has measured nursing perceptions based on students' education levels. Considering this idea, this study was carried out to examine the personal perceptions of nursing students about the nursing profession by using the drawing method, to evaluate student drawings, and to contribute to the literature. For this purpose, answers will be sought to the following questions;

Do nursing students' perceptions of nursing differ significantly according to their demographic backgrounds in their drawings?

Do nursing students' perceptions of nursing differ significantly according to their education levels in their drawings?

## 2. METHOD

### 2.1. Research Type

This study was conducted in a qualitative research model using content analysis. The purpose of content analysis is to obtain concepts and relationships that can explain the data.

Unnoticed concepts and themes can be discovered through to this analysis (Çetinkaya & Özsoy, 2021). In this context, findings that introduce individuals are evaluated, the data are defined through content analysis, and those found to be similar and related are brought together and interpreted within the framework of certain concepts and themes (Altunışık, Coşkun, Bayraktaroğlu, & Yıldırım, 2010). The data in this study were evaluated in two ways with content analysis. In the first stage, themes were created, and students' pictures were subjected to statistical analysis, and in the second stage, a rubric-based evaluation was made by creating a rubric.

## 2.2. Design and Participants

The research population consisted of 1st, 2nd, 3rd, and 4th-year nursing students at the Faculty of Health Sciences in a university located in the Black Sea region, Turkey. The sample consisted of 385 nursing students who volunteered to participate in the study. Sample selection was not performed and the whole population was tried to be reached. Inclusion criteria for student nurses were continuing nursing education and having been engaged in clinical practice previously. Those who did not continue their education and who did not have a previous clinical internship were not included in the study. The demographic information of the participants is given in Table 1.

The mean age of student nurses in the research was  $20.15 \pm 1.67$ , 80% (n=308) were female, and 20% (n=77) were male, 23.9% (n=92) were first year students, 25.2% (97) second year, 16.1% (n=62) third year and 34.8% (n=134) fourth year/senior students.

**Table 1. Demographic information of the participants**

		<i>Mean</i>	<i>SD</i>
Age		20.15	$\pm 1.67$
		<i>n</i>	<i>%</i>
Gender	Female	308	80
	Male	77	20
Class	1. year	92	23.9
	2. year	97	25.2
	3. year	62	16.1
	4. year	134	34.8

## 2.3. Data Collection Tools

Data collection tools were a drawing paper and the Drawing Assessment Rubric (DAR).

*Drawing Paper:* It is a blank paper given by the researchers to the students to write their ages, genders, classes, and to draw in response to the question "If nursing was a framework, what would be the picture in it?"

*The Drawing Assessment Rubric (DAR):* Considering the components of the nursing profession, it was designed by the researchers based on the literature to analyze students' drawings. After analyzing the items existing in students' drawings, dimensions were created in accordance with the literature as follows (Browne et al., 2018; Çakırer-Çalbayram et al., 2018); the physical characteristics of the nurse, the emotional characteristics of the nurse, the communication elements of the nurse, the environmental elements of the nurse, and the components of nursing care and the nursing roles. Each dimension in the rubric is scored between 0-3 (minimum 0, maximum 3). Accordingly, the score that can be obtained from the rubric was calculated as 0-18. The rubric is presented in Table 2. In addition, during the scoring, the researchers made the scoring independently, and they largely agreed on the codes. Disputes over the issues were later settled through discussions.

It is thought that a rubric that can be used to evaluate the drawings made by nursing students to determine their nursing perceptions will provide an alternative as a measurement tool that can be used in the literature. After consultation with 3 experts in the field of Nursing Principles for the validity of the DAR, a preliminary study was conducted for its reliability. For this purpose, 20 randomly selected



drawings were evaluated with DAR by two experts at different times. Since each picture is evaluated by two reviewers, the inter-rater reliability test, one of the reliability techniques, was used. As a result of the evaluation, the compatibility of the scores obtained from the rubric was calculated with the Intraclass Correlation Coefficient (ICC). Based on this, there was good agreement between the 2 reviewers in terms of DAR (ICC:0.973,  $p = 0.000$ ), and a strong relationship was found between the first and the second reviewers' evaluations in DAR ( $rs:0.960$ ,  $p = 0.000$ ).

**Table 2. The dimensions of drawing assessment rubric**

Dimensions	0 Point	1 Point	2 Points	3 Points
<b>The physical characteristics of the nurse</b>	No physical characteristics	1-3 characteristics	4-5 characteristics	6 and more characteristics
<b>The emotional characteristics of the nurse</b>	No emotional characteristics	1-2 emotional characteristics	3-4 emotional characteristics	5 and more emotional characteristics
<b>The communication elements of the nurse</b>	No communication elements	1 element	2 elements	3 and more elements
<b>The environmental elements of the nurse</b>	No environmental elements	1-3 elements	4-5 elements	6 and more elements
<b>The components of nursing care</b>	No components of nursing care	1 component	2-4 components	5 and more elements
<b>The nursing roles</b>	No nursing roles	1-2 roles	3-4 roles	5 and more roles

#### 2.4. Implementation and Data Collection Process

To reach all the 1st, 2nd, 3rd, and 4th-year nursing students, suitable lesson hours were determined using their timetables. Then, they were prompted to draw a picture in response to the question "If nursing was a framework, what would be the picture in it? without any intervention about the content of the drawing, the paper, and the pen they used. They were asked to reflect their thoughts on their drawings and write their demographic information such as age, gender, and class on the back of the paper. It took students about 20 minutes to complete, and the drawings were collected by the researchers. The drawings that explained the concept of nursing and that were thought to have a meaning for the research were included in the study and were analyzed with the DAR developed for the research.

#### 2.5. Data Analysis

Numbers, percentages, and averages were used to define the demographic characteristics of the students. Kolmogorov-Smirnov tests were applied to determine the normal distribution of the data, and it was found to show normal distribution. ANOVA and t-test were used to compare students' demographic characteristics with their rubric scores. The findings were evaluated at a 95% confidence interval and a significance level of 5%.

#### 2.6. Ethical Consideration

Written institutional permission was received from the faculty dean's office on 24/10/2019 (63582098/299/). The student nurses participated in the study voluntarily, and their verbal consent was obtained.

#### 2.7. Limitation of the Research

The research was conducted only with the nursing students at a university.

### 3. FINDINGS

Drawing analyses of student nurses are given in Table 3. Examples of students' pictures are given in Pictures 1 and 2.

**Table 3. Drawing analysis of student nurses**

Characteristics of Drawing	n	%	
<b>The Gender of the Nurse Character</b>	Female	218	56.6
	Male	66	17.1
<b>Facial Expression of the Nurse Character</b>	Happy	205	53.2
	No expression	63	16.4
	Unhappy	28	7.3
<b>Characteristics of the Nurse Character</b>	Wearing a cap	109	28.3
	Cap with a "+" symbol	19	4.9
	Cap with a crescent sign	70	18.2
	Using a syringe	151	39.2
	Using a stethoscope	68	17.7
	Wearing a uniform with skirt	46	11.9
	Wearing scarf	15	3.9
<b>Characteristics of the Patient Character</b>	Female patient	120	31.2
	Male patient	61	15.8
	Baby/ child patient	54	14
<b>Facial Expression of the Patient Character</b>	Happy	114	29.6
	No expression	45	11.7
	Unhappy	38	9.9
<b>The Patient's Environment</b>	Only a patient	83	21.6
	Lying in bed	92	23.9
	Sitting in a chair	12	3.1

\* (n multiple marking)

In the drawings, the students drew the nurse as a woman (56.6%), with a happy face (53.2%), with a cap (28.3%), with a syringe (39.2%), and with a skirt (11.9%). The patient in the students' drawings was female (31.2%), happy (29.6%), and s/he was in bed (23.9%) (Table 3).

**Table 4. Comparison of descriptive characteristics of student nurses with mean scores of DAR**

Characteristics	DAR Total	Tests	p	
	Mean±SD			
<b>Class</b>	1. year <sup>a</sup>	7.1±3.17	F= 8.368 a, d>b, c	
	2. year <sup>b</sup>	5.8±3.25		
	3. year <sup>c</sup>	5.1±2.58		
	4. year <sup>d</sup>	7.0±2.78		
	Total	6.45±0.15		
<b>Gender</b>	Female	6.74±3.06	t=3.738	<0.001
	Male	5.31±2.79		
<b>Age</b>	18-20	6.35±3.17	t=-0.794	0.428
	21 and over	6.60±2.90		

t: independent samples t-test statistics, F=Variance analysis test statistics, a-d= indicates the difference between the groups.

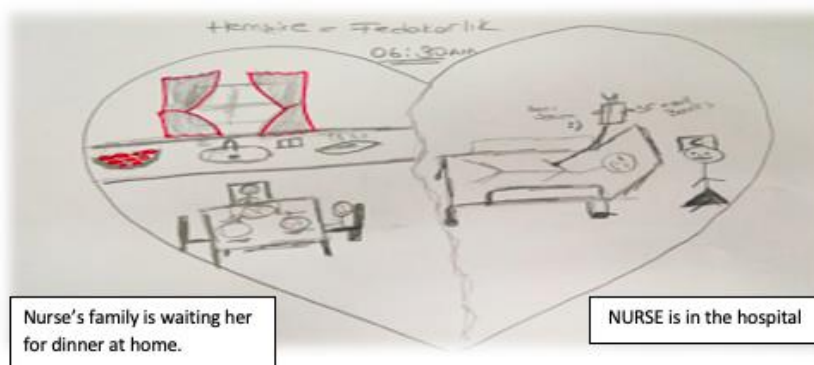
The DAR total score of the students is 6.45±0.15. The comparison of the classes of student nurses and their DAR scores revealed that students in the 1st and 4th year had statistically significantly higher average scores than those in the 2nd and 3rd year ( $p<0.05$ ). Besides, female students had statistically significantly higher DAR scores than male students ( $p<0.05$ ). However, there was no statistically significant difference between age and DAR scores ( $p>0.05$ ) (Table 4).

**Table 5. Comparison of student nurses' classes with the mean scores of DAR**

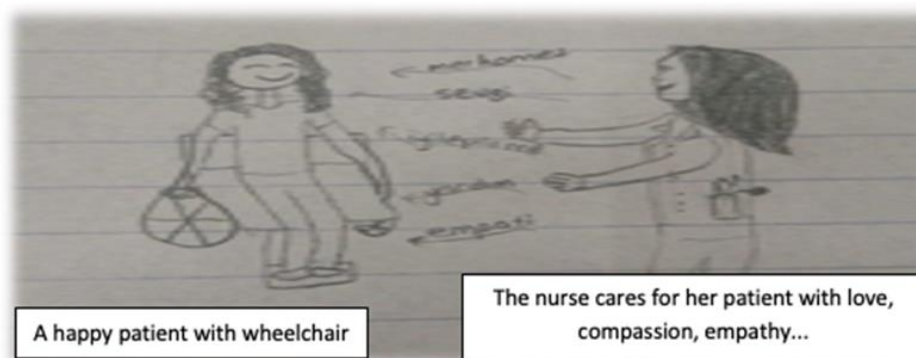
Dimension	Class	n	Mean± SD	Tests	p
The physical characteristics of nurse	1. year <sup>a</sup>	92	0.91±0.58	F=5.959	<b>0.001</b>
	2. year <sup>b</sup>	97	0.64±0.66	a>b	
	3. year <sup>c</sup>	62	0.69±0.53	d>b, c	
	4. year <sup>d</sup>	134	0.91±0.45		
The emotional characteristics of nurse	1. year <sup>a</sup>	92	1.03±0.73	F=12.737	<b>&lt;0.001</b>
	2. year <sup>b</sup>	97	0.69±0.76	a, d>b, c	
	3. year <sup>c</sup>	62	0.67±0.53		
	4. year <sup>d</sup>	134	1.12±0.61		
The communication elements of the nurse	1. year <sup>a</sup>	92	1.45±1.06	F=15.382	<b>&lt;0.001</b>
	2. year <sup>b</sup>	97	0.88±0.86	a, d>b, c	
	3. year <sup>c</sup>	62	0.83±0.77		
	4. year <sup>d</sup>	134	1.5±0.89		
The environmental elements of the nurse	1. year <sup>a</sup>	92	1.10±0.68	F=2.214	0.088
	2. year <sup>b</sup>	97	1.05±0.69		
	3. year <sup>c</sup>	62	1.40±0.98		
	4. year <sup>d</sup>	134	1.05±0.82		
The components of nursing care	1. year <sup>a</sup>	92	1.29±0.81	F=16.098	<b>&lt;0.001</b>
	2. year <sup>b</sup>	97	1.27±0.77	a, b>c	
	3. year <sup>c</sup>	62	0.56±0.71	d>c	
	4. year <sup>d</sup>	134	1.05±0.87		
The nursing roles	1. year <sup>a</sup>	92	1.34±0.85	F=3.383	<b>0.019</b>
	2. year <sup>b</sup>	97	1.29±0.76	a>c	
	3. year <sup>c</sup>	62	1.00±0.67		
	4. year <sup>d</sup>	134	1.15±0.72		

F=Variance analysis test statistics, a-d=indicates the difference between the groups.

When the student nurses' classes and rubric dimension mean scores were compared, a statistically significant difference was found in the physical characteristics of the nurse, the emotional characteristics of the nurse, the communication elements of the nurse, the components of nursing care, and the roles of the nurse ( $p < 0.05$ ) (Table 5). Within the scope of the physical characteristics of the nurse, the average scores of the students in the first year were found to be higher than those in the second year, while the mean scores of the students in the fourth-year were higher than those in the second and third years. The mean scores of the students in the first and fourth-year were higher in terms of the emotional characteristics of the nurse and the communicative elements of the nurse compared to the students in the second and third years. The mean scores of the first, second and fourth-year students in terms of the nursing care components were higher than the third year students. In terms of the roles of the nurse, the mean scores of the first-year students were higher than the third-year students.



**Figure 1. Nurse=sacrifice**



**Figure 2. Reflection of Nursing**

Examples of students' pictures are given in Pictures 1 and 2. Student nurses reflected the nursing roles and work and private life of nurses in their drawings.

#### 4. DISCUSSION and CONCLUSION

Nursing undergraduate education is very important for students to adopt professional values, evidence-based practices, and establish their professional identities in the process starting from the first year until graduation (Browne et al., 2018). Every student who starts the nursing undergraduate education has a background idea about what it means to be a nurse and adaptation to nursing, which she/he brings from her/his own life and culture (Browne et al., 2018). Therefore, this implicit information inside the students' minds is reflected outside in different ways. In this sense, students were asked to fit nurses and nursing concepts in a picture frame in this research.

When the drawings were evaluated, it was seen that more than half of the student nurses drew nurses as women. When we consider the history of the nursing profession, it was seen that there has been a perception that nursing is a female-dominated, feminine, and compassionate profession in line with the students' thoughts (Valizadeh et al., 2014). However, today, nursing is a professional discipline that combines knowledge and practice and has no gender patterns (Çınar & Olgun, 2013). In the study conducted by Kahraman et al. (2015) with male students studying in the nursing department, it was observed that students perceived nursing as a woman-based profession and reported that being male can only be beneficial in situations that require power. Uysal et al. (2018) carried out a study with pediatric patients, and more than half of the patients drew nurses as women. The reason for this might be that nursing is still a woman-based profession. In the study, more than half of the students were female, so when they were asked to define their profession, they might have drawn nurses as women. In the study of Özmen and Çetinkaya (2016), students drew the character of the nurse with a figure focus and considered the nursing profession based on gender or they thought it away from this perception.

In this study, 39.2% and 17.7% of the student nurses drew a syringe and a stethoscope in their pictures, respectively (Table 3). The fact that monitoring vital signs and injection practices are among the basic practices of the nursing profession may have been effective for students. Half of the pediatric patients in the study of Çakırer-Çalbayram et al. (2018) drew nurses with syringes, and some drew them controlling blood pressure and putting on a drip. Uysal et al. (2018) reported that 60.7% of sick children drew the nurse as a person who gave an injection and pain. In the drawings, the students drew nurses with caps (28.3%), with a crescent sign cap (18.2%), and wearing a skirt (11.9%). Uniform worn by people belonging to the same profession serves as an icon representing professions. The uniforms of nurses vary within the historical process of the profession. Nurses have been allowed to wear trousers in Turkey as of 2005, and the use of caps was removed from use with the "Delegation on

Nurse Dress” published in 2004 (Ministry of Health, 2020). The effect of the technological age, social media, films, and TV series on the students’ perceptions of nurses may be the reason for the use of cap and skirted uniforms which has a long history is frequently seen in the drawings. Sand-Jecklin and Schaffer (2006), students in their study stated that society and the media hinder the professional perception of nursing. The media should positively portray nursing to create a positive image of the profession, address the nursing shortage, and improve the quality of health care (Abbas, Zakar, & Fischer, 2020). When we search for nurse pictures on the internet, we still encounter classic images of nurses with caps and uniforms. In the study carried out by Özmen and Çetinkaya (2016) with forty-four nursing students, twenty-six students drew the nurses with a cap, and six students drew without a cap, which overlaps with this study findings.

The mean scores of the DAR of the pictures drawn by all classes were evaluated according to the classes of student nurses, and they were determined to be at the “moderate level”. This means that nursing students' perception of nursing is close to positive, in other words, the positive perception of the profession is in the process of development. When the mean scores of the students’ DAR were compared with their classes, it was seen that the nursing perceptions of the first and fourth-year students were higher than those of the second and third-year students. It is believed that the excitement and desire of first-year students in the first steps to the profession, and the fourth-year students' approach to professional professionalism, and understanding the profession increase their perception of nursing (Kızgüt & Ergül, 2011). Yücel, Güler, İsmet, and Khorshid (2011) noted that the nursing perceptions of senior nursing students were at a moderate level, and their opinions about the nursing profession changed positively as they moved to higher classes. Karadağlı (2016) reported that the perceptions of first-year students about their nursing values were higher than the other years, which is consistent with this study. It is remarkable that the student, who has a positive perception in the first year, has a lower mean score on nursing perception in the second and third years. It is thought that the differences among the theoretical knowledge in the education process, the experiences in the clinical process, the expectations of the students, and the situations they encounter are thought to be effective for this decrease. It is a pleasing result that nursing students had a high perception in the first and fourth year, considering that they started nursing education with background beliefs regarding the nursing profession (Turaç, 2021). Considering that nursing students start their nursing education with basic beliefs about the nursing profession, it is a satisfying result that their perceptions are high in the first and fourth years. However, the fact that the perception of nursing is lower in the second and third years may suggest that the perception of nursing may have been affected by various factors. There are citations in the literature that the factors that negatively affect the students' perception are choosing the profession without knowing the profession fully, nursing education, technological nurse model, tradition-based nursing practices, clinical practices, clinical educators, perception of the future regarding the profession, being male, the workload and roles of the profession (Kızgüt & Ergül, 2011).

In this study, the nursing perception levels of female students were higher than those of male students. Özmen and Çetinkaya (2016) indicated that nursing is affected by the cultural structure of the individual, female students indicated the roles of nursing more in their drawings, and they accepted the roles of nursing more easily due to the patriarchal traditions. Like our study results, Karadağlı (2016) found that female students' perceptions of nursing value were higher. These results suggest that the reason why nursing is a profession easily adopted by women is that the protective, compassionate, and compassionate attitude of women in our society resembles the nursing profession. Nursing is a profession that is influenced by the sociocultural structure of the environment in which individuals are raised, and it has also a great impact on the private life of the individual. In this study, it was observed that student nurses were aware of this situation, and they reflected the work and private life of the nurse character in their drawings (Figure 1).

The comparison of classes of the students and the mean scores of the DAR showed that the physical and emotional characteristics, communicative and environmental elements, and nursing roles of nursing were highlighted in the pictures. One of the biggest goals of nursing is to act and interact with individuals and give feedback so that they can perform their daily life activities. Therefore, communication takes its place as an important element for the nursing profession to fulfill its goals (Kumcağız, Yılmaz, Çelik, & Avcı, 2011). This study showed that the mean scores of nursing communication elements of first and fourth-year students were higher than the others. The reason is thought to be the fact that the senior students feel ready and belong to the nursing profession, and they have more clinical practice experiences, and the first-year students attend the vocational courses in which the emphasis is on patient-nurse communication in the training methods. Browne et al. (2018) noted that good communication should be established with both patients and the team to become a nurse, and communication is vital for nursing.

It is known that effective and efficient nursing care increases the satisfaction levels and communication of the nurse and patient (Negarandeh, Hooshmand-Bahabadi, & Aliheydari-Mamaghani, 2014). In line with this information, when the facial expressions of the nurse and patient characters were examined in the drawings, it was observed that the most used facial expression for the two characters was “happy facial expression”. Özmen and Çetinkaya (2016) pointed out that senior nursing students use “love and geniality” as positive facial expressions in their drawings. In the study of Browne et al. (2018) with twenty-five student groups, only seven groups of students drew nurses with “happy facial expression or smile”. Çakırer-Çalbayram et al. (2017) stated that most of the pediatric patients in their study drew the nurse with a smiling face. In this study, the fact that the patient and the nurse have happy facial expressions may result from seeing positive examples or having positive/happy thoughts about nurses and patients.

Nursing care consists of components based on the knowledge, behavior, and skill of the nurse such as getting to know the patient, using technology, touching, listening, protecting, defending, being compassionate, and standing by the patient (Potter, Perry, Hall, & Stockert, 2013). In this study, the fact that half of the student nurses drew the patient figure that needed care showed that they adopted the role of nursing. The first and second-year students reflected “nursing care components” more in their drawings than the third and fourth-year students, while fourth-year students had the perception to indicate higher care components than third-year students. Türk et al. (2018) reported that as students moved to higher classes, their care behaviors increased. The main role of the nursing profession that has not changed since the first day is its caring role (Türk et al., 2018). It is known that nursing has broader and more important roles such as developing theories, developing evidence-based practices, developing policy and application standards, and transferring them to the field of nursing other than care (Hoeve, Jansen, & Roodbol, 2014). In this study, student nurses reflected other roles of nursing besides care and the perception levels of the first-year students regarding the roles of nursing were highest. It was observed that the students used the roles of nursing as healing, therapeutic, educative, communication, coordinator, rehabilitative, counseling, and decision making (Figure 2). Browne et al. (2018) determined that students expressed respect, tolerance, and empathy as the positive aspects of the caregiver role of nursing. In the study of Turgay et al. (2005) 71.9% of the students perceived the fearful aspects of nursing.

Nursing is a profession of a group of women or a woman according to the drawings of nursing students whose professional perceptions about nursing are in the process of development. Nursing was represented by student nurses physically with cap, syringe, and stethoscope figures, away from modern nursing style, with the effect of their previous nursing perceptions. Also, nurse students drew the nurse and the patient they care for as happy figures and highlighted the communication between nurses and patients in their drawings. Students defined nursing at a medium level according to the rubric assessment. However, the perceptions of the students in the first and fourth years about the



nursing profession were found higher than the others, and they considered nursing more realistic and positive. In general, it can be suggested that student nurses could not reflect the nursing profession as it is today and does not know the profession sufficiently. In line with these results, for nursing to continue its professional existence in society and to create awareness, nurse educators, nurses, and society have important duties. To demolish these stereotypes in students regarding the nursing profession, further studies towards the professionalization of the nursing profession should be carried out. It is believed that these negative stereotypes can be reduced by presenting the nursing profession in the media as a professional profession, improving the working conditions, preparing public spots that emphasize their modern roles, increasing career opportunities, and revealing the existence of academic nursing.

Every nurse and student with a high perception of the nursing profession should highlight their professional role by demonstrating their existence at every opportunity and fulfill their professionalism that can be an example to society and other professional groups. Therefore, it is recommended to increase the number of studies that determine how students adopt nursing and their roles to increase the existence of strong nurses in society. The findings of this study can be used as a guide for future studies. It is also recommended to organize supportive training and programs to develop student nurses' professional identities.

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**Research Article****The Impact of the Homework in Mathematics on Learning Style of Arab Primary School Students in Israel\***Yousef Mathkal Abd ALGANI<sup>1</sup>  Younis Fareded Abu ALHAIJA<sup>2</sup> **Abstract**

The aim of the current research is to examine the Impact of the Homework in Mathematics on Learning Style of Arab Primary School Students in Israel as the issue of homework is an old problem despite successive suggestions and recommendations. The Significance of research stems from the importance of the homework in mathematics that accompanies the educational process, through which students are assisted in enhancing their' self-learning abilities to develop their intellectual abilities, and their creative and critical thinking. The writer depends on the qualitative method for examining. The research sample included 24 primary school students from Arab schools present in Israel to examine their tendencies towards homework in mathematics and its impact on students' learning style. The results included two main groups: the first: social impact and the second: teacher's policy in dealing with homework.

**Keywords:** Homework in mathematics, learning style, primary school

**1. INTRODUCTION**

Homework is a method of applying and practicing the material taught in the classroom and reviewing the information and materials taken in the school as well as it is a basis in the development of students' self-study abilities. Homework is a very important issue in the field of education development and evaluation, which has preoccupied scientists throughout the ages, especially with regard to the quantity, quality, level of difficulty, and developmental stage in which the homework is given.

Regardless of the level of thinking skills that are based on homework. Homework can turn into a burden on the learning process unless teachers set their goals and take into accounts students' abilities, assimilation, and stages of their intellectual and mental development, the level of homework can negatively affect the student's interaction with it, especially in mathematics. It is important to note that homework is basic in the development of the student's self-learning abilities as modern pedagogical philosophy focuses on the learner as the center of the educational process, and the teacher must pay attention to the students and their individual differences (Ruben-Fernandez-Alonso, 2015).

The researcher experienced that there is a clear problem in teaching mathematics and his notes depends on following-up the problems that impede the educational process for the students in the primary stage, which are the problems that hampers the process of teaching mathematics in this stage and the lack of practicing and handling. The best way for a student to learn mathematics is to practice it frequently and to solve the questions and the examples relating to educational material.

**Received Date:** 03/01/2022

**Accepted Date:** 17/03/2022

**Publication Language:** English

**To cite this article:** Algani, Y.,M., & Alhaija, Y.R.A. (2022). The impact of the homework in mathematics on learning style of Arab primary school students in Israel. *International e-Journal of Educational Studies (IEJES)*, 6 (11), 45-55. <https://doi.org/10.31458/iej.1053053>

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The researcher also noted that the majority of students neglect and did not perform the exercises and homework given to them by the teacher at the end of each lesson, depriving them of an important experience in handling and solving educational materials and performing associated tasks. Therefore, the researcher found it is necessary to study the problem in terms of its causes and consequences of the subject of mathematics for elementary school students in relation to the Arab community in Israel. Emily (2016) conducted a study aimed to exploring students' perception for homework and their performance in prep schools in Connecticut, USA. The results of her study showed that students have a positive trend and that their grades improved in subjects where they were given home work. Depending on the variables of gender and general level in mathematics, the results also showed a relationship between student trends and homework use. There was also a relationship between computer use, classroom study, self-esteem and lack of homework.

A study Conducted by Cooper (2006) aimed to identify the level of students' performance in doing homework in mathematics, science, and English and its relation to some personal factors and educational practices in Spain. The results of the study showed that there is no linear relationship between the lack of homework and student achievement, and the results also showed that spending an hour a day doing homework is a reasonable and time-efficient period. Furthermore, the results showed that the amount and frequency of homework are connected with the students' academic achievements (Misslis, 2009).

The study which was done by Novak and Lynott (2015) aims to investigate the relationship between trends towards certain homework and a range of variables such as the time a student takes to complete homework, the importance of mathematics, science, and languages, the concept of self, and the positive impact for mathematics, science and languages. One of the results of the study was the relationship between the positive effect of solving home work of mathematics, science, languages and the concept of self-esteem. Whenever there is encouragement by a teacher urging his students to make maximum effort to solve mathematical problems, this is accompanied by a great sense of self-esteem and self-perception as the results showed that the given homework was related to valuable ethics and the positive impact of mathematics, science and English, but not related to self-concept in these subjects (Hong, Mason, Peng, & Lee, 2015).

Regarding the relationship between times one spent in doing homework, the importance of English, self-concept, and the positive influence of language, the results showed no correlation (Tas, Sungur-Vural, & Öztekin, 2014). The study conducted by Sarah Quad aims to study the relationship between homework and educational attainment among secondary school students. The results indicated that homework had no apparent effect on student's achievement and the parents' contributions were positive and clear in these results (Kitsantas, Cheema & Ware, 2011).

The study by Jennifer M. Hayward aims to determine the effect of homework on students' learning abilities in languages and English, and to investigate how homework is performed, and how it specifically affects students in correcting errors, understanding the material, language proficiency, and vocabulary handling. One of the most important findings of this study was that there are many conclusions that can be appear by com-paring the marks before and after the intervention - in correcting errors.

### **1.1. Importance of Homework**

Homework connects many active aspects of the learning process that's parents, students and teachers, which serve different purposes such as improving student performance and thinking development as well as solve the problems that certainly affect the class regarding discussing and solving homework and checking student's understanding of the material.

Homework involves different levels of challenge and different types of questions, ranging from simple tasks to the most complex ones; thus, this demonstrates the importance of research in homework (Burriss, Kathleen & Snead, 2017). Therefore, learning is a personal effort through which

an individual can achieve specific goals, and educational work is exciting and stimulating. The learner strength personality and self-activity as well as the appropriate atmosphere and abilities that help the learner to succeed are the result of the efforts he makes in learning and dissolving mathematics.

The importance of research stems from the importance of the homework accompanying the educational process, through which students are assisted in:

- ✓ Enhance students' self-learning abilities.
- ✓ Improve academic level and scientific achievement.
- ✓ Accomplish the tasks associated with the objectives of the lesson, and give them the opportunity to practice the language outside the learning class.
- ✓ Highlight the individual differences between students.
- ✓ Identify and follow up the reasons why students neglect mathematic homework.

## **1.2. Develop Students' Mental Abilities through Homework**

Teaching mathematics depends mainly on the student's research and deducing abilities of theories and try to apply them, and not through the indoctrination of the material as the process of indoctrination negatively affects the student's learning style to be a ritual learning style, which in turn leads to educational difficulties and fear of mathematics. The process of research learning in mathematics and giving the student space for research and exploration will positively affect the students' mental abilities, and it will also develop the students' creative and critical thinking. The decision makers of the Ministry of Education and researchers contributed to the construct research and exploration programs to develop students' self-learning abilities through research and exploration, and the listed tasks developed by Laiken Rosa from the University of Haifa, which stressed on learning according to Top down model, that based on Self- Regulated Learning to develop the students explorative learning style.

The teacher must be aware of the importance of the homework in mathematics that develop the conceptual learning style

- Students must commit to a specific time to complete their studies and solve the exercises.
- A base for collaboration between students should be created to give them a sense of community responsibility (Homg, Min, & Yun, 2011; Trautwein & Ludtke, 2009):
- Students should be given an opportunity to revise what they have learned in the class.
- Students must acquire a method of self-study and learning through homework and its diversity.
- Students should have the opportunity to work according to their speed, and low-level children should be given the opportunity to work according to their abilities at home and receive more help.
- Students should be given space to practice mathematics at school and home by giving different kind of homework and tasks to get the concept of mathematics.
- During the semester students should be more dependent on practicing the material, meanings, the readable understanding, solving the exercises and introduce individual homework in order to make progress according to their abilities.
- The student must be allowed to develop and free himself from the dominant point of view, which considers that learning does not mean sitting in a group to receive knowledge. Learning is something a learner can do by himself and for himself.

The teacher should make sure that the homework that has no specific goals and that does not take into account the mental abilities of the students and encourages the ritual of learning style of the students, should be given (Algani, 2019).



### 1.3. The Role of Parents

Both parents and teachers agree on the importance of homework in order to check if students have got the material they studied at school. It is important to mention that the benefits of homework go beyond simply focusing on practicing new skills.

In research conducted by the Brown Center Institute on the contribution of homework to the learning process and the importance of homework from a parent's point of view, it was found that 15% indicated that homework pressure on their children was positive, 46% said it was good, 30% rated it acceptable, and the remaining 9% declared the negative impact of homework pressure on their children. In the same context, the researchers Snead and Burris (2016), in their article, declared the importance of parental involvement in their children's homework and their contributions to increase student's motivation to learn and reach higher educational attainment (Trautwein & Lüdtke, 2009; Snead & Burris, 2016). It showed great importance among students in secondary school but not in elementary school. Algani (2019) also pointed out that parents and community pressure in the implementation of mathematical assignments develop ritual learning style of the students, and the parents that encourage their children to do homework in mathematics in positive way support for the development of conceptual learning style.

### 1.4. Educational Standards for Homework by the Teacher

Homework has many goals, including goals set in part by mastering research learning skills and not to make students rely on the indoctrination of the learning material and the need to understand the subject and ensure that students review the subject and topics required through research and develop self-learning abilities. It is used as a bench-mark for measuring students' progress (Snead & Burris, 2016).

According to Snead and Burris (2016), homework was introduced in European schools in the 18th century; in order to expand students' knowledge, develop thinking skills and increase learning and motivation to learn. Their study aims to understand the view of the primary school students in the Arab community regarding homework, as teachers are central axis in the learning process. The research sample consisted of 118 teachers from various primary schools. The research aims to examine students' perceptions and thoughts towards homework. The research results showed many educational and non-educational reasons for doing homework from the teacher's point of view, including classroom material practice, motivation to learn, reviewing the taught material, taking responsibility, and self-promotion of students. The research indicated a difference in the time spent in dealing with homework from teacher's point of view. Also, it identified the problem of involving students in vague, random and irresponsible homework that reduces the effectiveness of education. Moreover, the research has shown inaccuracies in giving homework that negatively affect the student learning process, and inaccurate motivations of teachers to give homework in mathematics, and develop conceptual learning style among the students.

The conclusion of the research that mentioned (Tas, Sungur-Vural, & Öztekin, 2014; Shima, Farzad, & Hasan, 2012).

Homework must be based on proper foundations, educational standards, specific goals, and of course take into account the student's mental abilities and the educational stage that the student is going through. It mainly relies on research to develop self-learning abilities as well as the teacher has to assess the students' level through tasks. Failure to assess students' level may harm the educational process, in addition to that tasks that do not take into account the student's abilities and educational stage may harm the student's learning style to be a ritual learning style. Otherwise, it may harm the student and pre-vent him from the scientific progress in the material and decline in the practice of mathematics and mastery of concepts and fundamentals later and in the long term (Astleitner, 2007; Shima, Farzad, & Hasan, 2012).



It should be noted that, despite the criteria on which homework should be based, some problems can be identified and understood:

- Some students are late in performing their tasks.
- Some homework is incomplete, not done as required, or inaccurate.
- Homework is automatically and literally copied from another student's notebook and solve unwanted exercises in the task
- The student failed to solve homework at all.

That encourage the students to develop the ritual learning style, and many problems in mathematics in the future.

### **1.5. Possible Factors that Led to the Problem**

Some possible factors that led to the problem are the lack of internal conditions suitable for doing the homework. This may also be due to the fact that the teacher has given the task without paying attention to its wording or suitability to the students, or not giving students any instructions about homework in the classroom (Snead & Burris, 2016) As well as the tasks and mental abilities of students do not fit the educational stage and are not targeted, nor do they provoke students to research and doing mathematical exploration.

Studies were done by Trautwein and Lüdtke (2009), show a positive relationship between the target homework, math and language. Students who did their homework scored better in their assessment than those who did not do their homework. However, these studies have also shown that there is no relationship between the allotted time for homework and student achievement. This research helped verify that although homework can be a valuable learning tool, but spending more time on daily homework is not necessarily beneficial (Trautwein & Lüdtke, 2009).

While researching on the types and standards of effective homework, the researcher found that collaboration between students was important in developing mathematical thinking. Students should understand the difference between asking for help from an-other student and simply asking for answers. If the main goal is to learn mathematics, homework is not necessarily required (Snead & Burris, 2016) and the corporation be-tween the pupils develop the conceptual learning style (Algani, 2019).

### **1.6. Some Problems Related to Homework**

The following are numbers of patterns and behaviors that indicate that students fail to do their homework properly:

- ✓ Neglect or delay in carrying out their homework.
- ✓ Partial or inaccurate homework.
- ✓ Copying homework from classmates (cheating on their performance).
- ✓ Work on exercises that are not required.
- ✓ Not doing homework at all (Sharp, Keys & Benefield, 2007).

Many researchers have claimed that the impact of undirected homework tasks and those tasks that do not meet students' different levels in math, increases fear and anxiety among math students as well as develop behaviors that lead to problems in doing their homework, and decreases students' self-confidence and self-ability. Homework also increases motivation for the subject if it is well organized, suitable for different students' levels in the same class and oriented towards learning mathematics (Kathleen et al., 2017).

We mention some of the factors that negatively affect the materials are the incubating social environment:

### 1.6.1. Parents

The parent plays an important role in develop their children learning style (Algani & Eshan, 2020), the main role of parents is to give their children a sense of security and the high expectations, which stimulates students to increase their efforts towards learning the subject. Monitoring and controlling of children, by their parents, while doing their homework does not improve their results; the more parents notice and pressure their children while doing homework, the more negative effects will be. The role of parents is in supporting their children to develop and increase their motivation to focus better when performing their homework. They should encourage them to insist on success rather than pressure them. Parents should encourage their children daily, and try to realize the importance of learning and practice homework. School administration must respect parents for the benefit of children (Walk & Lassak, 2017).

### 1.6.2. Teacher

Researches are conducted in Swedish schools on teachers playing a crucial role in the teaching and learning process; they are the main source for giving homework. Teachers' perceptions and experiences regarding the concept of homework and the challenges they face in developing learning strategies and homework tasks that they are preparing to meet their abilities within the classroom will be discussed. Teachers should believe in the importance of repetition homework to enhance students' learning, develop their mental and educational abilities, equip them with educational and intellectual skills, and enhance knowledge through repetition; teachers consider the diversity of homework is important. The contribution of the teacher in helping children overcomes their problems when dealing with homework can be done by designing homework that will fit the intellectual levels of students and enrich their scientific agenda to develop the pupils their conceptual learning (Gecer & Dag, 2012).

Homework is a method of applying and practicing the material taught in the classroom and reviewing the information and materials obtained in the school as a basis in the development of students' self-study abilities. Homework is a very important issue in the field of education development and evaluation, which have occupied scientists over the ages, especially with regard to the quantity, quality, level of difficulty, and develop-mental stage in which the homework is given. Regardless of the level of thinking skills that are based on homework. It can turn into a burden on the learning process unless teachers set their goals and take into account students' abilities, assimilation, and stages of intellectual and mental development, the level of homework can negatively affect the student's interaction with it, especially in mathematics.

It is important that homework is fundamental in the development of student's self-learning abilities as modern pedagogical philosophy focuses on the learner as the center of the educational process, and the teacher must pay attention to the student's individual differences (Ruben Fernandez-Alonso, 2015). The researcher considers that it is necessary to study the impact of homework on the study patterns of primary school students. The importance of this research stems from the importance of mathematics and its impact on the whole community, and teachers must take into account the orientation and desires of students and make teaching an exciting, participatory and collaborative process. This research aims to discover the impact of homework on study patterns in primary school students.

From the proposed problem above, we can derive the following search question:

What is the impact of the homework in mathematics on learning style of Arab Primary school students in Israel?

The importance of research derives from the importance of the mathematics homework accompanying the educational process, through which students are assisted in. This enhances students' self-learning abilities, develop their intellectual abilities and develop their creative and

critical thinking. This also improve students' academic level and their scientific achievement. And to accomplish the tasks associated with the objectives of the lesson, and give them the opportunity to practice the language outside of class. Also to highlight the individual differences between students, and to identify the reasons of neglecting homework in mathematics and follow up all the reasons.

## 2. METHODOLOGY

The researcher based his research in the qualitative model of the current study, and give organized interviews consists of a set of questions that can be changed according to the person interviewed. The purpose of the interview is to try to understand the set of beliefs and motivations and implements of the interviewee (Xu, Fan & Du, 2017), review the research community, research tools, and interview analysis process.

### 2.1. Qualitative Model

This study was based on the qualitative model. This model posits that the best way to investigate a phenomenon is to talk and listen to the people in their natural environment. The researcher does not try to control or limit the variables of the study. The qualitative approach is based on the assumption that events, information and thoughts cannot be expressed quantitatively, and can be reliably raised only through narrative. Narrative is explanatory and selective tools, which people can perceive the world and their experiences through, interpret and give them meaning (Zare, Cox, Murphy & Bayas, 2017).

### 2.2. Study Sample

The study involved 24 Arab students in the first semester in academic year 2020/2021 from different Arab primary schools in Israel, the average age of those investigated were 10 years (between the ages of 8 and 12 years). Their educational attainment in mathematics was above the 90's according to their reports.

### 2.3. Study Tool

In this study, the researcher tries to reveal the Impact of the Homework in Mathematics on Learning Style of Arab Primary School Students in Israel. The data was collected through semi-organized semi-structured interviews; which was conducted with both researchers and students in ZOOM platform after talking with their parents. Each interview lasted between half an hour to fifty minutes. Before the interview started, all students received brief information about the subject of the interview and were asked to agree, as well as they were told not to reveal his/ her identity as privacy and confidentiality of the research. Acceptance of the agreement was valid with parents and students. Students were asked to answer questions of personal information (age, city, parent education, secondary school, etc.) during the interview. Along with the personal questions used a narrative interview technique, allowing the publication of stories and scenarios which may explain students' experience with homework in mathematics and its impact on the development of learning styles.

### 2.4. Data Analysis

Written interviews were analyzed and the results analyzed according to them. The texts were analyzed using the guidelines for content analysis in the research outline the text was read in a continuous manner followed by data analysis and identification of units and categories that support the subjects.

### 2.5. Interview Analysis Method

The concentration of the data analysis was done by means of information reduction process, in order to assist the researcher in presenting a focused analysis leading to broader conclusions of the study results. According to the detailed procedures below:

- ✓ At the first stage, each category included a topic, directly addressing the interviewees. In the end, a system of broad categories of concepts was created by the topics raised in the interviews.
- ✓ In the second stage, the goal was to get a complete picture of the data collected. The interview sections sorted by broad categories which categorized under the same category in the different interviews, only at the stage of completion of the data collection, it was possible to see a complete picture of the data, seeing it has an additional importance beyond the sub-themes. At this point, the question is what kind of relationships can be seen in the data?
- ✓ In the third stage, the stage of concentrated analysis, the information was compiled into an explanation of the main category. Then the interviews were classified according to these categories, and the subcategories of the patterns were divided into additional categories.

### 3. RESULTS AND DISCUSSION

This section presents the results of the interviews in an attempt to determine the Impact of the Homework in Mathematics on Learning Style of Arab Primary School Students in Israel. The research results refer to two main categories: the first is based on the social aspect represented by parent's impact, and the second one based on educational side represented by Teacher. In addition to that the challenges faced by the participants were also presented according to their perception. (All subscriber names are not real).

*Social aspect:* the interviews showed the impact of the social aspect and its practices on the performance of the homework, and I mention some of them:

#### 3.1. Social Impact on Student Learning Style

The primary school is a sensitive stage in the acquisition of math skills and through their understanding of the fundamentals of mathematics, students build an attitude towards it and regulate his/her behavior towards it, through the following subsections, I will introduce the contributing factors in determining the position of students from the homework in mathematics:

In this research, it was found that there is an influence of the family on the learning style of students, where it was found that the parents increase motivation to meditate with the homework and solve it radically and fundamentally and not to be reckless.

“Soha” started talking and said "she will go to the mall and watch a movie if she does her homework well at the end of the week". And so “Narmeen” answered " her mother will allow her to visit her friends if she does her homework well", she continued, “Sawsan will forbid me from using the phone and forces me to close Facebook if I don't do the homework properly”, “I must get 100 in mathematics exam, my parents will be angry if I don't get it, I must solve all the questions because the parent will be satisfied”, in the Arab society, parents have the supreme authority that believes in education as a radical solution.

#### 3.2. The Impact of the Teacher on the Student's Learning Style

The teacher has a great influence on the development of the student's learning style. The teacher who does not give research and exploration tasks that suit students' mental abilities and do not take into account the educational stage causes students to have a ritual teaching method. The teacher has to give homework, explain it in the class, answer students' queries and follow the students while doing homework. The teacher also has to take into account students' mental abilities and educational level, as Qamar said “the teacher asks us about the answers of the homework each class so, we have to solve it correctly” while Deena answered “the teacher explains the homework, and give us the chance to ask about it so, it becomes easy to solve”.

Noura said “the teacher puts the questions of the exams from the homework, so if we keep it by heart, then we will get full mark, even if we don’t understand the material. Finally, we care about our marks!” Narmeen said “because the teacher punishes us if we don’t do the homework and deducts from our marks”. As Sawsan said, “the teacher phones my parents if I do not do my homework, so I had to solve it, and sometimes I copied it from my friends”, Reem added “all teachers know what we do!”, and she added, “the teacher solve the homework without knowing our solutions, and the exam questions from the homework and we must solve according to his solutions without under-stand our mistakes”.

The researchers discusses and answer the question of research and provide data results with discussion, in addition to the implications of this study and suggestions for further studies will end the chapter. This research exam the Impact of the Homework in Mathematics on Learning Style of Arab Primary School Students in Israel.

Homework has a great importance and parents have a great influence in doing it correctly; the parents who support their children and motivate them in a positive way have more tendencies to complete them properly. This is similar to the previous scientific research (Walk & Lassak, 2017) which pointed out that the parents have a radical role in increasing motivation among students to complete homework, the role of parents is to support their children to develop and increase their motivation to focus better while performing their homework.

They should encourage them to insist success rather than pressure them. Parents should encourage their children on daily, and try to absorb the importance of learning and homework practice. The school administration must respect parents for the benefit of children (Walk & Lassak, 2017) and this is what we have seen from the students ' answers about the role of parents in their motivation to solve the homework properly and play the basic role in the learning style among the pupils. If the parents pressure their child, they develop child ritual learning and they care just in grads and didn't care in understanding the mathematics material. This causes mathematics anxiety and mathematics difficult in the future. From the other side, if the parents support their child in solving the home work, their children develop conceptual learning style and they over-come their mathematical difficulty and they built a strong base in mathematics in the future.

During the interviews, the pupils pointed out the importance of teacher's role in the positive tendencies in doing homework as the teacher who performs his duty makes the tendencies of the students more positive towards the homework. The teacher who ex-plains the homework in the class and gives the students chance to ask questions, are the one in whose class students do their homework more seriously.

Alexander Gesser pointed out in his scientific paper that the teacher's contribution is to help children to overcome their problems when dealing with homework by designing it to suits the intellectual levels of the student and enriching their scientific agenda in terms of explaining the homework; he must explain it in details and give them the chance to discuss and answer it (Gecer & Dag, 2012), and the role of the teacher is very important in developing the learning style of the students. If the teacher designs the assignments that suits the intellectual levels of the student and thus enrich their scientific agenda the pupil develops a conceptual learning style. And if the teacher just cares about the grades the student develops a ritual learning style.

#### 4. CONCLUSION

This research is conducted in order to showed the importance of shaping students' learning styles to dealing with homework. If the teacher who does not develop the self-learning abilities of students and their mathematics' research through homework, he will make the students part of the system of indoctrination of the educational material without understanding it as it has to be.

- Important factors to consider: the positive parental support for their children; time space and support provided for the completion of homework.
- Teacher's support to the students in a positive form and his explanation and examination of homework. Besides, the positive reinforcement for his students. This is done by providing the appropriate conditions for them which allows them to correct the homework. The teacher has to be an observer; his attention makes the students realize the importance of homework and makes them more careful.
- Teacher supports students to work in groups and to build a positive and supportive learning environment, because he realizes the impact of colleagues on each other.
- Social and educational support plays an important role in shaping the students' learning style, through educational research; we build a generation of students capable of self-learning and build a solid scientific foundation through the development of creative and critical thinking.

Current research limits: study sample size, the following research was based on inter-views with 24 students, which identified groups and classifications, as well as the re-search does not address the impact of colleagues or the impact of the classroom environment. Moreover, the time spent in the implementation of the homework or the levels of thinking touched on the homework and its impact on student tendencies were also not covered in the present study.

Suggestions for future research: according to the results of the current research, there is a need to conduct further research that will address influence of colleagues on the students' tendencies to carry out the homework, as well as the impact of the classroom environment. In addition to the effect of the homework on students' achievement, or the effect of the homework on student achievement at low Bloom's levels of knowledge, the effect of gender on students' tendencies to carry out the homework can also be investigated further. The researcher has developed a cycle for the relationship of the homework in mathematics to the learning style, (see fig. 1). It should be noted that the homework that do not fit the level of the material and the mental level of the students and the pressure of the parents leads the students to the ritual learning style and this leads to fear of the educational topic and to difficulties in the educational topic as following:

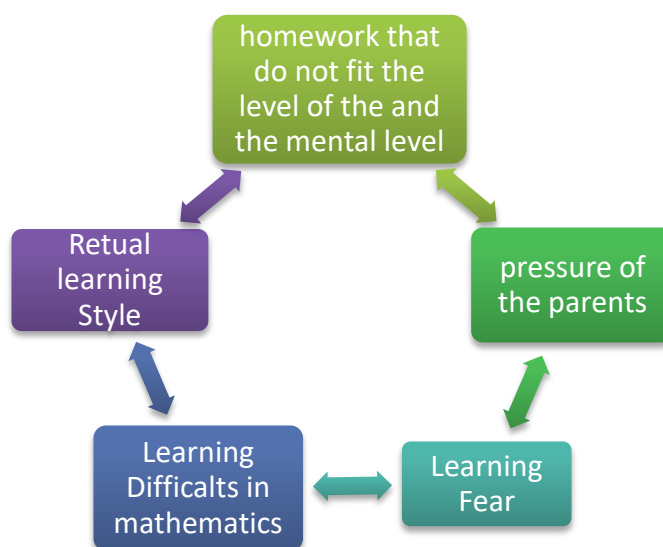


Figure 1. Homework cycle

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**Research Article****Character and Values for World Citizenship: The Case of Social Studies Prospective Teachers\***Salih USLU<sup>1</sup>  Mehmet ÇETİN<sup>2</sup> **Abstract**

The aim of the study was to reveal the characteristics and values of social studies prospective teachers for world citizenship. In line with this purpose, the study group of the research consists of 129 (82 Female, 47 Male) prospective teachers who were studying at the Department of Social Studies Education at the Faculty of Education of a state university in the 2019-2020 academic year. The data were collected through a "Personal Information Form" prepared by the researchers and the "Character and Values for World Citizenship Scale" developed by Lee, Yoo, Choi, Kim, Krajcik, Herman, and Zeidler (2013) and adapted into Turkish by Karişan and Yılmaz-Tüzün (2017). The study was conducted using descriptive survey model as a quantitative research method. The data obtained from the data collection tool were analyzed using IBM SPSS 24.0 package program. The results of the research revealed that the Citizenship Knowledge Course taken by the social studies prospective teachers was found sufficient in terms of gender and world citizenship. It was concluded that there was no statistically significant difference in thinking variable while a significant difference existed in the whole scale and some sub-factors in terms of class variable and the sufficiency of science technology and social change lesson in the context of world citizenship.

**Keywords:** Social studies, teacher candidates, value, world citizenship

**1. INTRODUCTION**

Every individual is of great importance for the survival and well-being of society. Schools as social institutions transfer individuals the basic values in rising new generations and ensuring social order (Quinn, 2004). Individuals are expected to be equipped with basic moral values and to have the qualifications required by the necessities of the time. Educational institutions carry out value transfer with various techniques so that such expectations are met. The most important of these techniques is realized with character education. Value transfer has a versatile character education. The values of a society should be transferred through education so that individuals with good and strong characters can be raised (Lickona & Davidson, 2013). In general, it is stated that the values that an individual should have in society are shaped by character education (Kohn, 1997). The transfer of values is extremely important in terms of the continuity of society's value judgements and in the character formation of individuals in line with the society's expectations. In this context, states consider character education and value transfer important in ensuring social order, raising individuals beneficial to society and developing with the understanding of individual welfare and social welfare (Puyo, 2021). Democratic societies expect their citizens to obey social rules, fulfill their responsibilities, know and apply their values, and have good characteristics (Ay, 2014). Values are the guides to be a well-educated person in society and to know what to do, why to do that and how to do that (Yazıcı,

Received Date: 13/12/2021

Accepted Date: 14/04/2022

Publication Language: English

\*To cite this article: Uslu, S. & Çetin, M. (2022). Character and values for world citizenship: the case of social studies prospective teachers. *International e-Journal of Educational Studies (IEJES)*, 6 (11), 56-69. <https://doi.org/10.31458/iej.1036273>

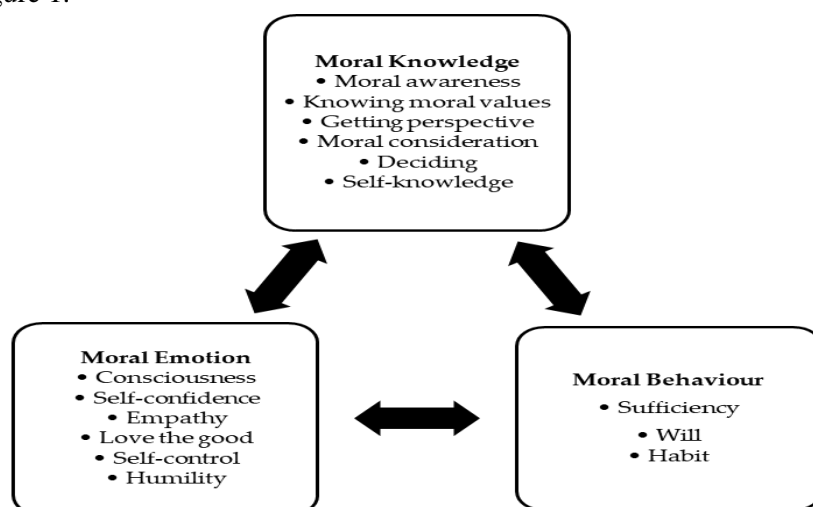
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2016). Without values, it is not possible to talk about the existence of individuals who have grown up with good character.

The character characteristics of the individual begin from birth and develop through life. The character covers the person's desire and moral opinion to try to do best for the good of others, their behaviors such as being honest and responsible, personal and emotional characteristics and social-social commitment that provide effective approaches under various conditions (Acat & Aslan, 2011). In the most general sense, character can be expressed as a whole of basic values that lead to spiritual commitment and activity of the individual (Quliyeva-Kabaoğlu, 2021). Family, school social life and natural factors are influential in the process of shaping the character, and the character develops as individuals adopt values and every value adopted becomes part of the personality (Quliyeva-Kabaoğlu, 2021). The character consists of three parts associated with one another: "moral knowledge", "moral emotion" and "moral behavior" (Avci, 2012). Information about these items is contained in Figure 1.



**Figure 1. Features of the character**

According to Aktepe (2019), the character reveals the psychological and social side of the individual. In addition to the effect of the individual's lives, it can be said that the psychological side is formed by the innate characteristics of the individual at a certain rate, although it is not expressed from a scientific point of view. The sociological side is the knowledge, skills, values, behaviors and attitudes that the individual acquires later through education. There are widely shared core ethical values that schools must explicitly encourage (Hoge, 2002).

The concept of value has developed since the existence of society and has come to the present day as a concept attributed to individuals. According to Kuçuradi, values are concepts that are shaped according to the good (Kuçuradi, 2013). Values in a society consist of the current attitude, behavior, emotion and moral belief (Anar, 1983). In the historical process, values have been affected by social change. Developments in science and technology shape values in line with the progress in the perception of society and the change in culture. Today, with the situation societies have come to, their understanding of cultural life and value has changed. Every society has a value that will shape its own life and many values that are universally accepted. Along with the scientific and technological development experienced, values have also become standardized with the world order, and this situation has revealed the value of world citizenship.

It contains basic values such as global citizenship, globalization, justice, equality, sensitivity to environmental problems, empathy and respect. Kronfli (2011) states that these values can be effective in solving worldwide problems. The issue of world citizenship shows the importance of raising active

and sensitive citizens who can be resistant to future problems of the society (Kan, 2009). The value transfer made in the education process has also taken shape according to the present day. Societies provide world citizenship through value and character education in raising good and effective citizens. Character education (Schwartz, 1992), which is one of the values education movements, is also a dimension of world citizenship. Schwartz and Bilsky (1987) state that values are universal, and they also address values in the issue of world citizenship.

Suriyachinnavar (2016) classifies the values as follows:

*Personal Values: The principles and ideologies that a person follows in personal life.*

*Universal Values: Principles that all people across the planet are expected to adhere.*

*Human Values: Principles and ideologies that is basic to human nature to make their life smooth and happy.*

*Religious Values: Persons believe in a particular thought which is a guide for reasoning between good and bad.*

*Civic Values: Principles, which guide in the dos and don'ts of the citizens.*

*Moral Values: Principles and directives, which enables us to follow the correct and right path.*

*Spiritual Values: Principles, which gives directives to follow a faith in some philosophical thoughts.*

*National Values: Principles, which encourage a person to imbibe the feelings of patriotism and national integration.*

*Social Values: Principles and ideologies, which encourage us to live together.*

*Scientific Values: Principles and directives which force us to test, analyse, verify inquire etc;”(Suriyachinnavar, 2016, p.36).*

Values, by adding meaning to our lives, constitute our important life dynamics that make us who we are (Başçı-Namlı, 2015). Value is defined as the abstract measure that determines the importance or price of something (Turkish Language Society [TLS], 2020). According to Çokdolu (2013), values are characteristics that are good and desired by everyone and have validity across societies. Ulusoy and Arslan (2014) define values as the measures that individuals use to measure the worth of other people, social phenomena and things.

Aydın (2003) summarizes the definitions of values as follows:

- They include beliefs and therefore habits
- They allow individuals to rationalize and internalize what they do
- They are generally things that are shown interest and desired
- They are relevant to every field, but fields have their own unique values
- Although they have different resources and contents, they are somewhat social.

It is natural that individuals are expected to have these values and act in line with the value judgements of the society for the continuity of social life. As stated by Schwartz (1992), values are everlasting and it is vital for societies to transfer these values from generation to generation. Even though societies differ from one another, in they have always cared about and tried to convey the values of raising people throughout history (Topal, 2019). Individuals who do not act in accordance with the values of the society may face various sanctions in social life. They need to adopt humanitarian and moral values so that they can avoid such sanctions, abstain from negative behaviors and become useful for both themselves and the society they live in (Karatay, 2011). Social culture can be created by directing the social life of individuals' value judgments as a supreme identity or by transferring existing social values to individuals, apart from preventing the sanctions and negative behaviors that individuals will face in social terms (Yazıcı, 2006). In order for societies to secure their cultures, it is important for future generations to acquire sufficient knowledge, skills and social values (Cihan, 2014). Educational institutions appear to be significant in the transfer of social values to individuals.

In this context, the goals of educational institutions are not only to ensure the cognitive development of individuals but also to teach the explicit or implicit values in the school program, to discipline students in accordance with the determined rules, to contribute to their moral development and to affect their characters positively (Akbaş, 2008). A significant goal of value education is to provide individuals with the ability to put into practice the values they will use in social life. Besides, the transfer of basic attitudes and values of the society reflects a historical purpose as well as an educational purpose (Balci & Yelken, 2013). Both cognitive and social development of individuals are of vital importance in the development of societies. Because it is an indisputable fact that the future of a society depends on its well-trained and characterful people (Ekşi, 2003). Having a solid character ensures not only individuals but also the society to be peaceful and happy (Karatay, 2011). The word character, which means engraved, drawn, molded in Greek, is defined as the unique structure of individuals, the basic symptom that distinguishes them from others, and the superior main feature which determines the behavior patterns of individuals (Karatay, 2011; TLS, 2020). Demirel (2009) defines character as distinct behaviors associated with values such as honesty, diligence, reliability or being human. Raising individuals in line with the character required by societies is identical with the type of qualified citizen. Because character constitutes one of the basic parts of political system and is an important element of citizenship education (Ereş, 2015). Character encompasses individuals' willingness to do the best for the well-being of others, their moral thoughts and behaviors such as being honest and responsible, personal and emotional characteristics that provide effective approaches in various conditions, and social commitment (Acat & Aslan, 2011). In other words, character includes all the behaviors of people, which are not innate, towards their environment and society (Bakdemir, 2010). In a basic sense, the combination of societies' expectations and the qualities desired by the state emerges as the basis of the creation of the desired type of citizen. Having individuals gain and internalize social values enables them to adapt to the social structure, know their rights and responsibilities, and construct their basic citizenship gains more easily (Yazıcı, 2011). As a matter of fact, good character traits are conveyed in a bond that extends to society, the future and citizenship. Taking into account of any development and change in the world, every modern democratic state aims to raise good citizens who know and fulfil their responsibilities actively, know and use their rights, and internalize democracy as a lifestyle in accordance with the political, geopolitical, strategic, economic, social and cultural values of their states (Çakmak & Akgün, 2014).

In this context, the characteristics expected from the individuals as well as the type of qualified citizens requested by the states also change over time. As a result of the developments in science and technology, societies have entered into a transformation in terms of gaining various values by individuals not only within themselves but also globally. In the 21st century, especially these developments in science and technology affected social life and forced people to adapt to this rapid development and change (Parlar, Çavuş, Levent, & Ekşi, 2010). These developments in science and technology are not only limited to the region where the events occurring anywhere in the world, but they also cause other regions to be affected economically, politically, emotionally and socially, which is an outgrowth of globalization. Globalization involves people's taking an active role both in their own cultures and in the cultures of other societies in the world, reflecting and interpreting the changes rapidly, and living together by accepting the complex social structures as they are. This situation is explained with the concept of world citizenship. Unlike the common perception of citizenship, world citizenship includes raising future citizens who can understand environmental, social, ethical and cultural understandings under the leadership of universal values. The character and values of the individual contribute a great deal to respect the cultural differences of all societies. Value and character education has brought a new dimension to world citizenship and enabled individuals to have an empathic perspective both in scientific developments and in daily life (Kuş, Güneş, Başarmak & Yakar, 2017; Thornberg & Oğuz, 2016). It is important that social studies teachers, who follow the

agenda of the developing world and aim to raise effective and responsible Turkish citizens who can find solutions to the problems they face, should have the character and values necessary for world citizenship.

### 1.1. Purpose of the Research

There is an increasing need for citizens who are able to adapt to and follow the rapid changes in world order and are knowledgeable and responsible in these matters (Karışan & Yılmaz-Tüzün, 2017). Social studies course has an important place in meeting this need as one of the basic approaches of social studies is the tradition of citizenship transfer in which teachers transfer their students' certain behaviors, knowledge, perspectives and values that are generally accepted in terms of the society (culture) in which they and their students live (Yeşilbursa, 2015). As Dönmez (2015) stated, social knowledge is of great importance for individuals to acquire a social personality in order to adapt to society and become a good citizen.

Value acquisition is social and individual values develop in the social environment. (Halis-Öztürk & Bozkurt, 2020). Although women and men share some common values in a certain society or social system, they are exposed to different self-development processes as a result of attitudes and practices appropriate to culturally defined social gender roles (Uyguç, 2003). In this context, the value judgments of men and women may differ from each other.

Societies all over the world also want individuals to adopt the value judgments of the society in which they were born and raised, and this is achieved through their education systems. Men or women, each individual's individual abilities can only be improved with a good education. Thanks to education, it can protect its customs and traditions in the best way, keep today's society alive, enable free people to live well, and prepare a rich and strong future for future generations (Ulusoy & Dilmaç, 2016). It can be stated that as the education level of individuals improves, the level of knowledge they have about social and universal values will increase.

The civics course is a course that provides the individual with information about the basic concepts of citizenship, the basic rights and rules that regulate social life, and the knowledge of global citizenship and local citizenship in addition to the national values of the country in which he lives. The content of the Higher Education Institution (HEI) (2020) civics course is as follows: "Basic concepts related to citizenship; man and society, rules regulating social life; fundamental rights and duties; constitution, constitutional institutions, constitutional life; Turkish state tradition, Turkish national culture, the relationship between national and universal values; The basic characteristics and structure of the Republic of Turkey; European citizenship, global citizenship and local citizenship in the context of changing citizenship; digital citizenship" (HEI, 2020). In this context, it is expected that the global citizenship and value levels of individuals who think that the civics course is sufficient will be more meaningful.

Science, technology and society course; the relationship between science and technology in the past and present; developments in science and technology from past to present; the effects of science and technology on social change; common scientific heritage of humanity; famous Turkish scientists; foreign scientists; the impact of contemporary scientific developments such as tissue and organ transplantation, nano-technology and gene technology on life; Turkish Patent Institute; copyright and patent rights; includes information about space and aviation studies (HEI, 2020). Within the scope of this course, prospective teachers are expected to learn about the impact of science on social life and to have information about their responsibilities in the globalizing world.

In this study, it is examined whether there is a differentiation according to these variables.

-The aim of the study is to reveal the characters and values of social studies prospective teachers as to world citizenship.

For this purpose, answers to the following questions were sought:



- Do social studies prospective teachers' characters and values as to world citizenship differ in terms of gender?
- Do social studies prospective teachers' characters and values as to world citizenship differ in terms of the grade level variable?
- Do social studies prospective teachers' characters and values as to world citizenship differ in terms of their opinions about the sufficiency of the Citizenship Knowledge Course in the context of world citizenship?
- Do social studies prospective teachers' characters and values as to world citizenship differ in terms of their opinions about the sufficiency of the Science Technology and Social Change Course in the context of world citizenship?

## 1.2. Significance of the Research

It is a necessity for the prospective social studies teachers to know the character and values for world citizenship so that they can raise individuals who can adapt to the globalizing world in the future because the world has become a global village as a result of the changes in science and technology, thus making the problems in the world more interconnected and competitive (Karışan & Yılmaz-Tüzün, 2017). Therefore, social studies teachers are expected to be aware of character and citizenship goals and to plan a teaching process beyond the: “what”, “when” and “how” of the curriculum in order that they can teach the social studies course content about character development and citizenship ideals more clearly and comprehensibly (Ay, 2015). In this context, it is thought that it is important to conduct the research with social studies prospective teachers. In addition to this, the research is considered significant in that no other study on the same subject was found in the literature at the time of the study.

## 2. METHOD

### 2.1. Research Design

The research was designed within the survey model as one of the quantitative research methods since it aimed to examine the characteristics and values of social studies prospective teachers as to world citizenship in terms of some demographic variables.

Survey models are research approaches that aim to describe a past or present situation as it exists. The events, individuals or objects handled in a research is tried to be defined in its own conditions and as they are, and no effort is made to change or influence them in any way (Karasar, 2014).

### 2.2. Working Group

The study group of the research consists of 129 (82 Female, 47 Male) teacher candidates studying at the Social Studies Teaching Department of a state university in Turkey in the 2019-2020 academic year. The participants took part in the research on a voluntary basis. The study group was determined through easily accessible sampling method, which is kind of a method that adds speed and practicality to the research and enables the researcher to choose a situation that is close and easy to access (Yıldırım & Şimşek, 2016).

### 2.3. Data Collection Tools

The data were collected through a "Personal Information Form" prepared by the researchers and the "Character and Values for World Citizenship Scale" was developed by Lee, Yoo, Choi, Kim, Krajcik, Herman, and Zeidler (2013) and adapted into Turkish by Karışan and Yılmaz-Tüzün (2017). The Scale of Character and Values for World Citizenship, which is a 5 Likert-type scale consisting of 20 items, was developed by Lee, et al. (2013) and adapted into Turkish by Karışan and Yılmaz Tüzün

(2017). The Turkish version of the scale consists of 13 items and 4 factors. In the study conducted by Karışan and Yılmaz Tüzün (2017), the Cronbach Alpha internal consistency coefficient of the scale was found to be .832 for the overall scale. In this study, the internal consistency coefficient was calculated as .815. According to Büyüköztürk (2011), the internal consistency coefficients with a value of .70 and above are sufficient for a research to be accepted as reliable. An ethics committee report, was received from the ethics committee of Niğde Ömer Halisdemir University in order for the data to be collected.

#### 2.4. Data Analysis

Prior to analyzing the data, a sequence number was assigned to each questionnaire. After eliminating the missing coded questionnaires, a total of 149 questionnaires were evaluated. The analysis of the obtained data was carried out using the IBM SPSS 24.0 program. In all analyzes, the level of significance was taken as  $p \leq .05$ . Normal distribution analyzes were performed to understand whether the research data conformed to the normal distribution. Within the scope of this analysis, the average score, minimum and maximum score width, skewness and kurtosis coefficients were calculated. Kolmogorov-Smirnov normality test was performed (Tabachnick & Fidell, 2013). The reason for using the Kolmogorov-Smirnov test of normality in this study is that the sample size is larger than 50 (Taşpınar, 2017). In order to decide that the distribution is normal, the p value (Sig.) must be meaningless, that is above .50. When the Kolmogorov-Smirnov test of normality is less than .50, it can be said that the distribution is not normal. However, it will not be enough to see whether the distribution is normal in a data set or not. In addition to this path, it would be more accurate to evaluate the "histogram, Q-Q graph, P-P graph, skewness and kurtosis" values together and to decide on the normality of the distribution (Seçer, 2015). Normality test results are given in Table 1.

The t-test for Independent Samples was used in the analysis of the data on the variables of the participants' gender, the state of thinking that the civics course they have taken is sufficient in the context of world citizenship and the state of thinking that the science technology and social change course they have taken is sufficient in the context of world citizenship One-Way Analysis of Variance (One-Way ANOVA) was used in the analysis of class-level data.

The data as to gender, opinions about the sufficiency of the Citizenship Knowledge Course in the context of world citizenship and opinions about the sufficiency of the Science Technology and Social Change Course in the context of world citizenship were analyzed through Independent Samples t-test while One-Way ANOVA was used in the analysis of the data as to grade level. In case of significant difference after the analysis, the homogeneity of the variances was checked to determine between which groups the difference was. If the variances are homogeneous, the Scheffe test was used as one of the multiple comparison tests.

### 3. FINDINGS

**Table 1. Character and values for world citizenship scale test of normality, kurtosis and skewness table**

		s	se
Character and Values for World Citizenship Scale	Mean	51.4496	.37548
	Median	52.0000	
	Minimum	39.00	
	Maksimum	59.00	
	Skewness	-.571	.213
	Kurtosis	.050	.423
	<b>Kolmogorov-Smirnov</b>		
	s	df	p
	.089	129	.013

As a result of the skewness and kurtosis test regarding “Character and Values for World Citizenship Scale”, it was determined that the distribution showed normality. Considering that the skewness and kurtosis values for normal distribution should be +/- 1 (Leech, Barrett & Morgan, 2015: 22-23), it can be stated that the distribution is normal.

**Table 2. Independent samples t-test results on the average scale scores of social studies prospective teachers as to characters and values for world citizenship in terms of gender**

Factors	Gender	n	$\bar{X}$	Sd	df	t	p
Sustainable Development	Female	82	17.90	1.86	127	.262	.794
	Male	47	17.81	2.12			
Moral and Ethical Sensitivity	Female	82	7.07	1.62	127	1.814	.072
	Male	47	7.60	1.48			
Empathetic Concerns	Female	82	10.59	1.56	127	.239	.811
	Male	47	10.66	1.91			
Willingness to Act	Female	82	15.90	2.52	127	1.113	.268
	Male	47	15.36	2.88			
Total	Female	82	51.46	4.30	127	.048	.962
	Male	47	51.43	4.25			

When Table 2 is examined, it is seen that there is no statistically significant difference in the Sustainable Development ( $t_{(127)}=.262;p>.05$ ), Moral and Ethical Sensitivity ( $t_{(127)}=1.814;p>.05$ ), Empathetic Concerns ( $t_{(127)}=.239;p>.05$ ), Willingness to Act ( $t_{(127)}=1.113;p>.05$ ), and in the overall scale ( $t_{(127)}=.048;p>.05$ ).

**Table 3. One-Way ANOVA test results on the average scale scores of social studies prospective teachers as to characters and values for world citizenship in terms of grade level**

Factor	Grade Level	n	$\bar{X}$	sd	ss	df	ms	F	p	
Sustainable Development	2 <sup>nd</sup> Grade	35	17.97	1.96	Between Groups	31.153	2	15.576	4.289	<b>.016*</b>
	3 <sup>rd</sup> Grade	60	17.40	2.20	Within Groups	457.607	126	3.632		
	4 <sup>th</sup> Grade and Over	34	18.59	1.13	Total	488.760	128			
<b>Source of Difference (Scheffe)</b>										
<b>4 and over &gt; 3</b>										
Moral and Ethical Sensitivity	2 <sup>nd</sup> Grade	35	6.97	1.40	Between Groups	5.100	2	2.550	1.011	.367
	3 <sup>rd</sup> Grade	60	7.45	1.65	Within Groups	317.939	126	2.523		
	4 <sup>th</sup> Grade and Over	34	7.24	1.65	Total	323.039	128			
Empathetic Concerns	2 <sup>nd</sup> Grade	35	10.06	1.51	Between Groups	17.649	2	8.825	3.205	<b>.044*</b>
	3 <sup>rd</sup> Grade	60	10.95	1.68	Within Groups	346.971	126	2.754		
	4 <sup>th</sup> Grade and Over	34	10.59	1.76	Total	364.620	128			
<b>Source of Difference (Scheffe)</b>										
<b>3 &gt; 2</b>										
Willingness to Act	2 <sup>nd</sup> Grade	35	14.69	2.84	Between Groups	63.095	2	31.547	4.722	<b>.011*</b>
	3 <sup>rd</sup> Grade	60	16.37	2.41	Within Groups	841.711	126	6.680		
	4 <sup>th</sup> Grade and Over	34	15.59	2.62	Total	904.806	128			
<b>Source of Difference (Scheffe)</b>										
<b>3 &gt; 2</b>										
Total	2 <sup>nd</sup> Grade	35	49.69	4.77	Between Groups	150.046	2	75.023	4.340	<b>.015*</b>
	3 <sup>rd</sup> Grade	60	52.17	4.04	Within	2177.876	126	17.285		

4 <sup>th</sup> Grade and Over	34	52.00	3.66	Groups Total	2327.922	128
<b>Source of Difference (Scheffe)</b>						
<b>3&gt;2</b>						

\* $p \leq .05$

The data in Table 3 show that there is a statistically significant difference between the social studies prospective teachers' characters and values for world citizenship in terms of grade level in the Sustainable Development ( $F_{(2-126)}=4.289; p \leq .05$ ), Emphatic Concerns ( $F_{(2-126)}=3.205; p \leq .05$ ), Willingness to Act ( $F_{(2-126)}=4.722; p \leq .05$ ) factors and the overall scale ( $F_{(2-126)}=4.340; p \leq .05$ ). On the other hand, no statistically significant difference is found in the Moral and Ethical Sensitivity factor ( $F_{(2-126)}=1.011; p > .05$ ). In the Sustainable Development factor, it has been determined that the difference is in favor of the 4th grade and over group, which means that the level of prospective teachers studying at the 4th and over grades as to sustainable development is higher than that of the prospective teachers who are at the 3rd grade. As for the Emphatic Concerns, Willingness to Act and the overall scale, the difference is found to be in favor of prospective teachers studying at the 3rd grade compared to the 2nd grade prospective teachers.

**Table 4. Independent samples t-test results on the average scale scores of social studies prospective teachers as to characters and values for world citizenship in terms of their opinions about the sufficiency of the citizenship knowledge course in the context of world citizenship**

Factor	Do you think it is sufficient?	n	$\bar{X}$	Sd	df	t	p
Sustainable Development	Yes	69	17.68	2.03	127	1.168	.245
	No	60	18.08	1.85			
Moral and Ethical Sensitivity	Yes	69	7.46	1.42	127	1.543	.125
	No	60	7.03	1.75			
Emphatic Concerns	Yes	69	10.77	1.61	127	1.125	.263
	No	60	10.43	1.77			
Willingness to Act	Yes	69	16.12	2.57	127	1.900	.060
	No	60	15.23	2.70			
Total	Yes	69	52.03	4.20	127	1.666	.098
	No	60	50.78	4.28			

According to the figures in Table 4, there is no statistically significant difference between the social studies prospective teachers' characters and values for world citizenship in terms of their opinions about the sufficiency of the Citizenship Knowledge Course in the context of world citizenship in the Sustainable Development ( $t_{(127)}=1.168; p > .05$ ), Moral and Ethical Sensitivity ( $t_{(127)}=1.543; p > .05$ ), Emphatic Concerns ( $t_{(127)}=1.125; p > .05$ ), Willingness to Act ( $t_{(127)}=1.900; p > .05$ ) and the overall scale ( $t_{(127)}=1.666; p > .05$ ).

**Table 5. Independent samples t-test results on the average scale scores of social studies prospective teachers as to characters and values for world citizenship in terms of their opinions about the sufficiency of the science technology and social change course in the context of world citizenship**

Factors	Do you think it is sufficient?	n	$\bar{X}$	Sd	df	t	p
Sustainable Development	Yes	82	17.77	2.04	127	.766	.445
	No	47	18.04	1.79			
Moral and Ethical Sensitivity	Yes	82	7.30	1.49	127	.389	.698
	No	47	7.19	1.76			
Emphatic Concerns	Yes	82	10.65	1.65	127	.301	.764
	No	47	10.55	1.77			
Willingness to Act	Yes	82	16.30	2.45	127	3.531	.001*
	No	47	14.66	2.71			
Total	Yes	82	52.02	4.14	127	2.047	.043*
	No	47	50.45	4.34			

\*  $p \leq .05$

When Table 5 is examined, it is seen that there is no statistically significant difference between the social studies prospective teachers' characters and values for world citizenship in terms of their opinions about the sufficiency of the Science Technology and Social Change Course in the context of world citizenship in the Sustainable Development ( $t_{(127)}=.766;p>.05$ ), Moral and Ethical Sensitivity ( $t_{(127)}=.389;p>.05$ ) and Empathic Concerns ( $t_{(127)}=.301;p>.05$ ) factors. However, a statistically significant difference is found in the Willingness to Act factor ( $t_{(127)}=3.531; p\leq.05$ ) and the overall scale ( $t_{(127)}=2.047;p\leq.05$ ). In this sense, it is concluded that the prospective teachers who think that Science Technology and Social Change Course is sufficient in the context of world citizenship are more willing to act than are the prospective teachers who find the course insufficient. Regarding the overall scale, it can also be stated that the characters and values for world citizenship levels of prospective teachers who believe that Science Technology and Social Change Course is sufficient in the context of world citizenship are higher compared to those of the prospective teachers who think that this course is not sufficient.

#### 4. DISCUSSION and CONCLUSION

In the light of the findings obtained in the research, it is concluded that there is no statistically significant difference between social studies prospective teachers' character and values for world citizenship in terms of gender. This result is thought to arise from the fact that, although female and male social studies prospective teachers are included in the education and training process from different geographies, they go through the same educational process regardless of their genders. In the study titled "The Relationship Between Values and the Meaning of Life in University Students" conducted by [Baş and Hamarta \(2015\)](#), it was found that female participants' mean scores as to social values, spirituality, human dignity, freedom, career values and intellectual values were significantly higher than those of the male students. On the other hand, in the study titled "Value Preferences of Teacher Candidates: Giresun Faculty of Education Example" conducted by [Sarı \(2005\)](#), male prospective teachers were found to have higher scores in all areas of value.

Another result of the research is that there is a statistically significant difference between social studies prospective teachers' character and values for world citizenship in the factors of Sustainable Development, Emphatic Concerns, Willingness to Act and in the overall scale in terms of the grade level. In the Sustainable Development factor, it is determined that the prospective teachers who are studying at the 4th or over grades have higher levels of world citizenship compared to the 3rd graders. The difference is thought to result from the cognitive maturity levels of the prospective teachers at the 4th or over grades as to Sustainable Development are higher than those of the prospective teachers studying the 3rd grade. As for the Emphatic Concerns, Willingness to Act and the overall scale, it is concluded that the difference is in favor of the 3rd graders compared to the prospective teachers studying at the 2nd grade. This difference in favor of the 3rd graders might have also been raised from the fact that prospective teachers studying at the 3rd grade level are more cognitively equipped than the 2nd graders. In their study with similar results, [Dilmaç, Bozgeyikli and Çıkkılı \(2008\)](#) found that there was a statistically significant difference in terms of the class variable.

It has been determined that no statistically significant difference exists between the social studies prospective teachers' characters and values for world citizenship in terms of their opinions about the sufficiency of the Citizenship Knowledge Course in the context of world citizenship.

It is concluded that there is a statistically significant difference between the social studies prospective teachers' characters and values for world citizenship in terms of their opinions about the sufficiency of the Science Technology and Social Change Course in the context of world citizenship in the Willingness to Act factor and the overall scale. The difference is found to be in favor of the prospective teachers who find the course sufficient. The difference may result from the fact that the Science Technology and Social Change Course help students to comprehend the role of science and

technology in changing and transforming societies and increasing the interactions between societies (Tahiroğlu, 2021).

The definition by HEI in the Social Studies Teaching Undergraduate Program, which is “Science, Technology and Society Lesson is a course that helps students comprehend the knowledge as to ‘the relationship between science and technology in the past and today’, ‘developments in science and technology from past to present’, ‘the effects of science and technology on social change’, ‘common scientific heritage of humanity’, ‘famous Turkish scientists’, ‘foreign scientists’, ‘the effects of contemporary scientific developments such as tissue and organ transplantation, nano-technology, gene technology on life’, ‘Turkish Patent Institute’, ‘copyright and patent rights’, and ‘space and aviation studies’ (HEI, 2020), also supports this view.

- In the light of the results obtained in the study, the following recommendations can be made:
- The course content on citizenship knowledge in general and global citizenship and values in particular should be enriched so that the difference in terms of grade can be minimized.
- In addition to the national citizenship, more subjects about global citizenship should be included in the social studies education curricula in higher education institutions.
- In order for students to better understand the impact of science and technology on transferring global citizenship and values to individuals and comprehend the social dimensions of this effect, it is recommended that the Science, Technology and Social Change Course be conducted in coordination with different courses starting from the 1st grade.

### Acknowledgement

The data used in this study was confirmed by the researcher that it belongs to the years before 2022. This study is the extended version of the paper presented at the 4<sup>th</sup> ECLSS International Online Conference on Economics and Social Sciences on September 8 - 9, 2020.

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