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Full Length Research Paper

Evaluation of three models of instruction for 9th grade Turkish literature course and implications for teachers

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The purpose of this study is to assess the extent to which each of the three types of instruction (authentic, where, differentiated) engages 9th grade high school students in achieving language proficiency. The paper examines the features of these models of instructions and teachers' opinion about them. It includes a descriptive research in survey model. The sample in research consists of 291 students and 95 teachers selected from 9th grades of 5 different high schools selected randomly in central province of Ankara. Questionnaires, attitude scales and assessment tests are used as data collection instruments, in eliciting opinion of 9th grade students and their teachers on types of instructions. The data obtained were later analyzed with SPSS. The results of the study revealed that 9th grade students' success levels in relation to models of instruction are in general higher. It was also discovered in the research that students with less interest in Turkish Literature course could construct knowledge by application of these models of instruction. It can be said that the teachers who used the methods dealing with 'authentic', 'where' and 'differentiated' instructions were able to construct knowledge to engage students in language course.

Key words: Turkish literature education, instruction, assessment, curriculum, language learning.

INTRODUCTION

Teaching is based on three aspects: curriculum, assessment and instruction. To meet the specified purposes of teaching, curriculum standards should be identified to decide what assessment methods will be used. Then, instruction should be determined. These three elements are called "backward design that makes teachers' goals or standards operational in terms of assessment evidence as they begin to plan a unit or course" (Wiggins and McTigne, 1998: 8). Wiggins and McTigne suggest three stages in backward design process.

In the first stage, teachers consider their goals based on standards. The second stage encourages the teachers to think about the assessment methods before they design the lesson or unit. The last stage, which is the subject of this study, is based on essential knowledge and skills that are needed to promote understanding and interest of the students. In Turkish Language and Literature curriculum prepared by the Ministry of National Education (MEB, 2005), these issues are mentioned as general objectives; however, the guidance of students'

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achievement and implementation of concepts are not sufficient enough for teachers. For this reason, authentic, differentiated and where instructions are developed to organize instruction systematically with the purpose of improving students' performance in learning Turkish Literature as a transition from traditional approaches to effective ones.

Authentic Instruction

Authentic instruction is an approach based on "authentic achievement" which requires students to develop in-depth understanding and to apply academic learning to important realistic problems (Newmann, 1996). Many teachers look for the information that reflects the complexity of individual students instead of standardized information. According to Newmann et al. (Newmann et al., 1995) authentic achievement is based on construction of knowledge, disciplined inquiry, and value beyond schools. People construct new knowledge "through reflection upon their interactions with objects and ideas" (Brooks and Brooks, 1993: 4).

Authentic instruction requires students to engage in more complex thinking skills, so teachers must pay attention to the "nature" of students' understanding (Jackson and Davis, 2000). Disciplined inquiry requires students to use their prior knowledge and to develop their understanding and conclusions. The communication is also important for authentic instruction. It requires students to engage in conversations with their teacher and friends (Newmann et al., 1995). Students need to express their own ideas and feelings. Therefore, teachers should improve students' oral and written language by asking open-ended questions in Turkish literature teaching.

The last criterion requires cognitive work that has value beyond the classroom. To support this, students should see the world beyond the classroom. Experience outside the classroom strengthens and increases the amount of knowledge they learn, understand and retain. The examples taken from real life when explaining new subjects should make sense to students because the examples may match with students' own experiences. For example, Tanzimât period could be explained comparing Imperial Edict of Reorganization to European Union to make connections between past and present. Despite the fact that positive effects of authentic pedagogy were clearly demonstrated, the qualities of instruction and assessment have not been increased.

WHERE Instruction

WHERE is a group of guidelines and self assessment criterion assuring high quality in design of curricular

activities which evoke and develop student understanding. "WHERE represents a way of testing lessons and units rather than a recipe for building them" (Wiggings and McTighe, 1998: 116).

As an acronym WHERE stands for the following five main components: Where are we headed, Hook the student, Explore & Enable/Equip, Rethink and Exhibit & Evaluate. The authors place a special importance to "userfriendliness" of the design. Accordingly, teachers should understand the needs of the students as the end user, and develop designs that will be used by them to accomplish learning tasks. Parts of this group of guidelines can be briefly described as follows:

1. *Where are we headed:* This element is about determining the purpose of the instruction. The attributes related to the instruction should be clarified.
2. *Hook:* This group of guidelines relates to catching the students' attention. Concentration is the key to success of the teaching activity and issues, ideas, problems and challenges are presented in a way to involve students in the process.
3. *Explore and enable/equip:* This part is concerned with the applications of the learning experience. Students are led towards researching and testing.
4. *Reflect and rethink:* Understanding is a never ending process. The students can better make use of their research if only they can look at the issues from different perspectives. The research findings and test results should be questioned. In that context, feedback with regard to the initial inquiries, results and discussions are very important.
5. *Exhibit and Evaluate:* This guideline ensures that teacher and students assess the performances and products to identify the level of success. They set goals for future learning.

There are not many research studies on the effectiveness of WHERE in the classroom. However, there are many examples of applications and workshops carried out. Frank Lyma is a good example of an educator who "uses weird facts to provoke interest in the topic" (Wiggings and McTighe, 1998: 119). Wiggings and McTighe present the example of a history course in which teacher used "false disreputable material" (1998: 120) so as to make students cross-check references. In a workshop, Wiggings and McTighe showed that instant immersions, thought provocations, experiential shocks and multiple perspectives are factors that draw intellectual interest. On the other hand, effectiveness depends on focus, clarity of goals, existence of models and feedbacks.

Differentiated instruction

Differentiated instruction is a model in which teachers

apply differentiated materials, processes and products when necessary. Teachers keep students together with diverse characteristics in the same class under the same instruction; “Teachers strive to do whatever it takes to ensure that struggling and advanced learners” (Tomlinson, 1999: 2).

The first characteristic of the *Differentiated Instruction* is that it has a general applicability. It is not meant for exceptions for struggling students or students at risk. It “offers guidance for educators who want to facilitate consistent, robust plans in anticipation of and in response to students’ learning differences” (Tomlinson, 1999: 2). However, as Jackson and Davis indicate, no single formula works for all situations (2000).

Students have varying degrees of capabilities and limits. Under Differentiated Instruction, teacher pulls the different interests of students with different backgrounds together by limiting the instruction with the essential concepts, principles, and skills. Despite these differences, students share common goals and the trick for the teacher is to use these differences in different areas, under different time tables and through different paths.

Assessment is the third important element of the differentiated instruction, but in a different way than its traditional use. Tomlinson (2000) asserts that today’s assessment is a means to modify tomorrow’s instruction. At this stage, assessment helps to realize who understands the key ideas and who can perform the targeted skills. Modification of the content, process and products will follow the assessments. While making the modifications, teachers will take into account the readiness, interests and learning profiles of the students.

Balancing individual and group values is another very important element in differentiated classroom. Balance requires flexibility, both in terms of the materials being used and in terms of pace of the class. Students are different in terms of their levels of understanding and capabilities. These differences must be balanced while instructing, assessing and grading. According to studies (Archambault, 1993; Wetsberg, 1993), there is evidence that teachers do not modify instruction in their classes in response to the achievement or learning potential of their ablest students. Tomlinson (2000) underlines the fact that an important reason for this is the lack of teachers’ preparation.

A qualitative case study by Tomlinson (1995) shows that one-size-fits-all classes do not satisfy the students with diverse interests such as gifted and struggling students. There are important barriers, administrative and those re-sulting from paradigm shift, in establishing differentiated classrooms. Moreover, because of the lack of information and clear definitions, many teachers think that occasional minor modifications in lessons are enough to address the academic diversity.

In this paper, the primary concern is authentic, WHERE and differentiated instructions provide better

understanding to achieve detailed information. These instructions also provide deep learning. Hence, this paper examines the effects of three models of instruction on students’ success and teachers’ opinion about these instructions.

Purpose of the study

The purpose of the study is to explain the relationship between the students’ test scores of the instruction assessments and gender, reading habits, parents’ education level, computer ownership at home. The aim of the research is to specify the advantages of authentic, WHERE and differentiated instructions rather than direct instruction by assessing students’ comprehension of the subject taught with these instruction models.

METHOD

Research model

The “field study” described here is designed to address two approaches (Balci, 2009). First, teachers’ treatment and quality related to using models of instruction have an impact on students’ success in the Turkish literature course. Second, addition of new models of instruction substantially changes the students’ success and holds their interest in the subject. To assess these approaches, descriptive survey model was used. To obtain students’ and teachers’ personal information, small-scale research is preferred because it identifies effective classroom practices that are associated with students’ performance whereas “large-scale research does not provide much information on classroom effects.” (Wenglinsky, 2003: 2). Students were assessed after each model of instruction by questions about the subject and the relationship between students’ test scores and independent variables were found out. Therefore, questionnaires, attitude scales on instruction, and assessment tests are used to gain data in this research.

Universe and sampling

The universe of this study is composed of 5 different high schools selected randomly in central province of Ankara and the sampling is composed of 291 9th grade high school students and 95 Turkish literature teachers.

Data gathering tools

The data of the study are collected with the attitude scale, questionnaire and assessment tests which were developed by the researcher. “The Attitude Scale” is applied to teachers to understand their opinions and treatment about the models of instruction. This scale is equally spaced between grade 1 (I never do it) and grade 5 (I always do it) ranges and composed of 15 questions. The grading of the scale is between the ranges 1 which is the lowest and 5 which is the highest. Student questionnaire is composed of personal questions about gender, reading habit, computer ownership at home, parents’ educational status. Assessment tests are applied to 291 9th grade students to assess how the instruction

models help understanding the subject and to analyze which instruction is better for learning the subject after each lesson taught by authentic, WHERE, and differentiated instruction. Each test is composed of 20 different questions about the subject.

Limitations

This study is limited with 291 students and 95 teachers in 5 schools in central Ankara during 2011-2012.

The validity and reliability of data gathering tools

The multiple reliability of the scale KR-20 is found as 0.88. Cronbach Alpha reliability coefficient of the scale was found as 0.67. This result shows that this is a reliable scale. Coefficient of 0.65 and above is enough to submit as reliable (Cronbach, 1997). The questionnaire and assessment tests were evaluated by 3 professors who teach in Turkish Language and Literature Education Department. The tests were also applied to 50 students in a high school different from sampling. It was seen that the questions are understandable and appropriate to their level.

Data analyses

The data were analyzed and evaluated by using factor analysis. "Assessments Related to Models of Instruction" and "Personal Information Form" were applied as the main research tools. Descriptive Statistics (frequencies, percentages, and mean values), t-test and Mann Whitney U tests were used for analyzing the data. To measure the ideas and attitudes of teachers towards Turkish Literature course, Likert type "Attitude Scale on Instruction in Turkish Literature", which contains 15 items, was developed.

RESULTS

The current study estimated the indications and assessments related to students' personal information and the attitude of teachers' related to models of instruction in Turkish Literature course. The findings of students' demographic features were gained from the questionnaire.

The survey is applied to 291 9th grade students. 50.5% of students are males and 49.5 % of them are females. It is seen that number of students are almost equal in terms of gender. This enables one to assess the results from both gender's point of view. In questionnaire, students were also asked about their health status, computer ownership, reading regularity and parents' education level. Students' health status is a significant issue in their academic success. 76.6% of students stated that they do not have health problem whereas 23.4% of them do have health problem.

Reading regularly affects students' success at school. Students who read regularly can comprehend and analyze with high motivation. 97.3% of the students said that they read regularly (at least half an hour every day) while 2.7% do not. The other issue which affects students' success is computer games. Technology is useful when

Table 1. The education level of students' mothers.

	F	%
Primary	38	13.1
Secondary	58	19.9
High School	97	33.3
Undergraduate	64	22
Graduate	34	11.7
Total	291	100.0

Table 2. The education level of students' fathers.

	F	%
Primary	10	3.4
Secondary	59	20.3
High School	84	28.9
Undergraduate	74	25.4
Graduate	64	22
total	291	100.0

it is used correctly; however it makes students not to study because of time wasting by playing games or chatting with friends. 56.4% of the students who participated in this study have a personal computer at home, whereas 43.6% do not have.

The education level of students' parents are shown in Tables 1 and 2.

As the results related to the parents' education level are examined, it is seen that 13.1% of the students' mothers are primary school graduate, 19.9% of the students' mothers are secondary school graduate, 33.3% are high school graduate, 22% are university graduate and finally 11.7% of mothers have graduate degree. High school graduates have the highest share among the mothers.

The education level of fathers is similar to that of mothers. As shown in Table 2, the share of high school graduates is highest. This is followed by undergraduate whose share is 25.4 %. The percentage of primary school graduates is lower among fathers than the mothers. In general, the education level of parents is high.

As it is seen in Table 3, the biggest proportion of students (25.4%) think that the different methods of teachers affect their interest in Turkish Literature course. 8.6% of students think that it has no effect on their attitude towards the lesson. The distribution of the total tests scores which were done after each lesson taught by authentic, WHERE and differentiated instruction are shown in Table 4.

The total points gained by students from the tests were between 10-100 points. The score range is divided into

Table 3. The effect of teachers' different methods to students' attitude.

	F	%
Highly	74	25.4
Partial	65	22.3
Rarely	25	8.6
total	164	56.4

Table 4. Distribution of students' success towards teachers' instruction.

	F	%
Low (10-40)	8	2.8
Mediocre (41-70)	63	21.6
High (71-100)	220	75.6
total	291	100.0

three, and the students were grouped according to these ranges. The students who got points between 10-40 were classified in low level, the students who got points between 41-70 were classified in mediocre level, and the students who got points between 71-100 were classified in high level. 75.6% of the students are in high level whereas 21.6% of the students are in mediocre level, and 2.8% are in low level. According to these results, it can be stated that students understand the subject when it is taught with different models of instruction.

T-Test, and Mann Whitney U-Test are applied to independent groups in order to understand whether there is a meaningful difference between the total points received from tests and their answers to personal questions. There is no significant difference between test results in terms of students' health status, parents' education level, and effects of teachers' different methods to students' attitude.

As it is seen in Table 5, the total points of students received from the questionnaire are changeable according to gender. There is a significant difference between male and female students' points ($U=7633, p<0.05$) according to the Mann Whitney U-Test result. It can be further concluded that female students are more successful than male students in assessments which were done at the end of the instructions.

The sum of students' test scores are changing according to reading habit ($U= 631.00, p < 0.05$). The sum of ranks shows that the students' total scores are higher for those who read regularly than those who do not. According to the results in Table 6, it can be inferred that reading habit affects students' success.

As it is shown in Table 7, the total scores of students who have computer at home is higher than the total scores of students who do not have ($U=6960.0, p < 0.05$).

We can infer that having a computer at home does not affect students' success in a negative way.

Table 8 shows the results of test scores of three models of instruction and gender. As it is seen in the table, there is a significant difference between the results of tests according to gender (Authentic $t=4.071, p < 0.05$; where $t=3.615, p < 0.05$; differentiated $t=2.472, p < 0.05$; direct $t=4.031, p < 0.05$). The female students' test scores are higher than male students.

When the test results in Table 9 are analyzed according to reading habits, it is seen that there is a significant difference between authentic and WHERE instruction, but there is not a significant difference between differentiated and direct instruction.

As the results in Table 10 are diagnosed, there is significant difference between the total scores of authentic ($U=6768,000, p < 0,05$), WHERE ($U=8368,500, p < 0.05$), differentiated ($U=8533,000, p<0,05$), direct instruction ($U=8203000, p<0,05$) in terms of computer ownership at home.

The population of this study consists of 95 Turkish Language teachers who are teaching in central Ankara. The education status of these teachers is shown in Table 11.

Schools from which teachers are graduated are shown in Table 11. 28 teachers are graduates of Faculty of Education, 15 teachers from Faculty of Arts and Science and 11 teachers from Institute of Education. 9 of them are graduates of other schools. The number of teachers who graduated from Faculty of Education and Institute of Education are higher than the others.

When the attitude scale points are analyzed according to gender variable, it is seen that there is not a significant difference between male and female teachers. However, according to standard deviation and mean values, there is a difference between male and female teachers. Male teachers have higher points than females (Table 12).

Statements in the questionnaire are made up in accordance with the features of instructions. The first five statements refer to authentic instruction, the second five statements refer to WHERE instruction, and the last five statements refer to differentiated instruction. Teachers were asked to mark the option which is appropriate for their teaching approach. When the teachers mark the option "always" they are given 1 point, and 0 point for the other options (often, sometimes, rarely, never).

As it is seen in Table 13, 84.2% of the teachers agreed to the statement that "I give students pre-specified knowledge ranging from simple facts to more complex concepts." This is a significant feature of authentic instruction. The share of the teachers who agreed to the statement that "I group students according to their interest" is 83 %. Not all students are alike, so while instructing, assessing and grading teacher would be aware of the group and individual norms. Group study and participation in class will demonstrate the students'

Table 5. Tests results according to gender.

	N	Mean rank	Sum of ranks	U	p
Male	147	166.07	24413.00	7633.000	.000
Female	144	125.51	18073.00		

Table 6. Test results according to reading habits.

	N	Mean rank	Sum of ranks	U	p
Yes	283	147.77	41819.00	631.00	.033
No	8	83.38	667.00		

Table 7. U-test results of assessments according to computer ownership at home.

	N	Mean rank	Sum of ranks	U	p
Yes	164	167.06	27398.00	6960.0	.000
No	127	118.80	15088.00		

Table 8. T-test results of assessments according to gender.

Instruction	Gender	N	X	S	Sd	t	p
Authentic	male	144	25.0694	5.48699	289	4.071	.000
	female	147	27.6122	5.16634			
Where	male	144	10.7847	3.08881	289	3.615	.000
	female	147	12.0340	2.80268			
Differentiated	male	144	33.5694	6.90764	289	2.472	0.14
	female	147	35.4150	5.78951			
Direct	male	144	24.0583	5.37588	289	4.031	.000
	female	147	26.5011	5.05533			

understanding of individual instruction and how they can combine that knowledge with other areas.

83% of the teachers agreed to the statement that “I believe instant immersions, experiential shocks and multiple perspectives are factors that draw intellectual interest.” This indicates that teachers consider students’ interest in engaging them in learning. The teacher will be an instrument in uncovering the facts, letting the students see beyond obvious. Passive learning should be avoided; key ideas and questions must be explored in an active inquiry where the important challenge is to make an abstract idea real by designing learning experiences around inquiries, research, discussions, debates, role-

play, and shifts of perspective.

85.3% of the teachers have marked the “agree” for the statement that “I encourage students to question the ideas and rethink the concepts. In connection with guidelines of Reflect and Rethink, students should always use and rethink the concepts so that their understanding can get more sophisticated. The ideas are not final truths. Therefore, they should be questioned. Teacher helps the students to uncover the ideas to be able to understand “related but dissimilar experiences; shifts in perspective (different people’s views, books, theories, and events); weird facts, anomalies, or surprises” (Wiggins and McTighe, 1999: 126).

Table 9. U-test results of assessments according to reading habit.

Instruction	Regular reading	N	Mean rank	Sum of ranks	U	P
Authentic	yes	283	147.89	41851.50	598.500	.022
	no	8	79.31	634.50		
Where	yes	283	147.77	41818.50	631.500	0.31
	no	8	83.44	667.50		
Differentiated	yes	283	147.36	41702.00	748.000	.098
	no	8	98.00	784.00		
Direct	yes	283	147.02	41606.50	843.500	.215
	no	8	109.94	879.50		

Table 10. U-test results of assessments according to computer ownership at home.

Instruction	Computer	N	Mean rank	Sum of ranks	U	P
Authentic	yes	164	168.23	27590.00	6768.000	.000
	no	127	117.29	14896.00		
Where	yes	164	158.47	25989.50	8368.500	.004
	no	127	129.89	16496.50		
Differentiated	yes	164	157.47	25825.00	8533.000	.008
	no	127	131.19	16661.00		
Direct	yes	164	159.48	26155.00	8203.000	.002
	no	127	128.59	16331.00		

Table 11. Education status of teachers.

	Institute of education	Faculty of Education	Faculty of Arts and Sciences	Other faculties	total	%
Female	11	28	15	9	63	66.3
Male	4	22	3	3	32	33.7
Total	15	50	18	12	95	100

The percentages of teachers who do not agree to the statements are as follows: "I make clear explanations, develop arguments and solve problems" (27.4%), "I leave some issues unanswered to provoking thought" (36.8%), "I spell out the specifics of the final performance to make the goals clear for students" (17.9%), "I instruct all students, including those who struggle and need academic and behavior supports" (23.1%), "I provide opportunities for students to converge them" (33.7%), "I spend extra time for struggling students" (36.8%). These results indicate that teachers have difficulty in developing

students' thought and providing opportunity for each of them.

DISCUSSION AND CONCLUSION

There are similarities and differences between authentic, WHERE, and differentiated instruction. They are developed to organize instruction systematically with the purpose of improving students' performance. While organizing the instruction, all of the models, to a certain

Table 12. T-test according to gender of teachers.

	N	X	S	sd	T	P
Female	63	48.55	5.78	93	.689	.493
Male	32	49.40	5.50			
total	95					

Table 13. The results of questionnaire.

	F	%
I give students pre-specified knowledge ranging from simple facts to more complex concepts.	80	84.2
I make clear explanations, develop arguments and solve problems.	26	27.4
I work on a problem or issue that students see as connected to their personal experiences or contemporary public situations.	55	57.9
The dialogues during the lesson build coherently on participants' ideas to promote improved collective understanding of a theme or topic.	47	49
I encourage my students take risks and try hard to master challenging academic work as a social support.	75	79
I believe instant immersions, experiential shocks and multiple perspectives are factors that draw intellectual interest.	79	83
I encourage students question the ideas and rethink the concepts.	81	85.3
I engage my students in role-play to solve a real world problem.	62	65.2
I leave some issues unanswered to provoking thought.	35	36.8
I spell out the specifics of the final performance to make the goals clear for students.	17	17.9
I instruct all students, including those who struggle and need academic and behavior supports.	22	23.1
I provide opportunities for students to converge them.	32	33.7
When students work in groups or individually, I take notes about students' advancement.	65	68.4
I spend extra time for struggling students.	35	36.8
I group students according to their interest.	79	83

extent, cover key connectors: curriculum, assessment and students. By curriculum, educators determine what students should know and be able to do. Assessment methods help them to identify evidence as to the existence of the knowledge and skills. Finally, by instruction students are prepared to meet those standards.

The aim of this study was to interpret the data obtained from the research and to specify the implications for teachers about the models of instructions discussed in this study. When the findings are analyzed, it is seen that distribution of students' test scores is mostly high. This means, students learn better with different instruction models rather than direct instruction. As it is seen above, the guidance of students' achievement and implementation of concepts which are written in Turkish Language and Literature curriculum are not sufficient enough for teachers. For this reason, authentic, differentiated and where instructions are developed to organize instruction systematically with the purpose of improving students' performance in learning Turkish Literature as a transition from traditional approaches to effective ones.

Each of the three instruction models places emphasis on a different connection point. In each model, there are

also other additional elements. For the authentic instruction model, curriculum is the focus point. Authentic instruction requires students engage in more complex thinking skills, so teachers should improve students' oral and written language by asking open-ended questions and paying attention to the nature of students' understanding in Turkish literature lesson. This model emphasizes the quality of the material learned by the students, while WHERE puts emphasis on assessment. On the other hand, differentiated instruction is a student-centred model and this model should be in Turkish Literature curriculum as it is not satisfactory for students who are gifted or struggling and for those with diverse interests. Assessment is used as a tool to realize who understands the key ideas and who can perform the targeted skills, so teachers may take into account the readiness and learning profiles of the students with differentiated instruction.

This study indicates that students who read regularly are more successful than those who do not. Both in Authentic Instruction and WHERE, intellectual quality is very important. In this context Newman and his associates talk about authentic achievement while Wiggins and

McTighe use the six facets of understanding as in-depth understanding. In differentiated instruction the quality of the curriculum is defined in relation to its appropriateness for the students at different levels of readiness with learning styles and interests.

Authentic and WHERE instructions are considered as tools for planning and reflection. Of all the three methods, differentiated instruction has more specific elements directed towards classroom application. Therefore, with regard to the applicability, it requires a lot of energy, recourses and support than other two methods. For countries with limited financial resources, the application of the differentiated model could be difficult. Under the circumstances of over-crowded classrooms, it is hard to spend extra time to struggling students or to provide opportunities equally. Therefore, teachers should be well-prepared at managing time and instruction.

The conditions of and needs for the three connectors of instruction change from place to place and in the same place from time to time. This makes instruction even a more complex process requiring the use of tools, strategies, lessons and activities that correspond to such a variance. From this perspective, a teacher can use the strong points of all three models. Indeed, the teacher should be aware of the ever changing nature of the conditions in classroom and view instruction as a system. A change in one of the components of the system is going to affect other components and will lead to and require changes in other components. In that context, teachers should determine the priorities and take into account the fact that any change is part of a long term improvement.

Newmann (1996) believe when schools focus on structural issues of policy, the changes become more visible. According to them, restructured school program includes curriculum instruction, assessment, scheduling and staff development in order to be effective. First, schools conditions must be addressed. In order to reach a successful school-restructuring program, teachers should pursue a clear purpose for all students' learning about the objectives and methods of learning, so they have to have clear goals, engage in collaborative activity to achieve that purpose, and take collective responsibility for students' learning (Dofour, 1997). According to results of this study, the parents' education level has no effect on students' success. There is not a significant difference between the students' scores and parents' education level. For this reason, teachers should be well educated and open-minded to new approaches.

In this study, the students got high scores from the tests after the Turkish Literature course taught by using authentic, where and differentiated instruction, and it was seen that female students are more successful than the male students. According to the results of the questionnaire, the teachers are conscious about different models of instructions. The purpose of teaching is to increase the students' understanding level. Therefore, the teachers

have to take needs of students into consideration while designing the curriculum. First of all, as designers, they must make the goals clear to the students. Students must be aware of the conditions under which they will be considered as successful.

Secondly, studying and learning should be made exciting for students. By using the knowledge of the students and the subject, certain elements should be used to engage students in learning. Awakening and sustaining interests in ideas can be maintained by provoking thoughts by organizing work around questions and ideas, immersing students in puzzles and challenging them to solve a real world problem and engaging them in role-play. An element of mystery is central to provoking thought. Teachers may leave some issues unspoken and unanswered, inviting them to help make sense.

In addition to that, the effectiveness of the material is also important. The material at hand should touch upon the main issues while engaging the students. In that context, when focused on clear and worthy goals, and provided with models and feedback, students understand the purpose of the work. In conclusion, educative activities should make ideas concrete and real by linking to students' experiences and world beyond classroom.

Conflict of Interests

The author have not declared any conflict of interests.

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Full Length Research Paper

Self-oriented perfectionism and self-assessment as predictors of adolescents' subjective well-being

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The aim of the present study is to examine whether subjective well-being is predicted by self-oriented perfectionism and self-assessment. The self-oriented perfectionism scale, self-assessment scale and subjective well-being scale (SWB) were administered to a sample of voluntary 272 eight-grade students from three secondary schools in Sultangazi, İstanbul. The research data were analyzed by correlation and simultaneous regression analysis. In this research, Pearson correlation coefficient was utilized to determine the relationships between variables. Simultaneous regression analyses assessed the contributions of self-oriented perfectionism and self-assessment to adolescents' subjective well-being (SWB). Self-oriented perfectionism and self-assessment correlated significantly with SWB. SWB correlated positively with these variables. Furthermore, self-oriented perfectionism correlated positively with self-assessment. The simultaneous regression analysis showed that self-oriented perfectionism and self-assessment are significant predictors of SWB. The regression model predicting SWB was significant. The variables accounted for 33% of the variance in SWB. The significance and limitations of the results are discussed.

Key words: Subjective well-being, self-oriented perfectionism, self-assessment, simultaneous regression analysis.

INTRODUCTION

Adolescence is a developmental period characterized by both physical experiences, and social-psychological developmental changes (Steinberg, 2008; Vanlede et al., 2006). Adolescence is characterized by self-exploration and exploring the adult world (Mayseless and Salomon, 2003 cited in Weber et al., 2013). In addition to coping with these changes, early adolescents also live a typical transition period in this process, typical transition from the elementary school to middle school environment. This

transition usually involves two simultaneous major transitions which both demand modification and adjustment to new realities. The first is the transition from elementary school to the complex world of middle school which includes substantial changes in learning environments, quality of teacher-student relationships, academic demands, and social challenges (Dodge and Sherrill 2006 cited in Shoshani and Slone, 2013).

The second is the transition from childhood to

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adolescence that is marked by a number of life changes, including the onset of formal operations, greater family independence, increased responsibilities, early romantic relationships, and puberty (Vanlede et al., 2006). Results of studies demonstrated that decrease in self-esteem (Fredricks and Eccles, 2002), perceived self-efficacy (Urdu and Midgley, 2003), achievement, academic competence (Dotterer et al., 2009), increase in anxiety symptoms and absenteeism (Blyth et al., 1983, Harter et al., 1992) are very common during adolescence. These problems may lead to a low level of subjective well-being. Adolescents with high levels of SWB developed fewer externalizing problems in the wake of stressful events than those with low levels of subjective well-being (Arora et al., 2013). There is a wealth of scientific literature to demonstrate that SWB is positively related to many of the so-called positive constructs in psychology. It is worth conducting a broad analysis of how well-being relates to different variables that reflect adolescent's personal characteristics.

SWB is one of the most important areas of research in positive psychology and has also received considerable attention in occupational health, which reflects individuals' affective and cognitive evaluations of their lives (Diener and Diener, 1995; Yan and Su, 2012). Comprehensive perspectives on well-being that include positive aspects of human life such as subjective well-being have recently been proposed. SWB has been explained in terms of how and why people experience their lives in positive ways, that is, their personal experiences regarding self-perceived quality of life (Yang et al., 2008). The term subjective well-being is determined by an interaction between different factors. These factors include: personal and environmental stressors, resources, coping styles as well as demographic variables such as race, gender and socio-economic class (Arora et al., 2013). Furthermore, life satisfaction is cognitive component of subjective well-being and thus inextricably plays an important role in positive development (Park, 2004).

SWB is unique in that it captures an individual's self-perceived life satisfaction by examining the cognitive assessment of their own life. Additionally, SWB captures a more complete picture of an individual's emotional experiences than traditionally used measures of internalizing problems such as depression or anxiety. Few other outcome variables are able to capture not only negative emotional experiences but also positive ones as well. Furthermore, SWB has been shown to be stable over time, making it more useful for research that seeks to examine the effects of various factors on long-term functioning as opposed to relatively brief mood or cognitive changes (Diener et al. 1999 cited in Coyle and Vera, 2013).

Subjective well-being may be linked to some variables such as higher self-esteem (Cohen and Pressman, 2006), being more creative, tolerant and altruistic (Lyubomirskij

et al., 2005 cited in Raižienė and Garckija, 2013), life satisfaction, contentment and hedonic level (Veenhoven, 1991 cited in Konu et al., 2002). Individuals who have high subjective well-being also seem to be high on resilience against various adverse life circumstances (Fredrickson et al., 2003). One of the most important factors affecting adolescents' subjective well-being is school context. It has a major influence on students' general subjective well-being (Konu et al., 2002). Furthermore, a large number of studies have found a positive correlation between an individual's income and his or her subjective well-being (Diener, 1984; Diener et al., 1985; Easterlin, 1974; cited in Diener et al., 1993). Diener et al. (1993) found that income appeared to produce lesser increases in subjective well-being at higher income levels.

In addition, perfectionism appears to play an important role in the maintenance of mental health and adaptive behaviors. It is a personality trait that underlies a variety of psychological difficulties. Various attempts have been made to define the construct of perfectionism. Accordingly, it has been defined as "the tyranny of the shoulds" (Horney, 1950 cited in Shafran et al., 2002) and as "the practice of demanding of oneself or others to a higher quality of performance than is required by the situation" (Hollender, 1965 cited in Shafran et al., 2002: 94).

Perfectionism is often conceptualized as a multidimensional construct (Frost et al., 1990; Hewitt and Flett, 1991; Mushquash et al., 2013) and according to Hewitt and Flett (1991), perfectionism has three components including self-oriented, other-oriented and socially prescribed perfectionism. Furthermore, Mushquash et al., (2013) stated that perfectionism has two dimensions as self-oriented perfectionism (that is, demanding perfection of oneself), and socially prescribed perfectionism (that is, perceiving others as demanding perfection of oneself). Self-oriented and socially prescribed perfectionism are differentially linked to negative outcomes. In addition, Dunkley et al., (2012) refer to two dimensions as personal standards (PS) perfectionism and evaluative concerns (EC) perfectionism. PS perfectionism involves the setting of and striving for high standards and goals for oneself, which is integral to the perfectionism concept typically described in the literature (Shafran et al., 2002). PS perfectionism is presumably related to striving for excessive achievement, resilience and adaptive coping, although possibly at some emotional cost and stress (example, Blankstein et al., 2008; Stoeber and Otto, 2006).

A large body of research has linked perfectionism to numerous psychological and adjustment problems in children, adolescents and adults. Perfectionism has been proposed as an important correlate of psychological distress as well as a risk factor for future distress (Bieling et al., 2004). In particular, perfectionism has been linked

to eating disorders (Flett and Hewitt, 2002 cited in Bardone-Cone, 2007), anxiety, and depression (Bardone-Cone et al., 2007; Shafran and Mansell, 2001) development of anorexia nervosa (Fairburn et al., 1999; Lilenfeld et al., 1998), and bulimia nervosa (Fairburn et al., 1998; Lilenfeld et al., 2000). There is evidence that it is a central element of obsessive-compulsive personality disorder (American Psychiatric Association, 1994 cited in Shafran et al., 2002). Graham et al. (2010) found that people with high perfectionist concerns were at risk of harboring depressive symptoms. According to studies (Bardone-Cone et al., 2007; Graham et al., 2010; Sherry and Hall, 2009), self-oriented perfectionism is associated with achievement stressors and anorexia nervosa.

Self-assessment is used extensively in educational programs in which students are within the required competence in school. This competence may affect adolescents' mental health, subjective well-being and academic motivation. A consistent finding is that the correlation between self-assessment and observed performance is zero or negative (Baxter and Norman, 2011). On the other hand, adolescents' self-assessment levels can predict subjective well-being. There are limited number of research papers evaluating the advantages of self-oriented perfectionism and self-assessment in the context of adolescents' subjective well-being. Hence, the main aim of this research was to explore whether subjective well-being is predicted by self-oriented perfectionism and self-assessment. Furthermore, it was tested whether the variables in question were associated with subjective well-being.

METHODOLOGY

Research design

Relational survey model from quantitative research methods was used in this research. Survey models' purpose is to describe situations which already have or lived in the past (Karasar, 2006). In this research, adolescents' opinions on subjective well-being, self-oriented perfectionism and self-assessment were reviewed.

Participants

The universe of this research consists of all secondary school students who are studying in Turkey in the 2013 to 2014 academic year. The sample of the research consists of randomly selected 3 secondary school students from 30 secondary schools in the district of Sultangazi in İstanbul. Participants are voluntary 272 eight-grade students from these 3 secondary schools in Sultangazi. Accordingly, the participants are 131 male and 141 female students. All the participants participated in the study voluntarily. The data collection and its analysis were done anonymously. Ages of individuals participating in the study ranked between from 13 to 15.

Procedure

Students voluntarily participated in the research, completion of the

scales was anonymous and there was a guarantee of confidentiality. The scales were administered to the students in groups in the classrooms. The measures were counter balanced in administration. Prior to administration of scales, all participants were told about purposes of the study. In this research, Pearson correlation coefficient was utilized to determine the relationships between variables. Simultaneous regression analyses assessed the contributions of the self-oriented perfectionism and self-assessment to adolescents' subjective well-being.

INSTRUMENTS

Subjective well-being scale (SWB)

Subjective well-being scale was used in this study to collect data. Subjective well-being scale has been developed by Eryilmaz (2009). This scale is a 15-itemed self-report measure of adolescent subjective well-being. Items are rated from 1 (strongly disagree) to 4 (strongly agree). The scores can range from 15 (low level of subjective well-being) to 60 (high level of subjective well-being). Examples of items include: "My family likes me."; "Generally I am happy." Scale scores are the sum of items. There isn't any reverse item. In the present study, the Cronbach alpha coefficient for the SWB was 0.74.

Self-oriented perfectionism scale (SPS)

Self-oriented perfectionism scale's adapted form was used to collect data in this research. Self-oriented perfectionism scale has been developed by Flett et al. (2001) and has been adapted to Turkish by Uz Baş and Siyez (2010). This scale has a sub test of child and adolescent perfectionism scale with a 9-item self-report measure of adolescents' self-oriented perfectionism. Items are rated from 1 (not appropriate) to 5 (very true). The scores can range from 9 (low level of self-oriented perfectionism) to 45 (high level of self-oriented perfectionism). Examples of items include: "I try to be perfect in everything I do."; "I want to be the best at everything I do.". Scale scores are the sum of items with reverse coding of relevant items. In the present study, the Cronbach alpha coefficient for the SPS was 0.71.

Self-assessment scale

Lastly, Self-assessment scale has been used for data collection tool for this research. Self-assessment scale was developed by Yıldız et al. (2009) and has a sub test of Metacognition scale for primary school students with a 3-item self-report measure of self-assessment. Items are rated from 1 (never) to 5 (always). The scores can range from 3 (low level of self-oriented perfectionism) to 15 (high level of self-oriented perfectionism). Scale scores are the sum of items. There isn't any reverse item. In the present study, the Cronbach alpha coefficient for the self-assessment was 0.68.

RESULTS

Descriptive data and inter-correlations

In the data self-oriented perfectionism and self-assessment correlated significantly with subjective well-being. Subjective well-being correlated positively $r = .40$ ($p < .01$)

Table 1. Means, SDs, and Pearson Intercorrelations of the Variables

Variables	1	2	3
Subjective Well-being	1		
Self-oriented Perfectionism	.40**	1	
Self-assessment	.54**	.41**	1
M	54.56	34.74	9.00
SD	3.95	5.83	2.05

** $p < 0.01$

with self-oriented perfectionism, and $r = .54$ ($p < .01$) with self-assessment. Furthermore, self-oriented perfectionism correlated positively $r = .41$ ($p < .01$) with self-assessment. The highest correlations were between subjective well-being and self-assessment. Table 1 shows the means, standard deviations, and Pearson correlation coefficients for the variables.

Simultaneous regression analysis

Before applying regression, assumptions of simultaneous regression were checked. The data were examined for normality by the Kolmogorov-Smirnov test. The Kolmogorov-Smirnov test indicated normality of distributions of test scores for all tests in the current study. Outliers which are described as cases that have data values that are very different from the data values for the majority of cases in the data set were investigated using Mahalanobis distance. A case is an outlier if the probability associated with its D^2 is .001 or less (Tabachnick and Fidell, 2001). Based on this criterion, twenty-eight data aspects were labeled as outliers and they were deleted. Multi-collinearity was checked by the variance inflation factors (VIF). All the VIF values were less than 10 (Tabachnick and Fidell, 2001), which indicated that there was no multi-collinearity. Simultaneous regression analyses assessed the contributions of self-oriented perfectionism and self-assessment to adolescents' subjective well-being (Table 2). The regression models predicting SWB were significant. SWB was predicted by self-oriented perfectionism ($\beta = .21$, $p < .001$) and self-assessment ($\beta = .46$, $p < .001$). The variables accounted for 33% of the variance in SWB. The regression model predicting SWB was significant ($R^2 = .33$, $p < .001$).

CONCLUSION

This study identified strong factors related to adolescents' subjective well-being. The present study examined the

relative contributions of early adolescents' self-oriented perfectionism and self-assessment to their subjective well-being (SWB). Correlations and regression analysis confirm the hypotheses and show that SWB is positively associated with self-oriented perfectionism and self-assessment. Furthermore, self-oriented perfectionism is positively associated with self-assessment. There is a higher relationship between SWB and self-assessment than between SWB and self-oriented perfectionism in the present study. The regression model accounts for 33% of the variance in subjective well-being. Finally, these findings showed that self-assessment and self-oriented perfectionism play an important role in predicting adolescents' SWB.

In the literature, there is no study examining the relationship between subjective well-being and self-oriented perfectionism. But there are many studies on perfectionism. In these studies, it is seen that perfectionism had adverse effects which cause some mental, physical, and somatic ailments such as psychological distress (Bieling et al., 2004), anxiety, and depression (Bardone-Cone et al., 2007; Graham et al., 2010; Shafran and Mansell, 2001), obsessive-compulsive personality disorder (American psychiatric association, 1994 cited in Shafran et al., 2002), anorexia nervosa (Fairburn et al., 1999; Lilenfeld et al., 1998), and bulimia nervosa (Fairburn et al., 1998; Lilenfeld et al., 2000). Furthermore, according to studies (Bardone-Cone, 2007; Graham et al., 2010; Sherry and Hall, 2009), self-oriented perfectionism is associated with achievement stressors and anorexia nervosa. But in the present study, self-oriented perfectionism was found to predict subjective well-being.

Low levels of self-assessment and SWB have been linked with various forms of negative developmental outcomes in adolescence, such as higher levels of mental health symptoms, failure, mal-adaptive behaviors, and engagement in risky behaviors. However, high levels of these variables may be associated with positive youth development and can increase their academic motivation, confidence and self-efficacy in adolescents. So self-assessment is a predictor of SWB. There are some limitations of this research. Firstly, the sample presented here is limited to adolescents. For that reason, it is questionable whether the findings can be generalized to different age groups. Secondly, the data reported here for self-oriented perfectionism, self-assessment and subjective well-being are limited to self-reported data. Besides, although the regression analysis approach is used to estimate the proposed model, it is difficult to give a full explanation related to causality among the variables examined in the research since only correlational data was collected.

Another limitation concerns the longitudinal nature of the study that was limited to a two year period in adolescence. This period may be hypersensitive since it reflects the middle of adolescence, raising questions about the

Table 2. Simultaneous Regression Analyses for the Self-oriented Perfectionism and the Self-assessment Predicting the Subjective Well-being

Dependent	Predictor	<i>b</i>	Standard Error of <i>b</i>	β	<i>t</i>	<i>p</i>
Subjective well-being	Self-oriented perfectionism	.14	.03	.21	8.39	<.001
	Self-assessment	.80	.10	.46	3.82	<.001

**p*<0.01

extent to which the findings can be generalized to overall adolescence. Further studies are needed to explore the developmental trajectories of specific strengths during adolescent years and their relations to subjective well-being.

ABBREVIATIONS

The following abbreviations were used in the study:

SWB: Subjective well-being

SOP: Self-oriented perfectionism

SA: Self-assessment

PSP: Personal standards perfectionism

ECP: Evaluative concerns perfectionism

Conflict of Interests

The author(s) have not declared any conflict of interests.

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Full Length Research Paper

An assessment of grade four students learning: The case of Jimma town

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This study aimed at investigating grade four students learning at Jimma town, Ethiopia. A cross sectional survey method was employed. Students, teachers and principals were participants of the study. Standardized tests, questionnaire, interview and observation were the instruments used to collect authentic information from the research participants. The collected data were analyzed quantitatively using various statistical techniques and qualitatively categorizing it in to different themes to substantiate the numerical data. The result indicated that students' learning achievement was inadequate in two key subjects namely English and Mathematics which are the core subjects in all education levels of the country. Moreover, there was immense gap among schools and across subjects in students' performance. The major reasons identified were students' background (family socioeconomic status and educational level and mother tongue), students' interest and attitudes towards key subjects (English, Mathematics, Environmental Science and Mother tongue), availability of learning resources and support from school and the families/guardian. From the factors, the most prominent ones are issues related with their home related problems and utilization of the available resources. Thus, researchers recommended that relentless effort should be exerted by all stakeholders to bring students to the level expected of them as stated in the curricula.

Key words: Assessment, learning assessment, key subjects.

INTRODUCTION

Background of the study

The main purpose of education, especially at primary level, is to enhance economic and social development of a country by creating learning opportunities at individual, community, and national levels, and to expand literacy

and give basis for further training and self-education (MoE, 1994). To attain such major aims, various countries have been designing and implementing different strategies for expanding access and improving quality of schooling.

Cognizant of this, Ethiopia also introduced free primary

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education with the formulation of the new education and training policy in 1994 as a major strategy towards achieving the education for all (EFA) goals. Moreover, in 1997 the government of Ethiopia launched the first five year education sector development program (ESDP-I, 1996) within the framework of education and training policy as part of a twenty-year education sector indicative plan. The main thrust of ESDP-II (2000) is to improve education quality, relevance, equity, and efficiency and to expand access with special emphasis on primary education in rural and underserved areas, as well as the promotion of education for girls (MoE, 2006). Accordingly, under ESDP III (2005), Ethiopia made significant progress in education. Access at all levels of the education system increased at a rapid rate in line with a sharp increase in the number of teachers, schools and institutions. There were important improvements in the availability of trained teachers and some other inputs which are indispensable for a high quality education system. This has led to rapid increase in the net enrolment rate, which currently stands at around 83% of primary school aged children.

The achievements under ESDP III are fundamental to allow Ethiopia to progress towards becoming a middle-income economy by the year 2025. ESDP IV was a historic landmark in making free primary education compulsory in order to give a major boost to education and to reach the remaining about 17%, the most vulnerable children who are still out of school. This is also witnessed by the education sector's vision "to see all school-age children get access to quality primary education by the year 2015 and realize the creation of trained and skilled human power at all levels who was driving forces in the promotion of democracy and development in the country". However, challenges remain in order to realize this long-term vision. Because of the progress made during the previous years and within this long-term vision, the focus of education policies under ESDP IV will shift towards priority programs which address these remaining challenges. At the same time, work will continue on other areas to ensure that the important achievements of the previous years are not lost. Notwithstanding major investments in improving the numbers and the qualifications of teachers and the availability of equipment, student achievement has not yet sufficiently improved (ESDP IV, 2010).

The gains in access are of little meaning if they are not accompanied by improved student learning. This is to mean that, quantitative expansion has brought about serious challenges to its quality. Quality does not mean only what goes into schools, but also what goes in the mental and physical changes of children. It is important to develop the knowledge, skills, attitudes and habits of pupils in addition to giving emphasis to input factors. The case in Oromia become serious from time to time and it needs due attention. It is obvious that, if students do not acquire significant knowledge, attitudes and skills, it is

difficult to compete within a global economy in general and national spheres in particular. It is necessary therefore to shift attention to quality concerns and to those processes which lead to improved students' learning.

To check the status and maintain the quality in education, different mechanisms may/might be used. Of these strategies, one is conducting the national and regional learning assessments. The importance of monitoring learning achievement grew rapidly after the 1990 world declaration of education for all (EFA) in Jomtien. This declaration necessitated the introduction of a system of national assessment to determine if children were acquiring useful knowledge, reasoning ability, skills and values that schools promised to deliver. The term assessment in this study refers to the process of gathering, interpreting, and applying outcomes data on programs or entire curricula to improve program effectiveness, particularly as measured by student learning outcomes. It is an ongoing process aimed at understanding and improving student learning. It involves making expectations explicit; setting appropriate criteria and high standards for learning; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards, and using the resulting information to document, explain and improve performance (Angelo, 1999).

Therefore, learning assessment is described as a systematic process of collecting relevant, valid and timely information about the outcomes of schooling used for making decisions about the development and learning of students. According to Kellaghan and Greaney (2001), it is an exercise designed to describe the level of achievement, not of individual students, but of a whole education system, or a clearly defined part of it. In other words, learning assessment is meant to discover how well an educational system is progressing in general and students are acquiring the knowledge, attitudes and skills delivered by the educational system.

In Ethiopia, quality assurance has been an important part of the reform process. So far Ethiopia has conducted around three national learning assessments for primary education in 1999/2000, 2004 and 2008 at grades 4 and 8. The result showed that there is decrease in students' achievement from time to time and this was clearly revealed by the third national assessment conducted in 2008. In addition to these national leaning assessments being carried out, Ethiopia will join regional/international learning assessment organizations to determine the status of quality of education as compared to other countries to ensure and design specific strategies to reach the millions of out of school children in the pastoralist regions and disadvantaged communities. According to Oromia regional education bureau annual performance assessment that was based on the promotion rate of primary school students, Jimma town (special Zone) is at the bottom of all Oromia region administrative zones. This

study was therefore attempted to investigate the level of student's academic achievement in the selected subjects and factors that affect their achievement.

Basic research questions

1. To what extent did grade 4 students achieve the stated curriculum in key subjects (Mother tongue (Afan Oromo), English, Mathematics and environmental science) and to what degree does their performance vary across schools and subjects?
2. What are the factors that influence grade four students' learning achievements in the primary schools of Jimma town?
3. What are the qualitative assessment and judgment of different groups (principals, teachers and students) on the efficiency, problems and solutions concerning students learning in the school?

Objectives of the study

The general intent of this research was to assess grade four students learning in selected key subjects at Jimma town Primary Schools. Particularly this study strived to:

1. Investigate the extent of grade 4 students' achievement as per the stated curriculum in key subjects and their degree of performances across schools?
2. Identify the factors that influence grade four students' achievements in the primary schools of Jimma town?
3. Examine the qualitative assessment and judgment of different groups (principals, teachers and students) on the efficiency, problems and solutions concerning students learning in the school?

Significance of the study

Students learning assessment involves a systematic process of collecting relevant, valid and timely information about the outcomes of schooling up on which decision to be made about the learning and development of students, curriculum, educational programs and educational policy. Students learning assessment provides the necessary feedback and objective evidence required to maximize the outcomes of educational efforts. Such assessment summarizes what learners know, understand and can do in relation to some or all of the learning goals determined in the curricula. Learning assessment focuses on the actual learning and it enables one to find out the extent to which an educational system is effective as a whole. If it is properly integrated in the system of education, students learning assessment can help actors and stakeholders to focus their collective attention, examine

their assumptions, and create a shared academic culture dedicated to auguring and improving the quality of education.

METHODS AND MATERIALS

Design

In order to obtain the required and authentic information for the basic research questions and to address our research purposes well, both quantitative and qualitative research approaches were used. Accordingly, a cross sectional survey method was employed for it describes the current situation of students' learning.

Sampling procedures

For the study, all (13) public primary schools found in the town were taken as a target group. However, six out of thirteen public primary schools in Jimma town were randomly selected. Since the numbers of students across the schools selected were proportional, 40 students were taken purposefully from each school by taking into account their grade four first semester results (high, medium and low achievers) in the key subjects (Mother tongue (Afan Oromo), English, Mathematics and environmental science for grade 4) to sit for the achievement tests. All key subject teachers and all principals of the sampled schools were interviewed since their number was manageable.

Instrumentation

In order to gather authentic data, an achievement test was used to determine the extent to which learning takes place in primary schools of Jimma town. Questionnaire (modified, contextualized and translated (Afan Oromo) version of the national learning assessment) was also administered to collect general background information of grade 4 students, students' attitudes and interests towards the key subjects (Mother tongue (Afan Oromo), English, Mathematics and environmental science for grade 4), students' support and follow up and factors affecting students' learning. Moreover, interview was conducted with principals and subject teachers of the selected six primary schools to supplement the information gathered in quantitative approaches. To maintain the validity and reliability of the instruments, tests prepared at cluster level were selected and used based on the table of specification (test blue print) designed by the curricular experts by considering the syllabi of the core subjects. In addition, questionnaire developed at national level by ministry of education (MOE) was modified and translated to mother tongue (Afan Oromo) to fit in to the context of our study.

Data analysis and reporting

Data were organized in to data file (data file for grade 4) at two levels, i.e. student and school level. Prior to encoding the data in to computer, it was organized by schools, subjects and type of instruments. Then after, it was entered in to SPSS by using double entry method in order to check out whether or not the data are entered correctly. Following this, the data was cleaned, analyzed and reported. The data was analyzed using SPSS with the application of statistical methods such as descriptive and inferential statistics. Least significance difference (LSD) was used to separate

means whenever they are statistically significant.

RESULTS AND DISCUSSION

As stated earlier, the purpose of the study was to investigate grade four students' learning in Jimma town primary schools. Accordingly, data were collected from different sources through various instruments. Thus, the data were organized and analyzed as follows based on the themes derived from basic research questions.

Background of the respondents

Under this section, the characteristics of the respondents (principals, teachers and students) were discussed in detail based on the data presented in tables 1 and 2. In table 1 below the background information of the principals and the teachers were presented. Accordingly, six principals and six self-contained teachers who were teaching the key subjects under study were selected from the six schools and included under the study. As far as the sex of the respondents concerned, four principals are male and the rest two principals and six subject teachers are females. Regarding their educational levels, all the principals are diploma holders in subject area fields (fields of study apart from school leadership) and all the teachers are certificate holders in teaching. Concerning their work experiences, one principal and two teachers have more than 10 years of work experiences while three principals and one teacher have experiences of 6 to 10 years. The rest principals and three teachers have less than 6 years of experiences (Table 1).

As far as the background information of the students concerned, the detailed background information was elaborated in table 2 below as follows. More than half (52.5%) of the students included in the survey from all the six schools were male while the rest 47.5% were female. About 55.6% of the students replied that the language they use at home and school are different while the rest 44.4% said that it is the same. The majority (65.6%) of the students were mentioned that they are living with their parents (father and mother) while the rest 4.1%, 13.8%, 12.4% and 4.1% replied that they are living with their father only, mother only, relatives, and others respectively. Students were also asked about the family size they came from and 37.6%, 26.1%, 21.6%, 8.7% and 6.0% of them replied that they came from above 5, 5, 4, 3 and 2 family sizes respectively.

Regarding the occupation of their families (father or mother or guardian), 37.7%, 28.3%, 20.4% 6.3% and 7.3% of the students indicated that their father's job is farming, government/non-government employee, trade, jobless and others respectively. Regarding their mother's

job, 19.0%, 22.8%, 20.4%, 31.6% and 6.3% of the respondents respectively mentioned as farming, government/non-government employee, trade, jobless and others. Students were also asked whether they support their family by working different activities or not and more than half (52.5%) of them replied that they are helping their families always after school times. The rest 1.8%, 21.2%, 3.7%, and 20.7% respectively answered it as no, yes on weekends, yes some times by missing schools and yes sometimes after school time.

Family's educational background (availability of other family members who is attending education, fathers as well as mothers educational status) was another issue entertained under backgrounds of students. Accordingly, 32.9%, 32.4%, 25.1%, and 9.7% of them respectively indicated that there are 1, 2, 3 and 4 and above students attending their education from the same family. As to father's educational status, 5.0%, 12.9%, 11.9%, 23.4%, 30.3% and 16.4% of the students replied that their father's educational status is uneducated, reading and writing, primary education, secondary education, tertiary education and unknown respectively.

Similarly, mother's educational status was asked and 21.0%, 24.7%, 12.9%, 10.8%, 11.3% and 3.2% of students respectively replied that their mothers' educational background is considered as uneducated, able to read and write, primary education, secondary education, tertiary education and unknown. Lastly, 35.5%, 29.0%, 9.7%, 17.7%, 11.3% and 12.9% students living with their relatives/guardians also stated the educational status of their family as uneducated, reading and writing, primary education, secondary education, tertiary education and unknown respectively.

Analysis of students achievement test results

This section deals with the analysis and discussions of students learning achievements by focusing on the extent to which grade 4 students achieve the stated curriculum in key subjects and the degree to which their performance level vary across schools and the key subjects. Accordingly, the achievements of students learning at grade four were examined at town level, school levels and subject levels. The average scores of students of the town for each of the four subjects, along with the composite score, are provided in table 3. The average score for 'A/Oromo' was the highest (68.0) and English (43.7) was the lowest. The results of analysis of variance, table 4 and 5, corroborate that none of the average scores of the four subjects are same. The average scores are put in 4 different categories with 'Afan Oromo' having the highest average score followed by environmental science. The performance of students of the town was the worst for English subject with an average score below 50%.

Table 1. Background Information about the Respondents (non-student respondents)

S.N	Name of School	Characteristics of the respondents (non-student respondents)													
		Occupation	Sex			Education Level				Work Experiences					
			M	F	T	1	2	3	T	1	2	3	4	T	
1	Jiren	Principal	1		1			1				1			1
		Teacher		1	1	1			1				1		1
2	Seto	Principal		1	1			1				1			1
		Teacher		1	1	1			1	1					1
3	Dilfire	Principal	1		1			1		1	1				1
		Teacher		1	1	1			1			1			1
4	Hamle 19	Principal	1		1			1		1	1				1
		Teacher		1	1	1			1	1					1
5	Kito	Principal		1	1			1		1			1		1
		Teacher		1	1	1			1	1					1
6	Jimma primary	Principal	1		1			1		1	1				1
		Teacher		1	1	1			1				1		1
Total			4	8	12	6	6		12	6	3	3		12	

Table 2. Students' background information

Items focusing on Students' Background	Options/Alternatives														Total	
	1		2		3		4		5		6					
	f	%	f	%	f	%	f	%	f	%	f	%	f	%		
Q. 1	115	52.5	104	47.5											219	100
Q. 2	120	55.6	96	44.4											216	100
Q. 3	143	65.6	9	4.1	30	13.8	27	12.4	9	4.1					218	100
Q. 4	13	6.0	19	8.7	47	21.6	57	26.1	82	37.6					218	100
Q. 5	72	37.7	54	28.3	39	20.4	12	6.3	14	7.3					191	100
Q. 6	30	19.0	36	22.8	32	20.3	50	31.6	10	6.3					158	100
Q. 7	4	1.8	46	21.2	8	3.7	45	20.7	114	52.5					217	100
Q. 8	68	32.9	67	32.4	52	25.1	20	9.7							207	100
Q. 9	33	16.4	61	30.3	47	23.4	24	11.9	26	12.9	10	5.0			201	100
Q. 10	39	21.0	46	24.7	8	12.9	20	10.8	21	11.3	6	3.2			186	100
Q. 11	22	35.5	54	29.0	6	9.7	11	17.7	7	11.3	8	12.9			62	100

Note that: the number of students for all items is not the same since elimination was made at item level not at questionnaire level to reduce problems of under representation at all cases. In addition, question 11 is dealing with students who are living with relatives/guardians and that are why the total number of respondents became lower as compared to others.

Table 3. Average scores of key subjects at Town Level.

Subject	N	Mean	Std. Deviation
A/Oromo	223	68.0	23.74
Environmental Science	219	58.6	16.78
Mathematics	217	52.4	18.74
English	208	43.7	14.14
Composite	867	55.9	20.72

Achievements of students by school: A/Oromo

Although, A/Oromo was found to be a favorite subject for students of the town in general, the scores show some degree of variability in their distribution across schools. The average score of students of Hamle was the highest at 88.7%. On the contrary, the score for students of Jimma primary was below the minimum expected (Table

Table 4. Result of ANOVA

Source of variation	Sum of Squares	Df	Mean Square	F
Between Groups	68278.12	3	22759.37	
Within Groups	303689.26	863	351.90	64.68***
Total	371967.38	866		

*** P-value<0.0001

Table 5. Groups of homogeneous subsets

Subject	N	1	2	3	4
English	208	43.7			
Mathematics	217		52.4		
Environmental Science	219			58.6	
A/Oromo	223				68.0

Table 6. 'A/Oromo' average scores by school

School	N	Mean	Std. Deviation	Std. Error
Jiren	38	75.7	16.70	2.71
Seto	40	66.4	21.90	3.46
Dilfire	41	58.2	21.02	3.28
Hamle	40	88.7	12.68	2.00
Kito	36	69.9	19.18	3.20
Jimma primary	28	42.6	25.49	4.82
Total	223	68.0	23.74	1.59

Table 7. Result of ANOVA, A/Oromo

Source of variation	Sum of Squares	Df	Mean Square	F
Between Groups	41699.97	5	8339.99	
Within Groups	83387.74	217	384.28	21.70***
Total	125087.71	222		

*** P-value<0.0001

6). A comparison of the average scores of students by school was carried out (Table 7 and 8). A statistically significant difference has been observed among the average score of students of the different schools. The test also produced 4 homogenous school groups whose mean score has no significant difference among schools of same group. According to the grouping, Jimma primary was the least performer and Hamle was in the highest scoring category.

Achievements of students by school: Environmental science

Environmental science was the second preferred subject by grade 4 student of the town. The distribution of average scores displayed in table 9 reveal that the average scores of two schools, Jimma primary and Dilfire were below 50% and the scores of three schools were below 70%. The test of equality of average scores across

Table 8. Groups of homogeneous subsets, A/Oromo

School	N	1	2	3	4
Jimma primary	28	42.6			
Dilfire	41		58.2		
Seto	40		66.4	66.4	
Kito	36		69.9	69.9	
Jiren	38			75.7	75.7
Hamle	40				88.7

Table 9. Environmental science average scores by school

School	N	Mean	Std. Deviation	Std. Error
Jiren	39	62.0	15.16	2.43
Seto	37	58.4	15.99	2.63
Dilfire	39	46.6	13.03	2.09
Hamle	40	64.9	10.31	1.63
Kito	36	74.0	12.45	2.08
Jimma primary	28	42.1	11.65	2.20
Total	219	58.6	16.78	1.13

Table 10. Result of ANOVA, Environmental Science

Source of variation	Sum of Squares	df	Mean Square	F
Between Groups	23797.61	5	4759.52	
Within Groups	37609.22	213	176.57	26.96***
Total	61406.83	218		

*** P-value<0.0001

Table 11. Groups of homogeneous subsets, Environmental Science

School	N	1	2	3
Jimma primary	28	42.1		
Dilfire	39	46.6		
Seto	37		58.4	
Jiren	39		62.0	
Hamle	40		64.9	64.9
Kito	36			74.0

the schools tells that the means are not all same. The schools were grouped into three homogeneous subsets based on their achievement. Jimma primary and Dilfire were in the least performing groups whereas Kito and Hamle were grouped in the best performing category

(Table 10 and 11).

Achievements of students by school: Mathematics

The performance of students in mathematics can generally be regarded as less than satisfactory. Three schools had an average score below the minimum desired pass mark (50%). Apparently, none of the schools had an average score above 70% while two of them had an average score above 60% (Table 12). The test of significance for equality of mean scores (as shown in Tables 13 and 14) indicates that the average scores are not all the same. The schools were categorized into three groups with three schools, Dilfire, Jimma primary and Jiren, being poor performers and Seto was in the second group which is considered as an average and Kito and Hamle in the third category as better performance.

Table 12. Mathematics average scores by school

School	N	Mean	Std. Deviation	Std. Error
Jiren	36	43.8	10.47	1.74
Seto	36	55.9	15.98	2.66
Dilfire	38	35.0	12.50	2.03
Hamle	40	69.5	8.91	1.41
Kito	36	66.6	14.91	2.48
Jimma primary	31	40.9	17.02	3.06
Total	217	52.4	18.74	1.27

Table 13. Result of ANOVA, Mathematics

Source of variation	Sum of Squares	Df	Mean Square	F
Between Groups	37696.11	5	7539.22	
Within Groups	38133.27	211	180.73	41.76***
Total	75829.38	216		

*** P-value<0.0001

Table 14. Groups of homogeneous subsets, Mathematics

School	N	1	2	3
Dilfire	38	35.0		
Jimma primary	31	40.9		
Jiren	36	43.8		
Seto	36		55.9	
Kito	36			66.6
Hamle	40			69.5

Achievements of students by school: English

As described earlier (table 3) the achievement of the students in English was the least score was as compared to other key subjects. The results across schools also corroborate the mean score and none of the schools except Jiren had an average score above the minimum required pass mark (50%) (Table15). The average scores of the schools were classified into three categories as per the magnitude of their average. Jiren, with an average score of 60.9%, stands at the top of the list. Eventhough the average scores were below 50%, the rest four schools were put in two groups as worst and bad performers in English test (Table 16 and 17).

Factors affecting students learning

In this section, factors that can affect students' learning positively and negatively got due emphasis. Accordingly, both quantitative and qualitative data focusing on factors

such as students' attitude and interest towards learning, availabilities of supports and follow up for students at home and school, availabilities of necessary learning facilities, teachers' professional profiles (education level, work experiences, commitment, competences in teaching), adequacy of the processes passed through, principals' capability to monitor students learning and the rest others were presented in detail.

Students' attitudes and interests towards learning

Students' attitudes and interests were surveyed through items presented in tables 18 and 19 respectively. Thus, students were asked to pinpoint the subject they consider as difficult and more than half (57.8%) of the students indicate mathematics as the most difficult subject (Item 1, table 18). Moreover, they were given opportunities to stipulate the extent to which they understand the key subjects during the lesson (through items 2, 3 and 4, table 18) and 63.9%, 57.2% and 64.7% of the respondents respectively replied that English, Mathematics and Environmental Sciences are more understood. Furthermore, students were asked about the importance of learning the subjects through items (5 to 7) of the same table and 72.9%, 75% and 76.7% of them respectively indicated that learning English, Mathematics and Environmental Science have importance in their life.

Questions 1 to 6 (table 19) are focusing on the interest the students have towards learning English, Mathematics and Environmental Science. The first three items requests their level of interest in learning the key subjects and (67.4%, 72.7% and 67.3%) of the students replied that

Table 15. English average scores by school

School	N	Mean	Std. Deviation	Std. Error
Jiren	23	60.9	13.97	2.91
Seto	40	37.2	12.64	2.00
Dilfire	40	37.5	11.83	1.87
Hamle	40	41.3	12.21	1.93
Kito	65	46.8	11.64	1.44
Total	208	43.7	14.13	0.98

Table 16. Result of ANOVA, English

Source of variation	Sum of Squares	df	Mean Square	F
Between Groups	10882.04	4	2720.51	
Within Groups	30483.29	203	150.16	18.12***
Total	41365.33	207		

*** P-value<0.0001

Table 17. Groups of homogeneous subsets, English

School	N	1	2	3
Seto	40	37.2		
Dilfire	40	37.5		
Hamle	40	41.3	41.3	
Kito	65		46.8	
Jiren	23			60.9

they are highly interested in learning English, Mathematics and Environmental Science respectively. In addition, items 4 to 6 (the same table) capitalize on whether the students are enjoying or not while learning the identified subjects. Accordingly, 78.7%, 73% and 75.6% of them respectively said that they are find it interesting while learning English, Mathematics and Environmental Sciences.

Supports and follow ups made for students

In this sub-section, data were secured to identify the supports and follow ups made for the students on their learning. As indicated on item 1 of table 20, students were asked whether they have support in studying at home or not and majority (56.0%) of them mentioned that they get support at home though the duration of time is limited to 1 to 3 days per week (Item 2 of the same table). The respondents were also asked about the availability of adequate meals per-day (item 3) and most of them said that they get meals 3 or more times per day (58.5% said

3 times per day and 24.4% said more than 3 times per day). Availabilities of text books was another concern treated as support and accordingly 83.4%, 81.1% and 83.1% of the students respectively replied that they individually got text books of Mathematics, English and Environmental Science (Items 4 to 6 from table 20).

The second important concern of this sub-section was about the follow ups made for students on their learning both at schools and homes. Items 1 to 8 of table 21 focuses on the follow ups that include availability of taking attendance daily (items 1 and2), provisions and timely corrections of home works for different subjects (Items 3 to 8). About 87.9% of the respondents mentioned that attendance is taken daily though significant numbers (49.1%) of the students said that they were absent from the school for 1 to 3 days per semester while 13.3% and 6.9% of the respondents replied that they were absent from school for 4 to 6 days and 7 to 10 days respectively. The remaining 30.7% were not absent from schools per semester. As far as the provisions and timely corrections of home works concerned, majority (67.0%, and 56.1%) of the students said that home work for English subject is provided and corrected 4 or 5 times per week (Items 3 and 4). For the rest subjects the frequency of providing and correcting home works is less than four times as stated by most of the respondents.

Interview and observation results on the availabilities of the necessary learning facilities

The researchers gathered relevant data focusing on the availabilities of educational facilities through direct observation of the schools facilities and interviews

Table 18. Students' attitudes towards learning

Items	Options/Alternatives							
	English		Mathematics		Environmental Science		Total	
	f	%	f	%	f	%	f	%
1	75	36.8	118	57.8	11	5.4	204	100
	More understood		Somewhat understood		Less understood		Total	
	f	%	f	%	f	%	f	%
2	131	63.9	52	25.4	22	10.7	205	100
3	103	57.2	60	33.3	17	9.4	180	100
4	112	64.7	44	25.4	17	9.8	173	100
	Low		Medium		High		Total	
	f	%	f	%	f	%	f	%
5	26	14.4	23	12.7	132	72.9	181	100
6	15	9.1	26	15.9	123	75.0	164	100
7	18	11.0	20	12.3	125	76.7	163	100

Note that: the number of students for all items is not the same since elimination was made at item level not at questionnaire level to reduce problems of under representation at all cases.

Table 19. Students' interests towards learning

Items	Options/Alternatives							
	Low		Medium		High		Total	
	f	%	f	%	f	%	f	%
1	26	14.6	32	18.0	120	67.4	178	100
2	25	14.8	38	22.5	106	72.7	169	100
3	26	16.0	27	16.7	109	67.3	162	100
	No		Do not have idea		Yes		Total	
	f	%	f	%	f	%	f	%
4	27	16.0	9	5.3	133	78.7	169	100
5	24	15.1	19	11.9	116	73	159	100
6	27	16.9	12	7.5	121	75.6	160	100

Note that: the number of students for all items is not the same since elimination was made at item level not at questionnaire level to reduce problems of under representation at all cases.

conducted with principals and teachers from the schools under study. Accordingly, learning resources such as availabilities of text books, teachers' guides, syllabi, other reading materials (reference materials), teaching aids, and other related resources were checked for their availability through direct observation and interview guide. The result showed that these learning facilities are relatively sufficient as the participants compared with other sub urban and rural schools.

However, the respondents clearly pointed out that there is limitation in using the available resources. Supporting

this idea one of the principal's statement is quoted as follows:

"Though the government is allocating text books and other resources (admitting the scarcity as a developing country) to the schools that are necessary in facilitating students learning, they are not well utilized". He further claimed that availability of resources is not the sole determinant of schools' improvement. Rather, the development of the human capacity in using the resources is the wherewithal of the change we are looking for.

Table 20. Supports rendered to students

Items	Options/Alternatives										Total	
	1		2		3		4		5		f	%
	f	%	f	%	f	%	f	%	f	%		
1	96	44.0	122	56.0							218	100
2	69	47.3	32	21.9	45	30.8					146	100
3	37	17.1	127	58.5	53	24.4					217	100
4	176	83.4	6	2.8	1	0.5	23	10.9	5	2.4	211	100
5	159	81.1	9	4.6	2	1.0	17	8.7	9	4.6	196	100
6	157	83.1	6	3.2	5	2.6	16	8.5	5	2.6	189	100

Note that: the number of students for all items is not the same since elimination was made at item level not at questionnaire level to reduce problems of under representation at all cases.

Table 21. Follow ups made on students learning

Items	Options/Alternatives										Total	
	1		2		3		4		5		f	%
	f	%	f	%	f	%	f	%	f	%		
1	189	87.9	20	9.3	6	2.8					215	100
2	67	30.7	107	49.1	29	13.3	15	6.9			218	100
3	144	67.0	44	20.5	10	4.7	16	7.4	1	0.5	215	100
4	110	56.1	49	25.0	20	10.2	14	7.1	3	1.5	196	100
5	38	20.0	45	23.7	52	27.4	43	22.6	12	6.3	190	100
6	98	46.9	58	27.8	20	9.6	31	14.8	2	1.0	209	100
7	91	48.7	46	24.6	26	13.9	22	11.8	2	1.1	187	100
8	46	26.0	31	17.5	48	27.1	41	23.2	11	6.2	177	100

Note that: the number of students for all items is not the same since elimination was made at item level not at questionnaire level to reduce problems of under representation at all cases.

Regarding this, all interviewed participants supported what the aforementioned principals said though we took this as a sample. In addition to the aforementioned facilities, classroom facilities like chairs, tables, boards, lighting system, and toilet for girls and boys, play ground's distance from the classroom, and school fences were areas of emphasis in our study since they contribute a lot for students learning. The findings show that these facilities are not well established to support the teaching learning process as educational institutions require hospitable environment for learning to happen. The responses of teachers and principals interviewed also confirm this.

The qualitative assessments and judgments of principals and teachers on the efficiency, problems and solutions concerning students learning in the school

Principals and teachers were asked to reflect on the

efficiency, problems and solutions related to student learning in schools and their views are compiled as follows. One of the principal interviewed replied that:

It is difficult to say that students learning are efficient in the absence of good learning achievement which is accompanied by high investment of the limited resources. Students are considering education as secondary agenda and give less emphasis to their education and that is why most of them achieve less marks. (Principal A's response)

Another interviewed principal also added that:

Nowadays, we are facing difficulties in having well motivated and interested learners who can give due emphasis to their learning. Most of the students are simply coming to the school with less motivations and interests which will have a bearing effect on their learning. Our teachers are also facing these challenges and even some teachers are dissatisfied with their work since the students are not up to their expectations. This clearly shows that

the efficiency of students' learning in our school is in a problem which needs further research based innervations from educational experts and the government as well (Principal B's response).

The above two quotes show the existence of problems on the efficiency of students learning in the schools included under investigation. Supporting this, the teacher interviewed from another school mentioned that the actual situation in which they are currently performing the teaching-learning process does not lead the students to be efficient in their learning. He confirmed his view when he said, "the issue is a complex one, the existing situation is the result of long time economic, social and political manifestations that---the contemporary situation." He further elaborated the seriousness of the issue in that students are seeing their elders who attended education up to university and returning to home without any occupation (lack of important personalities from the area to be a role model) and this is probably one of the major factor that harm students efficiency in learning. However, the views of students as analyzed in table 18 and 19 above show that the students have positive attitudes and good interests towards learning in the key subjects identified.

Regarding the problems associated with students learning, the principals and teachers interviewed mentioned that shortage of classrooms and chairs, insufficiency of well furnished and attractive learning environments, lack of commitment from some teachers, poor educational expectations from students and their family, insufficient support and follow up for students in and outside of the schools, lack of short-term trainings for teachers, principals and supervisors, lack of awareness, lack of standardized and separate play grounds and the rest others are among the major problems observed. As a remedy they suggested that all stakeholders are expected to play their pivotal role to bring the required outcome. For example, the government should give due attention by mobilizing the community and allocating the necessary budget as much as possible and is also expected to ensure resources are committed to school activities. Awareness creation workshops should also be in place for the responsible bodies to make them capable in executing the duties and responsibilities expected of them to bring about positive changes on students learning. In addition they recommended both the students and the teachers to commit themselves to improve their learning achievement which will have a bearing effect on country's future development.

DISCUSSION

This section discusses the main findings of the study. That is, the results presented in the previous part are interpreted and discussed in line with contemporary

literature on the issue. As the results indicate, the achievement of grade four students in key subjects is quite different across the schools and subjects. Accordingly, average students achieved the highest result in Afan Oromo and the lowest in English. When we compare students' performance across schools, Jimma primary school is the least and Hamle is in the highest scoring category.

The researchers were wondering the reason behind the difference in achievement of the students across the schools and subjects. The major reasons, as the results show, associated with students' background, their interest towards the subjects, availability of support and follow-ups from home as well as schools. Moreover, availability of learning facilities in the schools is also found to be reasons to see differences in performance. Different research findings show that student background highly affects their academic achievement. Students' background encompasses many components among which educational background, language, family livelihood, and size are the prominent ones. Adeyemo (2010) as cited in national learning assessment (2013), mentioned that the interplay of family factors such as parental educational level, income, occupation, support to the child, and parental relationship with each other greatly determine the child's readiness to learn and performance at school. For instance, broken homes may cause unhappiness that may in turn affect the child's academic achievement. In short, home backgrounds of pupils exert significant influence on their academic achievement.

The finding revealed that significant number of respondents indicated about 41.6% of their parent (fathers and mothers) have tertiary level education. However, interview results show that students are not well concerned about their education. Moreover, many of the respondents replied that they support their family after school by serving as daily laborer, involving in very small businesses and in farming activities. These in turn contribute to their academic achievement. Therefore, even if parents are at a better position in their education level, it shows they are not supporting as expected of them. Another issue entertained under the background of the students was their mother tongue and 55.6% of the student respondents indicated that there is the language difference at home and at school. This might imply the students who are using the same language at home and school may perform better than those who are learning in language other than their mother tongue. Cognizant of this pedagogical advantage of the child in learning in mother tongue and the rights of nationalities to promote the use of their languages, the Education and Training Policy of Ethiopia (1994) stated that the language of instruction at primary schools should be in mother tongue.

Occupation and size of the family or guardian is also

another important factor entertained as a determinant for students' performance. As indicated in table 2, 37.7% of the students are from family with farming occupation. There are also students with jobless parents which account 6.3%. Moreover, about 37.6% of the student respondents replied that they came from more than five family members. As the number of family increases, the capacity to afford the necessary resources for schooling will diminish which leads to challenges including a dearth of learning resources, difficult learning conditions and poor motivation that negatively affect their academic performance. As stated in Ethiopian national learning assessment report (2013), the students' family size has an influence on their learning achievement. Teacher quality and characteristics such as years of schooling, preparation, in-service training, and verbal proficiency have great influence on students' achievement in developing countries (Fuller, 1985). As Kingdon (1999) states it, pupils learn more from teachers who hold higher degrees in subjects they are teaching because the level of teacher's qualification to a lesser or greater degree affects classroom interaction. Teachers with advanced qualifications and experience are more likely to communicate easily and better, thereby enhancing the performance of their pupils (Bishop, 1996).

The other important factor to influence students learning achievement is learning facilities that include resources that facilitate the learning process. Availability, relevance, and adequacy of educational resources such as textbooks and reading materials used by students and teachers contribute to academic achievement (Hallack, 1990). As stated in the analysis part, text books are available for most students in person. However, the availability of textbooks and reading materials in the school's library and store does not guarantee the quality of schooling, unless they are given to learners on time during a given academic year (Getahun, 2002 in National Learning Assessment, 2013). Furthermore, the school observation and the interview conducted with principals and teachers identified that almost all the schools under the study are characterized by unattractive school building, crowded classrooms, and non-availability of separate playgrounds, and school environment that has no aesthetic beauty. Research findings also show the impacts of school environments on students learning achievement, (Hallack, 1990).

CONCLUSION

From the major findings and discussions, the following conclusions are drawn

1. The extent to which grade 4 students of Jimma town achieve the stated curriculum in key subjects (Mother tongue (Afan Oromo), English, Mathematics and

environmental science) was examined and the study revealed that their achievement is inadequate especially in English (43.7%) and Mathematics (52.4%) though the subjects are considered as fundamental.

2. Regarding the degree of variations in their performances across subjects and schools, there is a huge gap in students' performance among the schools in key subjects. Students performed relatively high in Afan Oromo (Average score for Afan Oromo, 55.9%) as compared to English (Average score for English, 29.8%). Therefore, English as a subject is more challenging to the students of the town than the other three subjects though the performances of students in the rest other subjects is still not promising. In addition to this, their learning performance still varies across the schools. Jimma primary school is the least and Hamle is in the relatively higher scoring category. However, with similar curricula and school setting, the results would have been comparable. This implies that there are problems that need due attention to bring the learners performance to the expected standard across the subjects and the schools.

3. The uncovered reasons for these are related with students' background, interests and attitudes towards learning, availability of supports and follow-ups from home and school and availability of learning facilities. Among the components dealt with under the background, the language difference between home and school and parents socioeconomic status profoundly indicated as major hindrances to students' performance. Albeit the results scored in Mathematics and English language is inadequate, their questionnaire response is marked good interest and positive attitude towards these subjects. This entails that there are myriads of interrelated and complex factors taking down expected student results.

4. The qualitative assessment of different stakeholders (principals, teachers, and students) shows that there is a problem on the efficiency of students learning which is vividly indicated by their learning achievements and the expenditures of educational resources. This is because; efficiency focuses on the cost-benefit analysis of students learning. It is clear that resources are allocated to schools to facilitate the provision of quality education for students which is expected to be resulted in good students' learning achievement. However, since the achievements of students learning is getting lesser and lesser with high expenditures of limited resources it can be concluded that efficiency of one's own learning is in a problem.

RECOMMENDATION

Based on the conclusions the following recommendations were suggested.

1. The finding revealed that Jimma town students' learning achievement found to be inadequate which needs timely intervention to enhance students' performance.

Therefore, it is better if all the stakeholders' that is, schools, educational officers and experts in the area should work cooperatively and closely.

2. Since the value students have for education is not good as explained by principals and teacher, awareness creation for the students and their parents should be organized regularly by school management in collaboration with other stakeholders.

3. To bridge the performance gap among schools, there should be a forum where they can identify the common problems and ameliorate the accordingly.

4. To solve problems related with English language results, training for teachers as well as students should be given in collaboration with the surrounding higher education institutions.

5. To minimize the impacts of major factors influencing students' achievement, it would be better if the schools and other concerned bodies involve and play their role in curbing the challenges in an informed way.

6. To get the best out of learning, effective and efficient use of scarce resources so as to produce competent citizens in the era of globalization.

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Full Length Research Paper

Students' attitudes and motivation for learning English at Dokuz Eylul University School of Foreign Languages

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Attitudes and motivation are two of the key factors in second language learning since positive attitudes and high levels of motivation are considered as the predictors of a successful learning process. This study aims to reveal the relation between university preparatory students' attitudes towards learning English and their language learning motivation at DEU School of Foreign Languages and to identify the factors which result in the differences in both their attitudes and motivations. This is a descriptive study with a quantitative approach. The data have been collected via the Attitudes Towards Learning English Questionnaire and Language Learning Motivation Scale from 511 prep class students at Dokuz Eylul University, School of Foreign Languages. The data have been analyzed with means, frequency, multiple comparisons, Pearson correlation coefficient, t-test and One-way ANOVA. The results show that there is a significant positive relation between the learners' attitudes towards learning English and their language learning motivation at Dokuz Eylul University, School of Foreign Languages. Additionally, it has been found that both their attitudes and their language learning motivation vary significantly in terms of some factors.

Key words: Attitudes, motivation, language learning.

INTRODUCTION

Within the body of second language learning, motivation has been accepted as one of the key factors which have significant impact on the success of second language learning since motivation plays a crucial role in the language learning process. Moreover, all other factors are, to some extent, influenced by motivation. A general assumption underlying this view is that language learning is a complex phenomenon and it is influenced by diverse approaches. Due to the central significance of the topic as assigned by many practitioners and educators alike, motivation has held an important place within the body of L2 research during the past decades. According to Corder (1967: 164) a learner is highly likely to learn a

second language as long as s/he is exposed to the language data. Gardner and Lambert (1972) also claim that language aptitude accounts for a considerable proportion of language learning. However, they state that motivational factors can play a larger role than the aptitude effect in learning a second language.

Indeed, there has been a vast amount of research concerning the complex nature of language learning motivation and its impact on the language learning process since in people the term motivation is being radically conceptualized in a constantly globalizing world (Dornyei and Ushioda, 2009). Motivation as a theoretical concept has been widely studied within the L2 field.

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Motivation to learn a second language is a multi-faceted construct in that language system works at many levels at the same time. In other words, describing the nature of motivation requires particular care as the motivational base of attainment of a language is also related to having an identity when learning a second language. Therefore, L2 motivation involves a displayed personality as well as social dimensions (Dörnyei, 1998: 118). Likewise, as Gardner and Lambert (1972) emphasize integrative orientation as it has attracted great interest among researchers as it is intricately connected with social identification and ethnolinguistic identity albeit implicitly.

There is no question that learning a foreign language is different to learning other subjects. This is mainly because of the social nature of such a venture. Language, after all, belongs to a person's whole social being: it is part of one's identity and is used to convey this identity to other people. The learning of a foreign language involves far more than simply learning skills, or a system of rules, or a grammar; it involves an alteration in self-image, the adoption of new social and cultural behaviors and ways of being, and therefore has a significant impact on the social nature of the learner (William, 1994: 77)

Within the body of L2 research, Gardner (1985: 10) defines motivation as 'the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity.' Gardner (1985), in particular, suggests that the arousing of motivation is more important than the source of the motivating impetus. On the other hand, Lambert (cited in Gardner, 1991: 114) describes the psychology of second language learning as follows.

This theory, in brief, holds that an individual successfully acquiring a second language gradually adopts various aspects of behavior which characterize members of another linguistic-cultural group. The learner's ethnocentric tendencies and his attitudes toward the other group are believed to determine his success in learning the new language. His motivation to learn is thought to be determined by his attitudes and by his orientation toward learning a second language. The orientation is "instrumental" in form if the purposes of language study reflect the more utilitarian value of linguistic achievement, such as getting ahead in one's occupation, and is "integrative" if the student is oriented to learn more about the cultural community as if he desired to become a potential member of the group. It is also argued that some may be anxious to learn another language as a means of being accepted in another cultural group because of dissatisfactions experienced in their own culture while other individuals may be equally as interested in another culture as they are in their own. However, the more proficient one becomes in a second language the more he may find his place in his original membership group is modified at the same time as the other linguistic-cultural group becomes something more than a reference group

for him. Depending upon the compatibility of the two cultures, he may experience feelings of chagrin or regret as he loses ties in one group, mixed with the fearful anticipation of entering a relatively new group.

Brown (2001: 75) also states: "Motivation refers to the intensity of one's impetus to learn. An integrative orientation simply means the learner is pursuing a second language for social and/or cultural purposes, and within that purpose, a learner could be driven by a high level of motivation or a low level. Likewise, in an instrumental orientation, learners are studying a language in order to further a career or academic goal. The intensity or motivation of a learner to attain that goal could be high or low."

Following these definitions, there are two orientations, instrumental and integrative, which received the most empirical attention in L2 motivational research. Integrative orientation refers to the desire to learn a second language in order to interact in the target language whereas instrumental motivation refers to more practical goals such as attaining an academic goal or getting promoted in a particular job (Noels, 2001). However, there are some other orientations as regards the attitudes and motivation of any learner. For instance, a learner might learn an L2 so as to show off to friends, or appear intellectually stimulated (Oxford and Shearin, 1994). The wish to learn an L2 may also derive from the need for a specific achievement or stimulation (Dörnyei, 1990). Dörnyei and Ushioda (1998) note various other orientations in terms of motivation such as travel, friendship, knowledge, etc.

Although there exists abundant research into the relation of attitudes and motivation, the effects of these two factors on language retention, fluency seem to be indirect as many of the changes are often insignificant (Reynolds, 1991). The purpose of this study, however, is to investigate the connection between university preparatory students' attitudes towards learning English and their language learning motivation and identify the factors which result in the differences in both the attitudes and motivations of the learners who took part in the study.

Research Questions

1. Is there a significant relation between the learners' attitudes towards learning English and their language learning motivation?
2. Do the learners' attitudes towards learning English vary significantly in terms of
 - a. their gender,
 - b. their age,
 - c. the type of high school they graduated from,
 - d. their language level,
 - e. their father's level of education,
 - f. their mother's level of education,

- g. their having studied English before or not,
 - h. the time they spent to study English a week?
3. Does the learners' language learning motivation vary significantly in terms of
- a. their gender,
 - b. their age,
 - c. the type of high school they graduated from,
 - d. their language level,
 - e. their father's level of education,
 - f. their mother's level of education,
 - g. their having studied English before or not,
 - h. the time they spent to study English a week?

METHOD

This study aims to reveal the relation between university preparatory students' attitudes towards learning English and their language learning motivation at DEU School of Foreign Languages and identify the factors which result in the differences in both their attitudes and motivations. It can be considered as a descriptive study with a quantitative approach. Descriptive statistics tell what is there rather than trying to determine cause and effect. The purpose of a descriptive research is to describe, explain, and validate findings by describing naturally occurring phenomena without experimental manipulation which often leads a quantitative style (Seliger and Shohamy, 1989). Such type of research tends to construct statistical models and figures to explain what is observed and makes use of tools such as questionnaires, surveys, measurements and other equipment to collect numerical or measurable data (Dörnyei and Taguchi, 2010). Descriptive studies have an important role in educational research since they provide a great deal of feedback on what happens in schools (Jonassen and Driscoll, 2013).

Data collection instrument

In this study, the data have been collected via the Attitudes towards Learning English *Questionnaire* and *Language Learning Motivation Scale* developed by the researcher. The questionnaires are a 5-point Likert scale. There are 10 items in the attitudes scale and 17 items in the motivation scale. The participants were expected to decide to what extent they agreed with each item on a 5-point scale: (1) Strongly disagree, (2) Disagree, (3) Neither Agree nor Disagree, (4) Agree, (5) Strongly agree.

Participants

511 prep class students at Dokuz Eylül University, School of Foreign Languages participated in the study. Of the 511 participants, 193 females and 318 males did the questionnaires. The participants represented three language levels since 74 elementary, 334 pre-intermediate and 74 intermediate level learners were included in the study. 75% of them had studied English before. They had also come from different types of high schools. The participant students followed an intense language program which required them to take 20-30 h of language instruction per week depending on their level. More detailed background information concerning the participants is presented in Table 1.

Data analysis techniques

The data were analyzed using the Statistical Package for Social

Sciences (SPSS). The statistical analysis with Means, Frequency, Multiple Comparisons, Pearson Correlation Coefficient, T-test and One-way ANOVA were carried out in order to find out the answers to the research questions.

FINDINGS

The findings of the study are presented in terms of the three research questions.

1. Is there a significant relation between the learners' attitudes towards learning English and their language learning motivation?

A Pearson correlation coefficient was computed to assess the relationship between the learners' attitudes towards learning English and their language learning motivation. The results of the analysis are presented in Table 2.

As shown in Table 2, there is a positive correlation between the two variables, $r = .213$, $n = 511$, $p = .000$. In other words, there is a strong, positive correlation between the learners' attitudes towards learning English and their language learning motivation. Increases in the learners' attitudes towards learning English are correlated with increases in their language learning.

2. Do learners' attitudes towards learning English vary in terms of their gender, age, the type of high school they graduated from, their language level, their father's level of education, their mother's level of education, their having studied English before or not, the time they spent to study English a week?

An independent-samples t-test was conducted to compare the learners' attitudes towards learning English in terms of their gender. The results of the analysis are given in Table 3.

As can be seen in Table 3, there is not a significant difference in the scores for females ($M=41.5$, $SD=3.77$) and males ($M=40.82$, $SD=4.69$); $t(509)=1.82$, $p = 0.69$. These results suggest that gender does not have a significant effect on the learners' attitudes towards learning English.

A one-way between subjects ANOVA was conducted to compare the learners' attitudes towards learning English in terms of their age. The results of the analysis are presented in Table 4.

According to Table 4, there is a significant effect of age on the learners' attitudes towards learning English at the $p < .05$ level. [$F(7, 503) = 6.150$, $p = 0.000$]. Post hoc comparisons indicate that the mean score for the 17-year-old students ($M = 36.40$, $SD = 4.72$) is significantly different from the other age groups: the 18-year-olds ($M = 41.33$, $SD = 4.58$), the 19-year-olds ($M = 41.05$, $SD = 3.91$) the 20-year-olds ($M = 41.29$, $SD = 4.29$) the 21-year-olds ($M = 42.51$, $SD = 3.59$) the 23-year-olds ($M =$

Table 1. Participants.

		Number	(%)
Gender	Male	193	37,8
	Female	318	62,2
Type of high school	General High School	57	11,2
	Anatolian High School	286	56
	Anatolian Teacher High School	10	2
	Science High School	22	4,3
	Vocational High School	9	1,8
	Super High School	101	19,8
	Private High School	19	3,7
	Other	7	1,4
Language level	Elementary	74	14,5
	Pre-intermediate	334	65,4
	Intermediate	103	20,2
	Primary School	64	12,5
	Secondary School	87	17
Father's level of education	High School	100	19,5
	Graduate	167	32,6
	Post-graduate	83	16,2
	Other	10	1,9
Mother's level of education	Primary School	109	21,3
	Secondary School	108	21,1
	High School	106	20,7
	Graduate	124	24,3
	Post-graduate	64	12,5
Having studied English before or not	Yes	383	75
	No	128	25

Table 2. General the relationship between the learners' attitudes towards learning English and their language learning motivation.

		Language learning motivation	Attitudes towards learning English
Language learning motivation	Pearson Correlation	1	.213*
	Sig. (2-tailed)		.000
	N	511	511
Attitudes towards learning English	Pearson Correlation	.213**	1
	Sig. (2-tailed)	.000	
	N	511	511

*Correlation is significant at the 0.01 level (2-tailed).

43.00, SD = 3.00) the 24-year-olds (M = 27.66, SD = 13.05). Additionally, the mean score for the 24-year-old students (M = 27.66, SD = 13.05) is significantly different

from the other age groups: the 17-year-olds (M = 36.40, SD = 4.72), the 18-year-olds (M = 41.33, SD = 4.58), the 19-year-olds (M = 41.05, SD = 3.91), the 20-year-olds (M

Table 3. Independent t-test results for the learners' attitudes towards learning English in terms of their gender.

Gender	N	X	SS	Sd	t	p
Female	193	41.54	3.77	509	1.82	.06*
Male	318	40.82	4.69			

*p<0.05.

Table 4. One-way ANOVA results for the learners' attitudes towards learning English in terms of their age.

Source of variations	Sum of squares	sd	Mean square	F	p
Between groups	770.230	7	110.033	6.150	.000*
Within groups	8998.878	503	17.890		
Total	9769.108	510			

*p<0.05.

Table 5. One-way ANOVA results for the learners' attitudes towards learning English in terms of the type of high school they graduated from.

Source of Variations	Sum of squares	sd	Mean square	F	p
Between groups	187.162	7	26.737	1.404	.201*
Within groups	9581.945	503	19.050		
Total	9769.108	510			

*p<0.05.

Table 6. One-way ANOVA results for the learners' attitudes towards learning English in terms of their language levels.

Source of variations	Sum of squares	sd	Mean square	F	p
Between groups	231.279	2	115.640	6.159	.002*
Within groups	9537.828	508	18.775		
Total	9769.108	510			

*p<0.05.

= 41.29, SD = 4.29), the 21-year-olds (M = 42.51, SD = 3.59), the 22-year-olds (M = 38.71, SD = 7.06), the 23-year-olds (M = 43.00, SD = 3.00). Finally, the mean score for the 21-year-old students (M = 42.51, SD = 3.59) is significantly different from the 22-year-olds (M = 38.71, SD = 7.06). Taken together, these results suggest that the youngest and the oldest age groups really do have a significant difference from the other age groups in terms of their attitudes towards learning English.

A one-way between subjects ANOVA was conducted to compare the learners' attitudes towards learning English in terms of the type of high school they graduated from. The results of the analysis are presented in Table 5.

According to Table 5, there is no significant effect of the type of high school on the learners' attitudes towards

learning English at the p<.05 level [F(7, 503) = 1.404, p = 0.201]. This result suggests that there is no significant difference in the learners' attitudes towards learning English in terms of the type of high school they graduated from.

A one-way between subjects ANOVA was conducted to compare the learners' attitudes towards learning English in terms of their language levels. The results of the analysis are presented in Table 6.

As can be seen in Table 6, there is a significant effect of language levels on the learners' attitudes towards learning English at the p<.05 level [F(2, 508) = 6.159, p = 0.002]. Post hoc comparisons indicate that the mean score for the pre-intermediate students (M = 41.56, SD = 4.22) is significantly different from the elementary group

Table 7. One-way ANOVA results for the learners' attitudes towards learning English in terms of their father's level of education.

Source of variations	Sum of squares	sd	Mean square	F	p
Between groups	325.759	4	81.440	4.364	.002*
Within groups	9443.349	506	18.663		
Total	9769.108	510			

*p<0.05.

Table 8. One-way ANOVA results for the learners' attitudes towards learning English in terms of their mother's level of education.

Source of variations	Sum of squares	sd	Mean square	F	p
Between groups	92.721	4	23.180	1.212	.305*
Within groups	9676.387	506	19.123		
Total	9769.108	510			

*p<0.05.

Table 9. Independent t-test results for the learners' attitudes towards learning English in terms of their having studied English before or not.

Studied English before	N	X	SS	Sd	t	p
Yes	383	41.14	4.11			
No	128	40.96	5.09	509	0.38	.70*

*p<0.05.

(M = 39.79, SD = 4.78), the intermediate group (M = 40.52, SD = 4.34). These results suggest that the pre-intermediate learners have more positive attitudes than the elementary and intermediate ones

A one-way between subjects ANOVA was conducted to compare the learners' attitudes towards learning English in terms of their father's level of education. The results of the analysis are given in Table 7.

Table 7 presents that there is a significant effect of the father's level of education on the learners' attitudes towards learning English at the p<.05 level [F(4, 506) = 4.364, p = 0.002]. Post hoc comparisons indicate that the mean score for the students whose father has a post-graduate degree (M = 42.43, SD = 4.30) is significantly different from the ones whose father graduated from primary school (M = 40.23, SD = 3.83) and high school (M = 40.09, SD = 4.63). Taken together, these results suggest that the students whose father has a post-graduate degree do have significantly more positive attitudes towards learning English than the other two groups.

A one-way between subjects ANOVA was conducted to compare the learners' attitudes towards learning English in terms of their mother's level of education. The results of the analysis are presented in Table 8.

According to Table 8, there is no significant effect of the mother's level of education on the learners' attitudes towards learning English at the p<.05 level [F(4, 506) = 1.212, p = 0.305]. This result suggests that there is no significant difference in the learners' attitudes towards learning English in terms of their mother's level of education.

An independent-samples t-test was conducted to compare the learners' attitudes towards learning English in terms of their having studied English before or not. The results of the analysis are given in Table 9.

As can be seen in Table 9, there is not a significant difference in the scores for learners who studied English before (M=41.14, SD=4.11) and the ones who did not study English before (M=40.96, SD=5.09); t (509)=0.38, p = 0.70. These results suggest that whether they studied English before or not does not have a significant effect on the learners' attitudes towards learning English.

A one-way between subjects ANOVA was conducted to compare the learners' attitudes towards learning English in the time they spent to study English. The results of the analysis are presented in Table 10.

As can be seen in Table 10, there is no significant effect of the time spent to study English on the learners' attitudes towards learning English at the p<.05 level [F(4,

Table 10. One-way ANOVA results for the learners' attitudes towards learning English in terms of the time they spent to study English.

Source of variations	Sum of squares	sd	Mean square	F	p
Between groups	7.552	4	1.888	.098	.983*
Within groups	9761.556	506	19.292		
Total	9769.108	510			

*p<0.05.

Table 11. Independent t-test results for the learners' language learning motivation in terms of their gender.

Gender	N	X	SS	Sd	t	p
Female	193	43.02	10.28	509	-4.14	.00*
Male	318	47.16	11.35			

*p<0.05.

Table 12. One-way ANOVA results for the learners' language learning motivation in terms of their age.

Source of Variations	Sum of squares	sd	Mean square	F	p
Between groups	2720.488	7	388.641	3.223	.002*
Within groups	60566.271	503	120.410		
Total	63286.759	510			

*p<0.05.

506) = 0.098, $p = 0.983$]. This result suggests that there is no significant difference in the learners' attitudes towards learning English in terms of the time they spent to study English.

3. Does learners' language learning motivation vary in terms of their gender, age, the type of high school they graduated from, their language level, their father's level of education, their mother's level of education, their having studied English before or not, the time they spent to study English a week?

An independent-samples t-test was conducted to compare the learners' attitudes towards learning English in terms of their gender. The results of the analysis are given in Table 11.

As can be seen in Table 11, there is a significant difference in the scores for females ($M=43.02$, $SD=10.28$) and males ($M=47.16$, $SD=11.35$); $t(509)=-4.14$, $p = 0.00$. These results suggest that gender has a significant effect on the learners' language learning motivation and males have a higher language learning motivation than females.

A one-way between subjects ANOVA was conducted to compare the learners' language learning motivation in terms of their age. The results of the analysis are presented in Table 12.

According to Table 12, there is a significant effect of age on the learners' language learning motivation at the $p<.05$ level. [$F(7, 503) = 3.228$, $p = 0.002$]. Post hoc comparisons indicate that the mean score for the 23-year-old students ($M = 62.00$, $SD = 25.05$) is significantly different from the other age groups: the 17-year-olds ($M = 36.40$, $SD = 10.13$), the 18-year-olds ($M = 46.08$, $SD = 10.77$) the 19-year-olds ($M = 44.31$, $SD = 11.03$), the 20-year-olds ($M = 47.35$, $SD = 10.42$) and the 21-year-olds ($M = 45.48$, $SD = 12.09$). Additionally, the mean score for the 20-year-old students ($M = 47.35$, $SD = 10.42$) is significantly different from the 17-year-olds ($M = 36.40$, $SD = 10.13$), the 19-year-olds ($M = 44.31$, $SD = 11.03$), the 24-year-olds ($M = 34.33$, $SD = 17.00$). Finally, the mean score for the 22-year-old students ($M = 50.85$, $SD = 8.97$) is significantly different from the 17-year-olds ($M = 36.40$, $SD = 10.13$) and the 24-year-olds ($M = 34.33$, $SD = 17.00$). Taken together, these results suggest that the 20, 22 and 23-year-old learners have significantly higher language learning motivation than the other age groups mentioned above.

A one-way between subjects ANOVA was conducted to compare the learners' language learning motivation in terms of the type of high school they graduated from. The results of the analysis are presented in Table 13.

Table 13. One-way ANOVA results for the learners' language learning motivation in terms of the type of high school they graduated from.

Source of variations	Sum of squares	sd	Mean square	F	p
Between groups	623.593	7	89.085	.715	.659*
Within groups	62663.166	503	124.579		
Total	63286.759	510			

*p<0.05.

Table 14. One-way ANOVA results for the learners' language learning motivation in terms of their language levels.

Source of variations	Sum of squares	sd	Mean square	F	p
Between groups	3809.170	2	1904.585	16.267	.000*
Within groups	59477.589	508	117.082		
Total	63286.759	510			

*p<0.05.

Table 15. One-way ANOVA results for the learners' language learning motivation in terms of their father's level of education.

Source of Variations	Sum of squares	sd	Mean square	F	p
Between groups	3280.606	4	820.151	6.916	.000*
Within groups	60006.154	506	118.589		
Total	63286.759	510			

*p<0.05.

According to Table 13, there is no significant effect of the type of high school on the learners' language learning motivation at the p<.05 level [F(7, 503) = .715, p = 0.659]. This result suggests that there is no significant difference in the learners' language learning motivation in terms of the type of high school they graduated from.

A one-way between subjects ANOVA was conducted to compare the learners' language learning motivation in terms of their language levels. The results of the analysis are presented in Table 14.

As can be seen in Table 14, there is a significant effect of language levels on the learners' language learning motivation at the p<.05 level [F(2, 508) = 16.267, p = 0.000]. Post hoc comparisons indicate that the mean score for the pre-intermediate students (M = 43.61, SD = 11.24) is significantly different from the elementary group (M = 48.93, SD = 10.07), the intermediate group (M = 49.63, SD = 9.89). These results suggest that the pre-intermediate learners have significantly lower language learning motivation than the elementary and intermediate ones.

A one-way between subjects ANOVA was conducted to compare the learners' language learning motivation in terms of their father's level of education. The results of

the analysis are given in Table 15.

Table 15 presents that there is a significant effect of the father's level of education on the learners' attitudes towards learning English at the p<.05 level [F(4, 506) = 6.916, p = 0.000]. Post hoc comparisons indicate that the mean score for the students whose father graduated from primary school (M = 50.59, SD = 9.19) is significantly different from the ones whose father graduated from secondary school (M = 44.52, SD = 11.22), has a university degree (M = 45.05, SD = 10.54) and a post graduate degree (M = 42.06, SD = 12.61). Additionally, the mean score for the students whose father graduated from high school (M = 47.53, SD = 10.41) is significantly different from the ones whose father has a post graduate degree (M = 42.06, SD = 12.61). Taken together, these results suggest that the students whose father graduated from primary school have higher levels of motivation for learning English than the other groups. Likewise, the students whose father graduated from high school have higher levels of motivation than the ones whose father has a post graduate degree.

A one-way between subjects ANOVA was conducted to compare the learners' language learning motivation in terms of their mother's level of education. The results of

Table 16. One-way ANOVA results for the learners' language learning motivation in terms of their mother's level of education.

Source of Variations	Sum of squares	sd	Mean square	F	p
Between groups	2748.904	4	687.226	5.744	.000*
Within groups	60537.855	506	119.640		
Total	63286.759	510			

*p<0.05.

Table 17. Independent t-test results for the learners' language learning motivation in terms of their having studied English before or not.

Studied English before	N	X	SS	Sd	t	p
Yes	383	45.86	10.82	509	0.93	.35*
No	128	44.80	12.03			

*p<0.05.

Table 18. One-way ANOVA results for the learners' language learning motivation in terms of the time they spent to study English.

Source of variations	Sum of squares	sd	Mean square	F	p
Between groups	97.840	4	24.460	.196	.941*
Within groups	63188.919	506	124.879		
Total	63286.759	510			

*p<0.05.

the analysis are presented in Table 16.

According to Table 16, there is significant effect of the mother's level of education on the learners' language learning motivation at the $p < .05$ level [$F(4, 506) = 5.744$, $p = 0.000$]. Post hoc comparisons indicate that the mean score for the students whose mother graduated from primary school ($M = 49.66$, $SD = 9.56$) is significantly different from the ones whose father graduated from secondary school ($M = 44.51$, $SD = 10.93$), high school ($M = 46.16$, $SD = 11.20$) and has a university degree ($M = 43.58$, $SD = 11.43$) and has a post-graduate degree ($M = 43.48$, $SD = 11.68$). Taken together, these results suggest that the learners whose mother graduated from primary school have significantly higher language learning motivation than the ones whose mother graduated from secondary school, high school, university or a post-graduate program.

An independent-samples t-test was conducted to compare the learners' language learning motivation in terms of their having studied English before or not. The results of the analysis are given in Table 17.

As can be seen in Table 17, there is not a significant difference in the scores for learners who studied English before ($M=45.86$, $SD=10.82$) and the ones who did not study English before ($M=44.80$, $SD=12.03$); $t(509)=0.93$,

$p = 0.35$. These results suggest that whether they studied English before or not does not have a significant effect on the learners' language learning motivation.

A one-way between subjects ANOVA was conducted to compare the learners' language learning motivation in the time they spent to study English. The results of the analysis are presented in Table 18.

As can be seen in Table 18, there is no significant effect of the time spent to study English on the learners' language learning motivation at the $p < .05$ level [$F(4, 506) = 0.196$, $p = 0.941$]. This result suggests that there is no significant difference in the learners' language learning motivation in terms of the time they spent to study English.

DISCUSSION AND SUMMARY

This study aims to reveal the relation between university preparatory students' attitudes towards learning English and their language learning motivation at DEU School of Foreign Languages and identify the factors which result in the differences in both their attitudes and motivations. The results show that there is a significant positive relation between the learners' attitudes towards learning

English and their language learning motivation at Dokuz Eylül University, School of Foreign Languages. Additionally, it has been found that both their attitudes and their language learning motivation vary significantly in terms of some factors.

First of all, the findings indicate that there is a strong, positive correlation between the learners' attitudes towards learning English and their language learning motivation. That is, increases in the learners' attitudes towards learning English have correlated with increases in their language learning. The learners with more positive attitudes towards English tended to be more motivated to learn it. This finding is consistent with the one in Gardner (1968). Likewise, Çelikkaya (2013) found a significant relation between attitudes and motivation for learning a second language and Sham's (2008) study revealed that the participants had positive attitudes and high level of motivation towards learning English. Such positive relation has great importance since previous research has pointed out a strong relation between positive attitudes and achievement in language learning (Kazazoğlu, 2013; Genç and Kaya, 2011; Masgoret and Gardner, 2003). Therefore, it could be more beneficial to search on methods, techniques or applications which would foster positive attitudes and increase motivation in language learners (Al Kaboody, 2013; Gömleksiz and Yetkiner, 2012; Ushida, 2005).

Furthermore, the findings have revealed that the learners' attitudes towards learning English vary significantly in terms of their age, language level and their father's level of education. It has been found that the youngest and the oldest age groups have less positive attitudes towards learning English than the other age groups. Genç and Kaya (2011) have also proved a significant difference in attitudes towards learning English in terms of age, but it is the 22-year-olds who lead to the significant difference in that study. Additionally, the pre-intermediate level learners have showed more positive attitudes than the elementary and intermediate learners. On the other hand, no significant difference has been observed in terms of their gender, the type of high school they graduated from, their mother's level of education, their having studied English before or not, the time they spent to study English a week. There is a lot of research on attitudes and gender in literature, but the results vary. Some studies have revealed more positive attitudes for females (Çelikkaya, 2013; Shams, 2008; Aydoslu, 2005; Bağceci, 2004; Kobayashi, 2002) whereas in some others the males are more positive towards learning a language (Genç and Kaya, 2011).

Likewise, it has been found that the learners' language learning motivation varies significantly in terms of their gender, age, language level as well as their father's and mother's level of education. The findings have shown that males are more motivated to learn a language than females. However, previous research presents a tendency for females to be more motivated than males (Yılmaz,

2012; Mori and Gobel, 2006; Acat and Demiral, 2002; Shaaban and Ghaith, 2000). Moreover, age is another factor which makes significant difference in language learning motivation (Tragant, 2006).

Similar to age, language level creates significant difference in learners' motivation as the results suggest that the pre-intermediate learners have lower language learning motivation than the elementary and intermediate groups. There are also other studies proving the effect of language level on motivation (Shaaban and Ghaith, 2000; Lukmani, 1972). These results are consistent with the findings of Schmidt et al. (1996) indicating that age, gender and language proficiency play significant role in language learning motivation.

Conclusion

All in all, it is seen that there is a strong relation between the prep class students' attitudes and motivation for learning English at DEU School of Foreign languages. This indicates that more effort could be put in to help learners develop more positive attitudes towards learning English, and thereby to motivate them contributing to their overall achievement. Moreover, considering the other personal and affective factors, new ways, methods or techniques could be searched and developed in order to help the groups with negative attitudes and lower levels of motivation.

Conflict of Interests

The author has not declared any conflict of interests.

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