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A study on the efficacy of project-based learning approach on Social Studies Education: Conceptual achievement and academic motivation

İlhan Ilter

The University of Bayburt, Department of Bayburt Educational, Bayburt, 69000 Dede Korkut Campus, Turkey.

In this research, an experimental study was carried out in Social Studies 4th grade students' to develop students' conceptual achievement and motivation to succeed academically. The study aims to investigate the effectiveness of project-based learning (PBL) in Social Studies. A quasi-experimental research design (pre-and posttest) was used in the research. While the experimental group students received an interactive Social Studies instruction including completely PBL team format activities, the control group students received an instruction including direct instruction method (whole class teaching and individual work in the worksheet of the topics) in the 4th grade Social Studies curriculum for six weeks. The findings indicated a statistically significant difference in favor of the experimental group on the concept achievement and motivation. Students who participated in the PBL environments not only enriched and expanded their knowledge but also achieved a higher level of motivation than the control group. The PBL team format activities were provided to promote the experimental group students' motivation to succeed academically and to develop their conceptual achievement. The results demonstrated that the PBL improved students' understanding regarding Social Studies concepts and helped them achieve the behaviours which were aimed academically. The experimental group's intended behaviours (What I aim to do) in academic motivation at the beginning of the experimental treatment turned into performed behaviours (What I actually do) at the end.

INTRODUCTION

Today the traditional skills of reading, writing and listening are necessary in learning and teaching activities, but they are not sufficient for young citizens in order to participate in community actively or even survive in the real-world. Therefore, the following goals for elementary school education have been identified to help children

accomplish what the other subjects and courses cannot help them achieve or motivate positively. All these facts revealed that social studies education is very important and necessary in schools because the primary purpose of social studies is to educate young people to become active citizens, who will become a part of a multicultural

nation and conscious of the social world. With Social Studies Education, students improve their values of citizenship, inquiry, problem-solving, critical thinking and decision making skills on critical social issues (Barth, 1993; NCSS, 1994; Wade, 2007; Maxim, 2010). In this sense, since authentic instruction contains many different disciplines, methods and techniques, it is suggested to be used in teaching Social Studies because different instructional practices are known to have different outcomes on students' motivation and engagement in active learning (Grolnick and Ryan, 1987; Patrick et al., 1993; Cordova and Lepper, 1996; Assor et al., 2005).

Today's schools involve not only promoting content knowledge of disciplines, but also developing high-level cognitive skills and transferring values. To help students acquire these goals, teachers should be encouraged to use more authentic instruction approaches in teaching (Lam et al., 2009). Method diversity can help students solve problems related to social world and educate them as democratic citizens. One of these learner-centered methods is the project-based learning (PBL), which has been recommended highly in education reforms. PBL provides an effective way for teachers and students to develop creativity and supportive learning environments. Project-based learning in social studies allows students to acquire social studies ideas related to social issues, democratic skills and values by conducting small projects with their peers. The projects carried out by students support them to improve their real-world skills such as research, scientific thinking, creative and critical thinking, hands on skills, communication and presentation abilities by working in groups in accordance with their own managerial skills. Students in small or big groups collaborate with each other to reach collective outcomes over a period. They search solutions to a problem by posing and refining questions and discussing ideas, collecting and analyzing data, drawing conclusions and presenting the findings to each other's (Hmelo-Silver, 2004; Zimmerman, 2010). In other words, project-based learning is defined as an important method which is used to make students acquire necessary knowledge, vital skills and citizenship values for the 21st century including portfolios, performance assessments and written reports (Andres, 2006). PBL is a method which is based on scientific principles and encourages students to discovery learnings, enhances metacognitive strategies about the quality of life, results in realistic products following the authentic questions and topics. PBL can be defined as an investigative activity that develops cognitive structures and reconstructs knowledge in accordance with the perspective of Piaget's cognitive development. It includes activities such as metacognitive thinking, creates an original product, allows to be used communication skills in a group, class or society and presents the final products (Kimonen, and Nevalainen, 2000; Mergendoller, 2006; Carr, 2012).Educators identified seven core skills for students referred as 7Cs. These seven skills are:

1. Critical thinking and problem-solving.
2. Creativity and innovation.
3. Cooperation, teamwork and leadership.
4. Intercultural understanding.
5. Fluency in communication and information.
6. Computer and communication technology.
7. Career and self-development.

PBL supports the development of individuals in the areas mentioned above. This is because projects and teamworks are the artifacts and ways by which the real-world needs to study both today and future. The main purpose of projects is to help students study cooperatively in democracy, acquire a deeper understanding related to their lives and improve interest and abilities (Trilling, 2008; Moylan, 2008; Kubiatko and Vaculova, 2011). Students can create products in accordance with their own cognitive power, artistic talents and presentation skills in process of project. It provides to explore a topic in depth. Its basic features are students' orientation, connection with social world, process of inquiry and research, information from data sources, acquisition of content knowledge, teamwork study skills, group work values and final products (MacDonell, 2007). According to Kilpatrick (1918), project learning characterizes "versatility" in social content. This versatility is one of the most important components of life and based on structuring knowledge as intrinsic by considering children's prior knowledge and past experiences. It is the best way to prepare individuals for life because it represents life itself (Citied Yun, 2000). Hence, teachers should try to help students acquire the facts of life by teaching social studies goals in the elementary school education. NCSS (1994) and Checkley (2008) point out that social studies must be challenging, active, meaningful, value-based, integrative and contain authentic applications which encourage students to think deeply and practice their knowledge. If you want social studies education to be beneficial, it should be planned in accordance with these main essentials. Wolfe (2001) observed that such real-world projects make the curriculum more meaningful and powerful to students because project-based learning gives a chance to solve the social world problems and dilemmas faced by students in their society and make suggestions for them.

Theoretical overview project-based learning and student motivation

The constructivist approaches lead to increase academic motivation to develop cognitive skills in a wide variety in class participation on Social Studies. Because constructivist approaches hold promise for increasing both students achievement and motivation. One of the most popular approaches under the canopy of constructivist learning methods is project base learning (Fox, 2013).

PBL environments not only ensure students to feel themselves as the owner of a property in a project, but also create higher motivation academically (Blanken, 1999; Diffily, 2002; Kaplan, 2002; Carr, 2012). Self-management, participation in social environments and academic achievement are the basis of motivation for learning. Hence, a self-concept focused model behaviour gains strength with the best level of intrinsic motivation. Indeed, motivation is an integrated structure which includes internal processes of individuals' personal goals, beliefs, needs and interests as well as external processes. Jolly and Cherian (2012) emphasized the orientation of success of individuals themselves as the most important framework of motivation.

The milestone of PBL is creation of student-centered learning environment to develop motivation to succeed academically. One of the most important purposes of this learning approach is to increase students' intrinsic motivation and to gain learning outcomes of social studies by organizing conditions of external motivation because projects encourage students to discuss social events and compare important ideas. As regards with the rich content of social studies, students improve their creativity and acquire independent learning skills by making connections among Social Studies ideas and concepts through project-based learning. For instance, students can study on a project which is about the "*Results of World War II in terms of its environmental impacts*" or about senior citizen stories with full of fascinating memorabilia in social studies classroom (Maxim, 2010; Klein et al., 2009). In this process, teachers should be facilitator, support materials, increase motivation and bring in relevant educational experiences through crucial projects (MacDonell, 2007). Students were encouraged to interact socially with their peers and to share project products by putting forward their own ideas. Thanks to these interactive activities, students' negatively intrinsic motivation or external pressures such as shame, guilt, anxiety, family reactions, fear of failure or low motivation can be eliminated**.** Thus, students can organize external and internal conditions of a controlled and planned study by carrying out such projects (Thomas, 2000; Jolly and Cherian, 2012). In short, it is clear that project approach can be connected with the concept of self-determination and self-regulation. To Waugh (2002), motivation includes internal and external processes which reinforce behaviours. In other words, motivation can be defined as any variables such as personnel planning, assertiveness, controlling positions, personal success and power, connecting needs, social success, academic achievement, expertise, work adjustment, competiveness, solidarity and personal curiosity (Chye and Waugh, 2010). This approach is widely believed to be a powerful teaching strategy that can enhance student motivation and promote self-directed learning because the learning issues usually arise from problems that attract students' interests. Consequently, students can observe their improvements in process and assess their own learning outcomes by conducting on projects. Thus, students are motivated to learning process because children not only develop their perceptions of real-world around them through projects, but also strengthen their dispositions, attitudes and motivation towards learning that they will use for the rest of their lives (Blumenfeld et al., 1991; Katz and Chard, 2000; Hmelo-Silver, 2004).

Research on instructional practices

Pedagogical strategies which heighten students' engagement in learning process ensure social studies' academic success. Indeed, authentic instruction is the most effective method for evaluating students' achievement. It also supports students' higher level thinking interpret all background information or in depth conceptual understanding. This is because the authentic methods enable participants of these activities to use skills they have gained and perform the intended behaviours that are crucial to the outside of school. Authentic instruction consists of various teaching strategies that should be utilized to engage students in a social studies curriculum that enhances democracy actively. The project-based learning, as one of the authentic methods, is culturally concerned with pedagogy in order to accomplish social goals and increase students' interest and motivation (Newmann et al., 2007). To Levin-Goldberg (2009), students are typically more motivated to learn when they are allowed to participate in a project in which they have a greater interest. According to Newmann et al. (2001), there is evidence that when teachers organize instruction around assignment that demands higher level thinking in depth, understanding elaborated communication makes a connection to students' lives beyond school so students produce more complex works intellectually. These authentic intellectual works have been found to increase students' engagement and achievement.

Research has also shown that attitudes, engagement and motivation of students towards Social Studies have been negatively affected by their prior experiences in social studies classrooms. These results mainly arise from lack of materials, continuous exposure to textbooks, teacher excitement, instructional methods (Van Sickle, 1990; Gustafson, 1993; Pahl, 1995; Hinde, and Ekiss, 2005; Ünal, and Çelikkaya, 2009; İlter, 2013). Heafner (2004) stated that many teachers struggle with lack of students' interest in content which turns into low motivation to learning. According to him, this situation is especially prevalent in social studies course. In social studies course, students rarely feel engaged in learning process and gained social studies concepts when teachers still embraces traditional pedagogies. This may be detrimental not only to students, but also to the society as a whole since it is the Social Studies which students learn about society, economics and effective citizenships.

Studies in the literature indicated that Social Studies is often perceived as interesting and boring course among students due to the teaching strategies and extensive content knowledge related to the disciplines of social sciences. In fact, students tend to like social studies course compared to the other curriculums in the school because students should learn the contents of social sciences to promote active and knowledgeable participation in democracy (Bullock, 2013; North Carolina Department of Public Instruction, 2013a; McCall et al., 2008). In Social Studies Education, direct instruction is generally used including lecture, reading textbook and filling out worksheets, writing, taking test, assessing student's ability and reviewing memorized information. However, in order to prepare students for the life in a multicultural society, various authentic instruction strategies and assessment should be used in social studies. Traditional methods often utilized by Social Studies teachers do not sound interesting for all students, so there are many opportunities to acquire knowledge, skills and values and also to enhance concepts related to social world. The nature of Social Studies requires collaborative studies to increase student's content knowledge and democratic concepts because the purpose of Social Studies subject is the maintenance and growth of a society. In other words, social studies are intended to increase students' understanding of democracy and citizenship and to help them perceive the real-word. Newmann et al. (2007) emphasized that student' motivation and engagement in learning process increase when learning is connected with authentic social world problems. This increase in engagement is especially needed in social studies to ensure that students are able to make informed decisions in democracy. The students in social studies are supposed to analyze social phenomena effectively by conducting projects in classrooms. So teachers should use the best instruction methods possible and strive to gain achievement and motivation in a subject area that is critical to social life (Bullock, 2013; Evans, 2006).

Consequently, the use of project-based learning in social studies can help integrate the concepts of disciplines and develop students' interest, attitudes and academic achievement. Hence**,** project based learning is intended to increase the engagement of student and lead to better education outcomes in all subjects (Heafner, 2004; National Assessment of Educational Progress, 2010; Carmichael and Martens, 2012; New Tech Network 2013b).

METHODOLOGY

Research design

The purpose of this study is to determine the effect of project-based learning on the 4th grade school students' concept achievement and motivation to succeed academically in social studies. Pre-and post test comparison groups and quasi-experimental research design

Table 1. Distribution of participants for the experimental treatment groups.

Experimental Treatment Groups	Girls		Boys		Total
	N	%	N	%	N
Experimental	15	53.57	13	46.43	28
Control	11	42.30	15	57.70	26
Total	26		28		54

were used in the research. While the lessons were planned in the project-based learning in a team format in the experimental group, direct instruction methods (whole class teaching and individual work in the worksheet of the topics) were used in the control group.

Participants

The participants of the research are composed of the fourth grade students (n=58), divided into the experimental and control group in Bayburt city, Turkey during 2012 to 2013 school years. An experimental group (n=28) and a control group (n=26) were created randomly and matched to equalise. Table 1 presents the participants of the research. The distribution of the participants is shown in Table 1: there were total 54 students in the experimental treatment groups. While the experimental group contained total 28 students consisting of 15 girls (53.57 %) and 13 boys (46.43 %); in the control group, there were total 26 students consisting of 11 (42.30 %) girls and 15 (57.70 %) boys. The experimental treatment groups were firstly assigned randomly. Afterwards, the participants in the groups were matched according to their gender and pre-test scores obtained from the research instruments in order to assign individuals equally. According to the results, there were not any statistically significant inferences between students' academic motivation and achievement in the experimental and control group in terms of their pre-test scores before the treatment (Academic motivation pre-test [$t_{(53)}$=0.812, p>.05; Concept Achievement pre-test [$t_{(53)}$= 1.676, p >.05]).

Data collection and analysis

The methods chosen for the present research included concept achievement test and motivation scale to succeed academically. The information related to data collection tools are presented below in detail.

Research instruments

Concept achievement test: In the research, an achievement test was developed by researcher to assess conceptual achievement of students related to the unit "The place we live" within the theme "People, Places and Environments" in accordance with social studies course goals (MEB, 2013). The draft achievement test consisted of total 30 (four-options, multi-choice questions). The content validity was taken into consideration during the distribution of questions in the concept achievement test. The draft test was presented to the expert opinions. After revising opinions, the test was finally prepared for validity and reliability. The study of validity and reliability was carried out total 300 students at middle schools in Bayburt city, Turkey during 2012 to 2013 school years. In consequence of the item analysis, the parameters of item difficulty and item discrimination were estimated. To analyze the results, the values of item difficulty in concept achievement test ranged from

0.31 to 0.89; values of item discrimination were found between 0.27 and 0.55. The average difficulty rate of the test was determined as 0.54. The Cronbach Alpha reliability was analyzed to determine the consistency of the concept achievement test. According to the results, value of KR_{20} was found as 0.82. At the end of the reliability and validity analysis, the concept achievement test consisted of total 25 items and were used for the experimental treatment.

Academic motivation scale: Another data collected as a measurement instrument in the research was the academic motivation scale to determine students' motivation to succeed academically. This scale was developed by Waugh (2002) and adapted to Turkish by researcher. Firstly, the researcher got in touch with Dr. Waugh who took the ethnical permission to translate into Turkish. The motivation scale contains students' requirements, behaviours, attitudes, beliefs, expectations and proposes. In the original scale, "*What I actually do"* and "*What I aim to do"* response sets are available. These response sets represent dimensions of '*attitudes'* and '*behaviours'* of academic motivation and test the relationships between them. '*What I actually do'* is expected to be expressed by students in terms of the number of subjects to which it is applied, too. It is expected to be determined by students' personal beliefs, needs and cognitions and expressed as what they actually do in their subjects. '*What I aim to do'* reflects a range of behaviours aimed by students' needs, belief, expectations, cognitions and desires, values, cognitive learning outcomes, all of which are internally and covertly available within students' minds. The response sets of the original scale were classified according to the set of subject response categories (*none=0', in some=1, in most=2, in all=3*). Scale of motivation is linked with attitude items (*What I aim to do)* and behaviours performed items *(What I actually do)*. The academic motivation scale determines the connection between attitudes and behaviours. In the motivation scale, high scores mean better for performing behaviours or aiming to do behaviours academically.

When the main structure of the original scale is examined, three-factorial structure appears: a conceptual model of motivation, which is based on "*Striving for Excellence"* (1), "*Desire to Learn"* (2) and "*Personal Incentives"* (3). These factors consist of a series of sub-factors; Striving for excellence is defined by the sub-aspects *academic standards*, *goals, tasks, effort, ability* and *values.* Desire to learn is defined by the sub-aspects *interest, learning from others* and *responsibility for learning*. Personal incentives are defined by *extrinsic rewards*, *intrinsic rewards* and *social rewards* Waugh (2002). The language equivalence of motivation scale was carried out. The items in original motivation scale were adapted and translated into Turkish by the researcher. While adapting the scale into Turkish, the original form of scale was filled out to 20 master students. Both English and Turkish forms were presented to the expert judgments to determine its consistency. The expert discussed all the items of this scale and translated them into Turkish. Subscales and total scores of the English and Turkish versions of both scales were compared and correlated. According to the findings, a high positive correlation between 0.76 and 0.89 (p<.001) was found. As the result of expert judgments, some items were changed due to some cultural differences. These results statistically indicated that both the English and Turkish versions of the scales were similarly very well perceived. Afterwards, reliability and validity of the scale was applied to total middle school students. According to this result, the Turkish and English forms were parallel with each other. It was obtained that a three-factorial structure described a variance of 42.12 % in exploratory factor analysis as in the original scale. The Kaiser-Meyer-Olkin (KMO) value of the scale was calculated as 0.714; Bartlett's test was significant (χ^2=367.654; p<.001). For reliability of the scale, the internal consistency was calculated among sub-scales. Total internal consistency of the scale was calculated as α (Cronbach Alpha) = 0.74. Reliability coefficient of "*Striving for excellence"* sub-scale α=0.78; "*Desire to learn"* sub-

scale α= 0.76; *"Personal incentives"* subscale α=0.71.

PROCESS OF THE EXPERIMENTAL TREATMENT

In the experimental group

While planning the projects in team format for the experimental group, firstly the researcher gave information about the preparation guide of the project in accordance with thematic unit of topics. The most important topics which provided high-level participation and promote cooperative learning and hands-on skills were chosen in order to acquire alternative perspectives and experiences in Social Studies. Students who used teamworks completed their projects by interacting each other. Klein et al. (2009) stated that while planning the project explicit learning goals and project subjects should be taken into account. In the study, implementation teacher played an important role as a facilitator and a supplier of the materials for the project team works in the experimental group. The topics of the project were designed according to the unit "The place we live*"* within the theme "People, Places and Environments" in the fourth grade social studies curriculum (MEB, 2013).

The group formation

In the experimental group, since the experimental group was composed of total 28 students, seven project study work teams were created. Each work group consisted of four students. These groups were composed of researcher by taking into consideration teacher's opinion for the project works. The characteristics of the project-team groups are presented in Table 2.

The project-team groups were named as geographical regions of Turkey (example, Marmara Region Group, Aegean Region Group). Each group of students chose a group representative for their group's reporting, giving an oral presentation about what they learned related to the topics or products. When students completed their projects in a lesson time or a week, they presented their projects in the classroom. At the end of six weeks, all groups delivered their projects. While evaluating the projects**,** forms of "The evaluation of the Group", "Project Evaluation" and "Group Self-Evaluation" were used and feedback was given about the development of the students both individually and as a group. It was considered that there were students on different levels in each study team. The purpose of the work groups was to create a competitive learning environment and increase social and group interaction among both the members of a group and among groups. Chi-Square analysis technique was used to determine whether the normal distribution of the project groups' parameters (gender and average pre-test scores of concept achievement test) can be made or not. According to the results, scores of the project study groups in the experimental group were normal distribution and significant differences were not found among learning groups in terms of gender and the average pre-test scores of concept achievement test [(Gender: χ^2 =0.743, p>.05; Pretest: χ^2 =2.256, p>.05)]. This means that the project groups were similar to each other in terms of gender and mental skills. Finally, a learner-centered environment which was focused on cooperative learning through projects was created in the experimental group. In other words, the groups were heterogeneous inside themselves, but in the class they were generally homogeneous. Lessons were organized to encourage the students to develop their hands-on skills, problem solving, presentation and communication skills by carrying out projects. Students were completely motivated to projects by using inquiry skill actively, defining the problem, collecting data and manipulating materials. The researcher only observed the learning process by taking a non-participant role in the classroom. He intervened neither the students nor the teacher during the experimental treatment. The

Table 2. Distribution of the project work groups in the experimental group.

Groups	Names of Groups	Social Studies Grades	Gender		Total Members
			Girls	Boys	
1	Marmara Region	5,5,4,4	2	2	4
2	Mediterranean Region	5,4,4,3	3	1	4
3	Eastern Anatolia Region	5,5,4,3	2	2	4
4	Black Sea Region	5,5,4,4	2	2	4
5	Central Anatolia Region	5,5,4,3	3	1	4
6	Southeastern Anatolia Region	5,5,4,3	1	3	4
7	Aegean Region	5,4,4,4	2	2	4
Total			15	13	28

Table 3. A summary of the topics of project related to the unit "The Place I Live".

Weeks	Thematic Topics	Products
1.	Directions	Sketch drawing
2.	Let's see and lets draw	Manufacturing Relief Map of Turkey about landforms
3.	The weather	Weekly Weather Observation Report
4.	What are in our environment?	Mind-Map and Concept Map
5.	The nature in our culture	-Earthquake Bag -Manufacturing Earthquake Regions Map of Turkey
6.	Let's get ready for the natural disasters	Newspaper, Poster

researcher only delivered necessary materials to the implementation teacher for the project activities. The topics of the project and products related to the themes of the unit "*The places we live*" are presented in the Table 3.

In the control group

There was no intervention in the control group in the research. The topics of the unit "The place we live" in the 4th grade social studies textbook worksheets of topics, whole class teaching, individual work methods were used in the control group. Social studies teacher conducted the lessons both in the experimental and control group during the experimental treatment

Data analysis

The data gathered through measuring instruments for the present study was analysed by SPSS 15.0 packaged software. To compare the groups' average pre-test scores, an independent t-test was used. Additionally, Repeated Measures Analysis of Variance (Anova) was used to compare both the groups' pre-and posttest scores for determining whether there was a significant difference or not.

RESULTS

The variables in the research consisted of two measures: concept achievement and motivation to succeed academically in social studies. According to the results of a one way Anova test, students' pre-and posttest scores of the concept achievement were significantly different between groups [$F_{(1-54)}$ =1.235; p ≤ .05]. Analysis of the results showed that there were significant interaction effects between the project-based learning activities and direct instruction methods and textbook worksheets in Social Studies in favor of the experimental group. Bonferroni test analyze result indicated that students in the experimental group were more successful than the control group on conceptual achievement (Mean=11.169; SD: 3.239, p ≤ .05). Project-based learning activities concerning with conceptual achievement performed significantly better than the methods used in the control group.

In the research, the other independent variable was motivation. The experimental treatment enabled the experimental group students to change the behaviour of their motivation to succeed academically better than the control group students. At the beginning of the experimental treatment, students' attitudes towards striving for excellence, desire to learn and personal incentives of sub-scales in the academic motivation scale turned into behaviours at the end of experimental treatment. Students' pre- and posttest scores regarding both "*What I aim to do*" and "*What I actually do*" were significantly different between groups [$F_{(1-54)}$ =2.035; p ≤ .05; $F_{(1-54)}$ =0.876; p ≤ .05]. In other words, the experimental group's intended
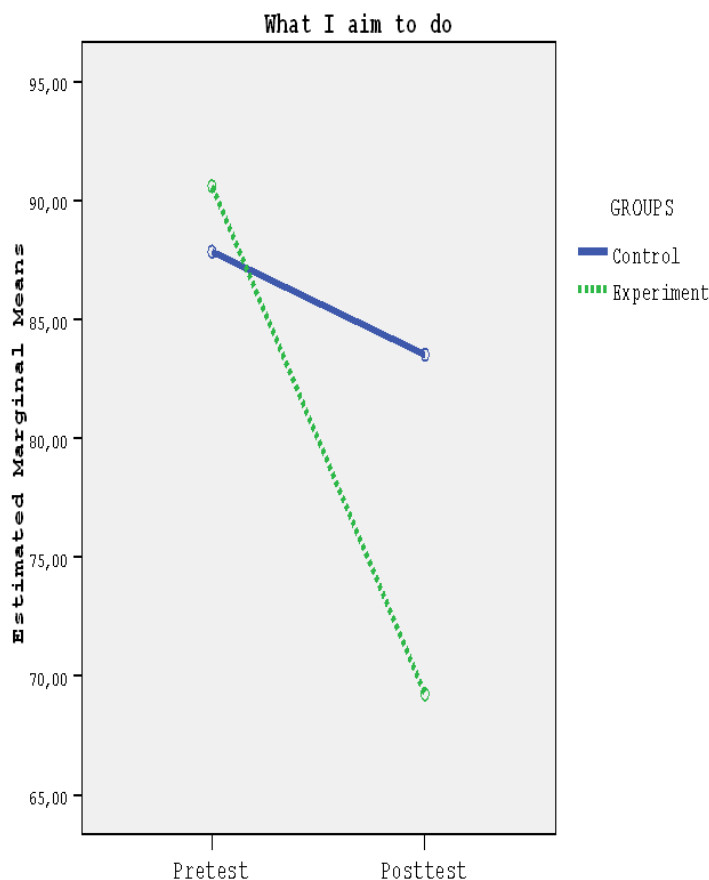
Figure 1. Pre and post-test scores of "What I aim to do" related to behaviors in the academic motivation scale

behaviours (*What I aim to do*) in the motivation scale performed more academically (*What I actually do*) than the control group (Figure 1 and 2) because the experimental group had more opportunities for collaboration, self-regulation and hands on skills activities during the experiment. Hence, better social and cognitive interactions among the students in the project-based model improved their motivation in social studies courses.

At the end of the experimental treatment, both groups' conceptual achievement and academic motivation scores increased. However, the results demonstrated that students in the experimental group were more successful academically and had a higher-level academic motivation than the control group. In Figure 1, it has been understood that at the end of the experimental treatment, the experimental group students' scores related to "*What I aim to do*" decreased more than the control group.

But in Figure 2, it can be seen that the experimental group students' scores related to "*What I actually do*" increased more than the control group. The correlation analysis results indicated that there was a negatively significant relationship between the scores of "*What I actually do*" and "*What I aim to do*" in the academic

motivation scale (r= -.067, p<0.01). This means that the experimental group students' motivation scores related to performed behaviours (*What I actually do)* increased through project-based learning in team format activities. The project-team activities turned the intended behaviours into performed behaviours academically after implementing the project environments. The project environment had significant effects on the experimental group' students aimed behaviours academically.

All these results came out through doing and experiencing learning in Social Studies. Significant changes appeared after implementation of the projects regarding conceptual achievement and academic motivation. Consequently, it was found that positive motivation to succeed academically increased through the learning projects and peer interaction.

DISCUSSION

The present study investigates the effectiveness of project-based learning on the fourth grade students after the experimental treatment in social studies in terms of
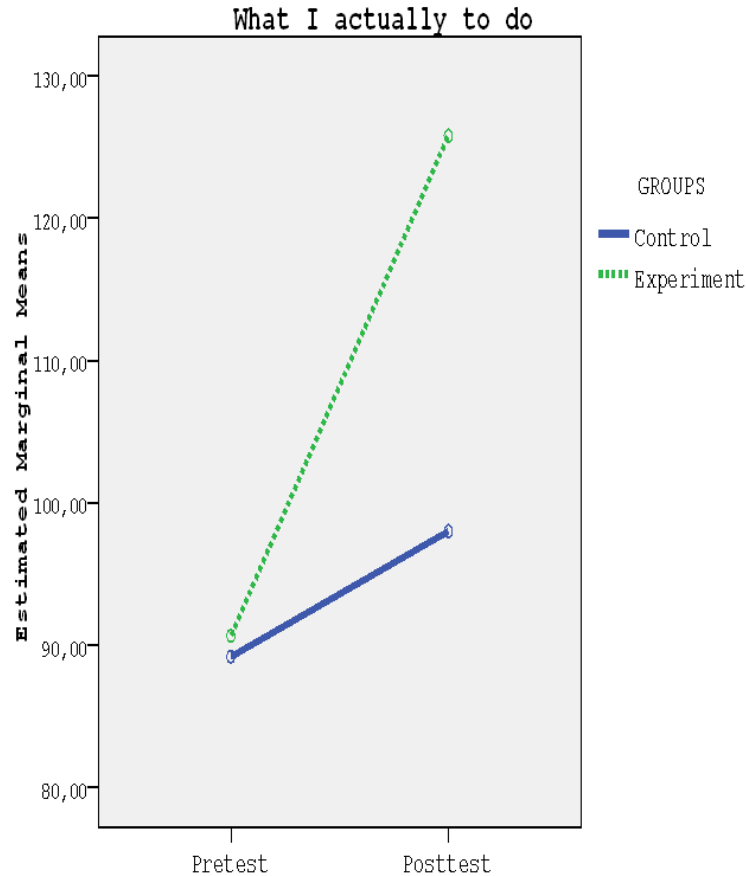
Figure 2. Pre and post-test scores of "What I actually do" related to behaviours in the academic motivation scale

conceptual achievement and motivation to succeed academically. The results obtained from the present study show that students enriched their knowledge by conducting projects in social studies. The research findings demonstrated that the students expanded their concepts on the units mainly through hands-on skills by doing projects in social studies. In addition, students developed their motivation positively. Cooperative works initiated interactions, exchange of ideas about social studies with both their own members and those of other groups. With the present study, it can be stated that projects enhance cooperative learning, creating a comfortable and supportive learning environment, help students increase conceptual achievement, also develop their motivation towards social studies. Researches in the literature tend to support the findings of the present study strongly (Boaler, 1998; Barron et al. 1998; Shepherd, 1998; Korkmaz and Kaptan, 2002; Liu, and Hsiao, 2002; Balkı-Girgin, 2001; Holst, 2003; Özdener, and Özçoban, 2004; Gültekin, 2005; Kaldi et al., 2010).

Results of the project-based learning studies in literature indicated that it is an effective learner-centered model which develops content knowledge, communication, self-management and self-regulation skills, positive attitudes, problem solve, teamwork skills, makes students acquire hands-on experiences, scientific inquiry skills, and promotes social interaction and motivation to succeed academically (Veenman and Kenter, 2002; Doppelt, 2003; Lam et al., 2009; Kaldi, Filippatou and Govaris, 2010; Musa et al., 2010; Öztürk, 2012; Halvorsen et al., 2012; Fox, 2013). Meyer et al. (1997) suggest that PBL helps students acquire high-level cognitive skills and strategies and a sense of responsibility. Similarly, some other researches demonstrated that project-based learning provided great opportunities for collaboration, supported active engagement and academic achievement in classroom (Demirhan, 2002; Pedersen, 2003; Iwamoto, 2013). Cervantes (2013) stated that engagement is the center of PBL acquainted with the use of creativity, collaboration, teamwork, motivation relevance and establishment of relationship while working on authentic projects. He examined the impact of PBL on Reading and Mathematics achievement of 7th and 8th grade students and tested hypothesis that PBL was effective in academic achievement in Reading and Mathematics and also on students' participation in and out of the classroom.

Wirkala and Kuhn (2011) concluded that the students in both PBL groups had comprehension and application skills that were superior to groups who engaged in the lecture. Zhou and Lee (2009) in their study, the results indicated positive experiences with PBL style learning as well, including increased confidence and ability to take charge of their own learning. Students appreciated and saw value in the collaborate aspects of learning. Struyven et al. (2010) described that active learning strategies interest and motivate students academically as exploratory learners. This approach promoted deeper learning in students (Prosser et al., 2003). When students complete their projects without presenting, mostly they want to show them to their peers or parents proudly by pleasure (Sunal and Haas (2005). This enables them to be focused on the course. Reducing students' lack of interest and motivation towards social studies or school works is one of the most important benefits of using project-based learning. The educational approach that primarily utilizes lectures or textbooks which are focused on traditional approach does not necessarily supply academic needs and motivation of students. Indeed, students who take active roles in education have been found to be better on monitoring and regulating their own learning processes when compared to students who are engaged as non-participant in learning process (Bell, 2010; Martell and Hashimoto-Martell, 2011; Iwamoto, 2013). The results from the present research emphasized that the students are able to develop their content knowledge for conceptual achievement in social studies. Its influence on achievement and motivation finally created meaningful learnings environmental so students gained wide range of cognitive skills by learning social studies concepts. Consequently, review of the literature revealed similar results to the findings of the present study. All these studies suggest that students learn best by actively constructing their concepts, knowledge through projects with peers in social studies.

CONCLUSIONS

Overall findings of the present study supported using of PBL in social studies teaching. In the study, project-based learning was found to create more positive effects on students' conceptual achievement and motivation to succeed academically than the control group's methods (whole class teaching and individual work in the worksheet of the topics). The results indicated that students' conceptual understanding has improved as a result of project environments which are among innovative approaches in 21st century. In the experimental group, project work groups spent their time on various activities to develop their social studies understanding. They focused on the research and hands-on skills activities deeply to receive and memorize many social studies content knowledge through social interaction and hands-on skills by participating in the projects actively. This situation

enabled the students to increase their high-level academic motivation and allowed them to perform their intended behaviours. For instance, students used their scientific process skills by observing weather, reading and interpreting maps in more detail, generating the data, conducting on research-based activities, manipulating the materials and improving self-regulation and self-evaluation skills on projects. Similarly, students in the experimental group created relief maps about landforms by using their hands-on skills together with their peers. Conclusions of this study indicated for the effectiveness of PBL in team format in teaching Social Studies. All these activities based on constructivist learning environments in Social Studies Education helped students gain meaningful experiences. The results of the present study suggest that students learn better by actively constructing their knowledge through projects with peers in social studies.

Children learn to become responsible and active citizens who make right decisions; furthermore, they will become independent learners and thinkers by participating in real world projects actively because they develop their own world by improving knowledge and skills and have a sense of society nationally and globally. At this point, the use of project approach in teaching Social Studies can help developing research and hands-on skills such as collecting data, organizing, interpreting and time management, problem-solving and manipulating materials. Bruner had strong ideas in Social Studies teaching. To him, the inquiry-based learning activities should be dominant in Social Studies Education because he believed that the best way for students to learn how to solve the problems was carrying out research projects (Citied Zarrilo, 2000). For instance, students can search for first-hand data sources, the daily anecdotes, old newspapers, and archives to conduct projects in their classrooms. In addition, students can play role as a geographer, historian, anthropologist, researcher, writer and political scientist in social studies project works. Students who participate in projects can play an active role in learning process by using abstracting, patterning, ordering, prioritizing, judging and connecting skills of their frontal lobes' executive functions. Therefore, students will learn better academically and construct their content knowledge more effectively through projects. Thus, teachers should make sure that each project is closely tied to learning objectives and that students understand how the project is linked to what they're learning.

Accordingly, in Social Studies teaching, teachers can increase students' personal constructs / concepts / interpretations and develop their interests and motivation to succeed academically by using project-based learning approach in team format. All in all, educators may develop project-based learning environments in social studies in order to develop skills, values, attitudes, reliance upon social studies perspectives and community orientation.

Conflict of Interests

The author have not declared any conflict of interests.

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Full Length Research Paper

Perceptions about forest schools: Encouraging and promoting Archimedes Forest Schools

Haq Nawaz* and Sarah Blackwell

Archimedes Training Ltd. Sheffield Technology Parks, Cooper Buildings Arundel Street Sheffield S1 2NS, United Kingdom.

The aim of this study was to find out parents' and children's perception of outdoor learning programmes with specific reference to Archimedes Forest Schools, known as Forest Schools. A review of existing research showed that there had been no rigorous evaluation of perception of forest schools. The study was conducted in the UK and mixed method design was used taking into account ethical reconsiderations. The findings of this research highlighted the importance of forest schools for children and showed enough evidence as to why parents must allow their children to attend forest schools. Listening to parents' and children's voices can inform understanding of their perceptions and opinions about Forest Schools and contribute to wider discourses on how forest schools sessions and programmes can be improved to meet specific individual and group needs. The research team did not find any evidence to prove that high risk is involved when sending children to forest schools sessions and programmes but found enough evidences that forest schools increase children academic, physical and social performance when attended over a long period of time. Additionally, it helps to improve the connection between children and nature and contributes to their positive attitude towards the environment.

Key words: Archimedes Forest Schools, parents' and children's perception.

INTRODUCTION

Background

Outdoor learning gives depth to the curriculum and makes an important contribution to learners' physical, personal and social education. Policy makers and funders are increasingly recognizing the importance of learning outside the classroom. Evidence suggests that learning outside the classroom is of significant benefits to children.

Outdoor learning supports academic achievement as well as the development of different skills, particularly in hard to reach children (House of Commons, 2005). In addition, different researches have shown the importance of early childhood experiences for later development (Wells and Lekies, 2006; Thompson et al., 2008). Children's contact with nature increases their self-discipline (Taylor et al., 2002) and cognitive functioning (Wells, 2000); at the

same time, reduces stress (Corraliza et al., 2012). Furthermore, research evidences suggest that outdoor education and learning programs are associated with positive outcomes for children. As reported by Muñoz (2009), it encourages physical activities, healthy development and overall well-being of children. Similarly, Kellert (2005) reported that it helps children to increase their capacities for creativity, problem-solving, and emotional and intellectual development. Additionally, positive associations were observed between outdoor education and children's grades, physical fitness, memory, and behavior and school satisfaction (Trudeau and Shephard, 2008). Furthermore, Blair (2009) reported that it encourages children's socialization, teamwork and learning opportunities, while Harrington (2009) reported that real field trips provide better overall learning environments than virtual field trips. Although there are number of benefits of outdoor education, unfortunately it has been declining due to wrong perceptions that high degree of risk attaches to outdoor education (House of Common, 2005). Additionally, the local authorities have not done enough to publicize the benefits of learning outside the classroom. On the other hand, environmental degradation is one of the big issues faced by the world and different organizations are trying to change people's attitudes and behavior to environmental friendly. Wray-Lake et al. (2010) found that adolescents' environmental concerns have generally declined since the early 1990s. However, strong connection was observed between pro-environmental behaviors as adults and childhood nature experiences (Wells and Lekies, 2006; Thompson et al. 2008).

Researchers have failed to investigate the relationship between children and natural environment (Mannion et al., 2006); as a result outdoor education is in decline (House of Common, 2005). However, Learning Outside the Classroom (LOTC) is going a long way to support and encourage external visits, and one of the emerging approaches to increase children's nature experiences is forest school. Forest school is an 'innovative educational approach to outdoor play and learning' (www.forestschools.com), which usually takes place in woodland environment (Nilson et al., 2010). Forest school came to the UK from Denmark in 1995 and the practice has been developing and growing across the country (Blackwell and Pound, 2011). It was reported that children can discover new abilities and strengths at forest school which classroom environment is unable to provide (O'Brien and Murray, 2006). However, there is lack of research to identify those factors which make forest schools different from other approaches previously documented and increase parents' and children's awareness of forest school (Borradaile, 2006). Additionally, very little research is available to show barriers facing different groups who use woodland environment or forest (Molteno et al., 2012). Despite the extreme lack of research, positive and reliable evidence of the benefits of forest school would help schools determine the priority to afford such work (House of Commons, 2005). Clearly, the literature reviews show that how to encourage forest school session in schools is still an unresolved issue that deserves further study. The current research was designed to find out parents' and children's perception of Archimedes Forest Schools in particular to fill the gap and to contribute knowledge to this poorly understood area. The main aims of this research were to find out parents' and children's perception of forest schools, to reveal critical aspects that have to be considered when promoting and encouraging such forest schools' long term programmes and the sessions that make up the strategy for holistic growth, learning and development at Archimedes Forest School.

RESEARCH METHODOLOGY

Different approaches are used to collect data but the two widely used approaches are quantitative and qualitative. Punch (1998) stated that the combination of both quantitative and qualitative methods is the best of getting the insider's perspectives and of providing deep description of the data. For this reason, the research design was the combination of quantitative and qualitative methods to get the required objectives.

Questionnaire design

The study used questionnaires as a survey instrument. The instrument was developed after a careful review of previous literature about forest schools and consultations with senior members of Archimedes Forest Schools Education, Sheffield, UK. The instrument was field tested to ensure that each question accurately coveys the intended meaning. The main theme of the questionnaire was based on perceptions of forest schools. The survey questions were divided into several sections, each with its own focus, to assist the analysis.

Data collection and analysis

The data were collected through face to face interviews, online questionnaire and focus group. The data specifically ascertain what parents and children know about forest schools and how to increase their awareness. Interviews, questionnaire and focus group provide both quantitative and qualitative data. This combination is deemed most appropriate to gain deeper insights into phenomena such as perceptions, feelings and emotions (Punch, 1998). The main variables were perceptions about forest schools, gender, education, age, awareness, distance and nature. Statistical analyses were performed to examine the difference between parents' and children' perceptions of forest schools. The SPSS (version 16) software programme was used to analyze responses. To generate the databases and to operate the responses as variables, all the data were turned into codes. The data obtained from close-ended questions were first coded and then analyzed, while the data from open-ended questions were first categorized on the basis of key word and then coded for analysis. The focus group data were used as supportive arguments in the original format. All these associations which are directly related to our aims and objectives were analyzed with the help of chi-square test.
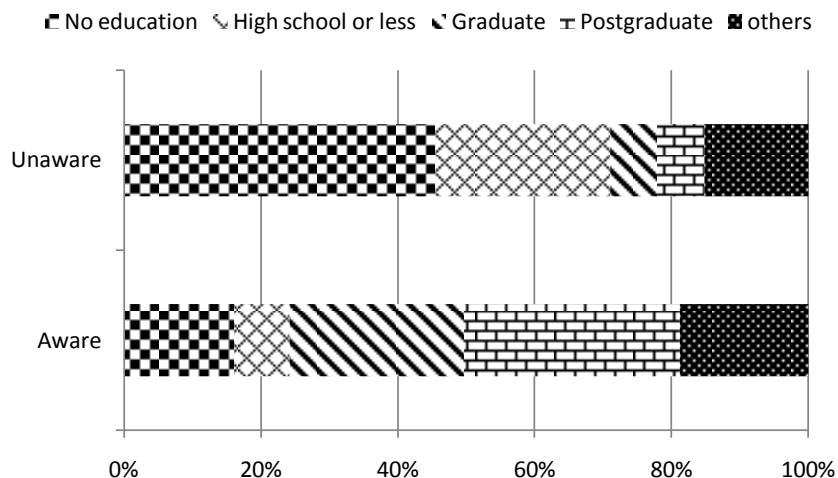
☐ No education ↘ High school or less ◣ Graduate ⊤ Postgraduate ▨ others

Figure 1. Respondents education and awareness of Forest Schools.

RESULT AND DISCUSSION

Characteristics of respondents

The 294 adult respondents comprised 107 (36%) females and 187 (64%) males. Ages ranged from 25 and below to over 50, with the majority (22%) in the 36-40 age range. Respondents from all walks of life took part in the survey but the majorities (31%) were with no formal education followed by postgraduate (19%). Majority of the children being interviewed were between 5-15 years while focus group children were under 10 years old.

Respondents' awareness of forest school and woodland uses

Half of the parents claimed that they were aware of forest schools, but no significant relationship was observed between gender and their awareness. In contrast, a significant relationship was found between ages of respondents and awareness of forest schools (χ^2=17.59, df 6, p< 0.05,). A significant relationship was also observed between respondents' education levels and awareness of forest schools (χ^2=73.38, df 4, p< 0.05), postgraduates and graduates being more familiar with term than those in the lower education levels (Figure 1).

A significant relationship was noticed between parent's awareness of forest schools and taking children to woodland or park (χ^2 =10.91, df 4, p< 0.05). It can be seen from Figure 2, that those parents who were aware of forest schools were giving their children woodland or park visit on daily and weekly basis compared to others.

Furthermore, woodland visits given to children by their parents were significantly influenced by woodland distance from their homes (χ^2 = 22.27, df 8, p< 0.05).

Children's woodland visits were significantly influenced by their attendance in Forest Schools programmes (χ^2= 15.60, df 4, p< 0.05). Figure 3 shows that children having experience of forest schools' programmes were frequently visiting woodlands compared to others.

The results revealed some interesting insights into how parents and children view and understand forest schools. It was observed that parents' awareness plays an important role to allow children to use woodland. Additionally children's use of woodlands can be encouraged and promoted with the help of forest schools' programmes. These observations concur with previous research showing that awareness of a particular place/space plays an important role in influencing individual's perceptions and use of it (Hu and Ritchie, 1993; Gobster et al., 2007). Increased familiarity of postgraduate respondents with the term 'Forest Schools' may be linked to their knowledge of a greater range of concepts compared to lower education respondents (Clifton et al., 1996). Parents' and children's decisions to visit woodlands were strongly influenced by the distance of woodland from their respective homes which was also observed by Thompson et al. (2002). There are number of health and social benefits of using woodlands, and forest schools appeared to strongly encouraged children's use of their local woodland. The differences were clearly reflected between forest schools attended children and others who did not attend the programmes. Those parents who did not want to send their children to forest schools stated that high risk is involved in allowing children do such programmes. However, all of the respondents including those whose children attended forest schools failed to mention even a single incidence to show that their fear was accordingly grounded in reality. Outdoor education significantly declined due to stated wrong perceptions that high degree of risk attaches to outdoor education (House of Common, 2005).

■Daily ▣weekly ▥Monthly ▦Occasionally ◩Never
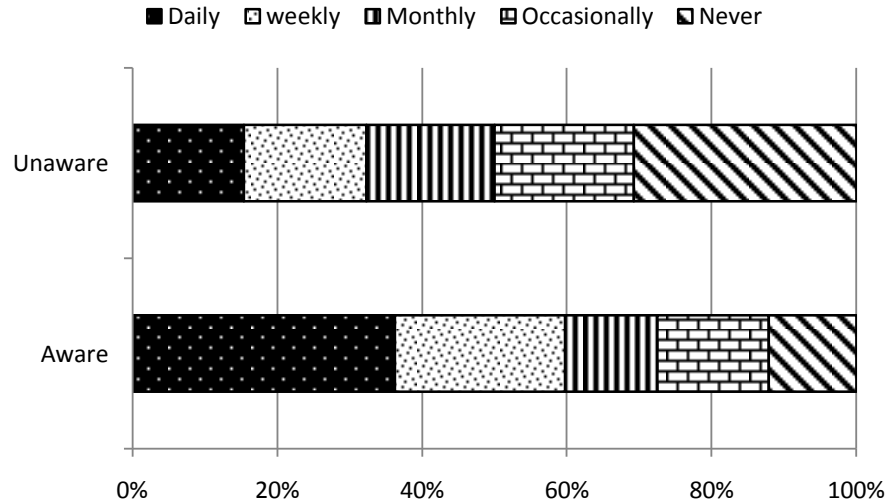
Figure 2. Respondents awareness and giving children woodland visits
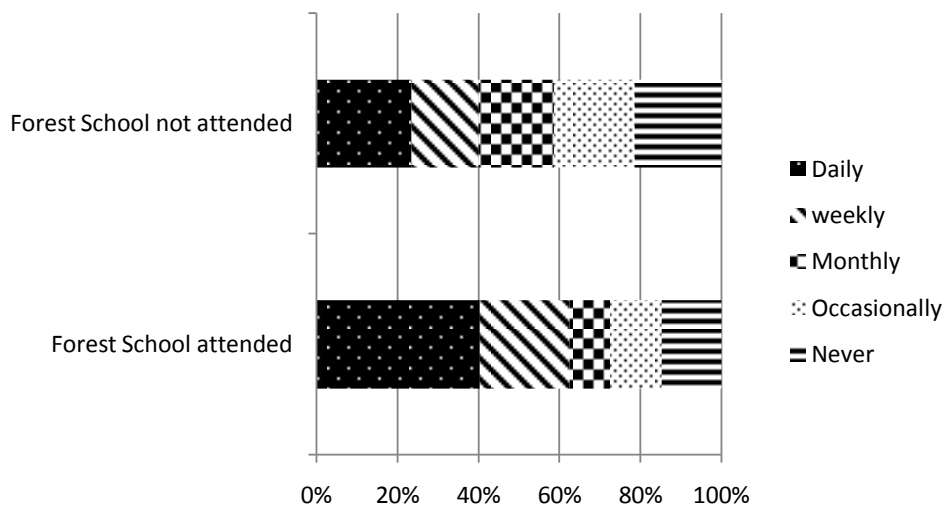
Figure 3. Children experience of Forest Schools and woodland visits

Children's attitude towards environment

Those children who attended forest schools appeared to have positive attitudes towards the environment. The majority of the children who attended forest schools' programmes appeared to get more upset when someone was seen throwing rubbish on the street as compared to those who did not attend forest schools (χ^2 = 0.0164, df 2, p< 0.05; Figure 4).

Children's interests in reading wildlife or environment related stories were found to be significantly increased by forest schools (χ^2 = 0.164, df 2, p< 0.05).

The results show that children who attended long term Archimedes Forest Schools' programmes appeared to

make strong connections between nature and children. Those children who had experience of forest schools showed more interest in issues related to the environment. They experienced getting more upset when people were throwing rubbish on the street. Similarly, they were taking more interest in stories and issues related to the environment. These findings give further support to the observations made by Wells and Lekies (2006) and Thompson et al. (2008). Children revealed that their interest in outdoor play increased after attending Forest Schools and now were more aware of the benefits that nature offers. They also claimed to enjoy learning and playing more in woodlands as compared to the classroom. Their ability to cope with mathematical problems
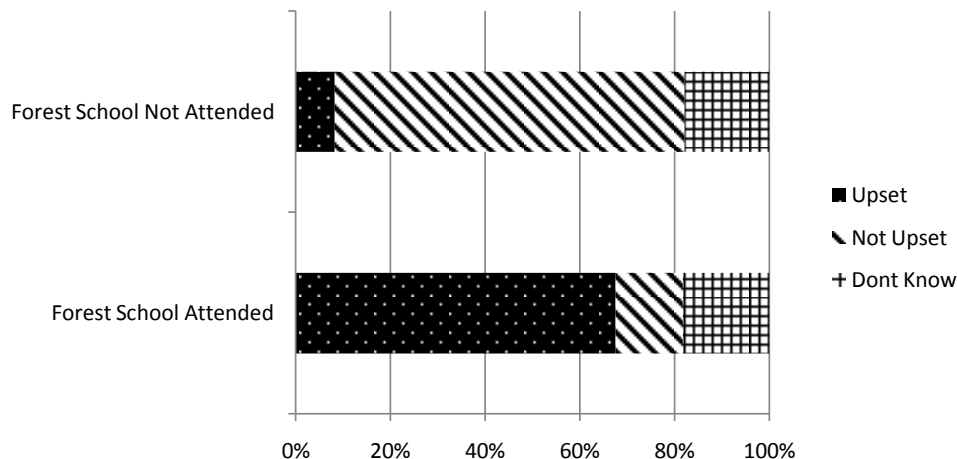
Figure 4. Children experience of Forest Schools and attitude towards environment.

has much increased due to forest schools' programmes.

Importance of children's outdoor experience

A significant relationship was noticed between Forest Schools awareness and the importance of outdoor learning (x^2 = 0.012, df 3, p< 0.05) and woodland visits (x^2 = 90. 15, df 3, p< 0.05). The majority of the parents claimed that their children's self confidence and physical activeness were significantly increased during and after their attendance at their forest schools' programmes. The claim was further confirmed through data obtained from the children's focus group and interviews. Although the majority of children claimed that they like forest schools due to physical activities, it was noticed that children's vocabulary and motivation toward learning was increased after they had attended forest schools. Social inclusion of children was also increased as Forest Schools attendees claim to have more friends than others. Furthermore, Forest Schools significantly increased children's interest in school and their attitudes toward school seemed to be more positive as compared to others. Strong connections were also observed between children's memory and their attendance at Forest Schools (as children named correctly the person who took them for their Forest Schools' programme.)

Conclusion

The findings of this research highlighted the importance of Archimedes Forest Schools for children and showed that a provision for attendance at long term Archimedes Forest Schools is made available for parents to allow their children to participate in Forest School programmes due to their identified benefits. The vast majority of parents and children appreciated Forest Schools and were aware of its benefits. It is also clear that listening to parents and children voices can inform understanding of their perceptions and opinions about forest schools and contributes to wider discourses on how forest school programmes can be improved in order to achieve the widest range of benefits for children and adults. In conclusion, the research team did not find any evidence to prove that high risk is involved when sending children for Archimedes Forest Schools' programmes but found enough evidence to prove that Archimedes Forest Schools increases children's academic, physical and social performance. Additionally, Forest schools help to improve connection between children and nature and contribute to their positive attitude towards the environment.

Conflict of Interests

The authors have not declared any conflict of interests.

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Full Length Research Paper

Effect of improvised instructional materials on students' achievement in Geometry at the Upper Basic Education Level in Makurdi Metropolis, Benue State, Nigeria

Iji C . O.[1], Ogbole P. O.[1*] and Uka N. K.[2]

[1]Department of Science Education, College of Agricultural and Science   Education, University of Agriculture, Makurdi, Benue State, Nigeria.
[2]Department of Mathematics, Abia State Polytechnic Aba, Abia State, Nigeria.

Among all approaches aimed at reducing poor mathematics achievement among the students, adoption of appropriate methods of teaching appears to be more rewarding. In this study, improvised instructional materials were used to ascertain students' geometry achievement at the upper basic education one. Two research questions were asked with associated two hypotheses tested at 0.05 level of significance. It adopted a quasi-experimental design of non-randomised pre-test post-test control group type. The research was carried out at Makurdi metropolis with a population of 1680 Universal Basic Education (UBE) students. From this, 139 students were sampled from four schools out of the 22 UBE schools. Instrument of the study was Geometry Achievement Test (GAT).   Research questions asked were answered using descriptive statistic of mean and standard deviation while the hypotheses formulated were tested at 0.05 level of significance using Analysis of covariance. The study found that student's were taught with improvised instructional materials. Also that both male and female in the experimental group equally improved upon their geometry achievement over those of the control group. Recommendations such as encouraging mathematics teachers to use improvised instructional materials in their mathematics classroom were made among others. Relevant and adequate conclusions were also made.

Key words: Improvised instructional materials, students' achievement, Geometry, upper basic education, Makurdi metropolis.

INTRODUCTION

The study of mathematics generally is considered as being basic for the preparation of every informed citizen and serve as a gateway into numerous career choices in life. D'Ambrosio (1997) stated that functional mathematics knowledge is the only true route to entering the modern world. This maybe why Soyemi (2005) opines that

*Corresponding author E-mail: ijiclements07@yahoo.com.

everybody uses mathematics in one way or the other in solving life problems. Nations that desire to forge ahead scientifically and technologically cannot afford to toy with the mathematical knowledge of her citizenry. This may be why more often than not; stakeholders in Mathematics education will always show concern about the mass failure of students in this subject at the public examinations.

Commenting on the achievement of candidates in mathematics, the West African Examination Council (WAEC) Chief Examiner (2007) reported that candidates were observed to be generally weak in Geometry. Geometry is an aspect of school Mathematics that has everyday application in the life of the child. It helps the child in the development of Aesthetism around his/her environment as well as inductive reasoning skills. Ugwuanyi. (2000) had earlier stated that Geometry is one aspect of Mathematics that is mostly dreaded by the students. Mathematics educators (Harbor-Peters, 2001; Iji, 2002 and Obodo, 2007) have therefore, been continuously exploring ways of ensuring that Mathematics is properly taught and learned in the school. The implication here, is that effective teaching of Mathematics should emphasize active learning. The learners must personally be involved. Agwagah (2001) had noted that Mathematics teachers in most cases do not use instructional materials in their Mathematics classroom, so most of the Mathematics concepts are taught abstractly. This may be because some of the Mathematics teachers think that instructional materials for teaching these Mathematics concepts are not in existence. Even when they are available, there is this complain of lack of money by the Mathematics teacher. This, maybe one of the factors responsible for students' continuous failure in public Mathematics examination in Nigeria.

Fanen (2005) stated that the availability and adequacy of instructional materials in schools for the teaching and learning of Mathematics concepts were affected by several factors of which some are low level of educational funding in Nigeria, students' population explosion even when provided, they are not related to the mathematical concepts being taught. It was observed that before now, governments (Federal, States and Local Governments) have been taking the responsibility of providing some basic instructional materials, however, this is no longer so. The Mathematics teachers must have to do something very urgent towards demystifying the learning of Mathematics at the upper basic education level. Piaget (1957) theory of concrete operational stage points that the Mathematics teacher should be conscious of the developmental level of the learner. This becomes very important because majority of the upper basic education level students are still at the concrete operational level of intellectual development. This implies that Mathematics teachers should adjust their teaching accordingly and ensure that Mathematics is taught and learned by solving. The implication here is that where instructional materials are lacking, they should be improvised.

Odili (1990) asserts that improvised instructional materials may be used as practice devices with which the students build accuracy, understanding and efficiency. According to Dada (2006), improvised instructional materials involve the act of producing and using alternative resources aimed at facilitating instruction. Again, Ikwuas and Onwiodiket (2006) state that improvise materials involve selection and deployment of relevant instructional elements of the teaching and learning process in absence or shortage of standard teaching and learning materials for meaningful realization of specified educational goals and objectives. Abimbade (2004) had earlier noted that the approach of using improvised materials in Mathematics classroom assist in proper introduction of new skills, develop understanding as well as show the appropriate way of doing things. It was on this ground that Kurumeh (2006) observed that the utilization of improvised instructional materials take adequate care of the three domains (Cognitive, affective and Psychomotor) thereby reducing the abstractness of the Mathematics concepts.

The problem of student's poor achievement in Mathematics has been a recurring decimal. This had necessitated consistent effort by stakeholders in Mathematics education. Koran (2001) had considered the effect of motivation on students' achievement in Mathematics. This was carried out in Kaduna state and it adopted a pre-test post-test quasi-experimental design. The study found among other thing that students that were motivated and achieved better in their Mathematics achievement than those not motivated. Etukudo (2002) conducted a study on the effect of computer assisted instruction on gender performance of junior secondary school students in Mathematics. This study was carried out in Rivers state, Nigeria. It adopted a quasi-experimental design with a population of 40 students (20 male and 20 female). It finally found that students' Mathematics achievement is not dependent on gender. To contribute further, Eze (2005) investigated the effect of improvised instructional materials on primary school pupils' achievement in Mathematics. This was conducted in Kano municipal public schools – Kano State. It also adopted quasi-experimental design. The study revealed among others that pupils in the experimental group achieved better than those in the control group. Furthermore, Iyekekpolor and Tsue (2008) carried out a study that considered the effect of improvised instructional materials achievement in mathematics. The area of study was Federal Unity College in Taraba state. The result revealed a better Mathematics on students' achievement in the experimental group. Equally Uloko and Usman (2008) used Ethno-Mathematics teaching approach and assert students' achievement in locus. The population consists of 253 Senior Secondary two (SS2) students from zone B education zone of Benue state. The study revealed that students in the experimental group achieved better. From

the fore going, it is obvious that efforts have been put in place to reduce poor achievement in Mathematics by students at various levels of education. These were done in various areas of Mathematics concepts ranging from Algebra, Trigonometry to Loci. This has given room for this study to try the utilization of improvised instructional materials in the teaching of Geometry at upper basic education level. It has also been observed that there exists inconsistency on gender issue as it affects student's achievement in Mathematics generally. The issue then is, will the utilization of improvised instructional materials help to improve both male and female students' achievement in geometry?

Purpose of the study

The main purpose of this study was to assert the efficacy of using improvised instructional materials on students' achievement in upper basic education level Mathematics. Specially, the study was to determine.

1. Whether the use of improvised instructional materials could improve student's achievement in Geometry at the upper basic education level.
2. Find out if both genders could improve on their achievement in Geometry due to the use of improvised instructional materials.

Research question

The following research questions were asked to provide guide for the study.

1) What are the mean achievement scores of students in the experimental and control groups as measured by the Geometry Achievement Test (GAT)?
2) What are the mean achievement scores of male and female students in the experimental and control group as measured by GAT?

Research hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance

1. There is no significance difference between the mean achievement scores of students taught geometry using improvised instructional materials and those taught without improvised instructional materials in GAT
2. There is no significance difference between the mean achievement scores of male and female students taught Geometry using improvised instructional materials in GAT

METHODOLOGY

The research design adopted for this study was quasi-experimental.

It specifically used a non-randomized pre-test post-test control design. The subjects of study were not randomized into experimental and control groups but were left as intact classes. This was to avoid the disruption of the school programmes. However, the classes were assigned into experimental and control groups. The study was conducted in Makurdi metropolis of Benue state, Nigeria. Makurdi serve as both the state capital and local government area headquarter. The study population was made up of 1680 upper basic education level one students from the 22 upper basic education schools in the study area. Simple random sampling of hat and draw method was used to select four schools from the 22 Universal basic education schools. The choice of basic education one was purposive.

This was basically because these classes serve as transitional from concrete operational stage to formal stage. The sample size for the study was 139 from the population of 1680 students. This comprised of 61 students for control group and 78 students for the experimental group. The choice of which schools and classes to be used as experimental and control was done through simple random sampling with the use of a flip of a coin. The instrument of this study was the Geometry Achievement Test (GAT). It consisted of 30 items made up of 18 lower order questions and 12 higher order questions. These items were developed in line with the instructional objectives as contained in the upper basic education one text book by the Mathematics Association of Nigeria (2004). GAT covered all the units taught during the period of this study. It was validated by two Mathematics teachers, one Mathematics educator and two measurement and evaluation experts. It has a reliability index of 0.86, established using KR_{20}. The study lasted for four weeks. Data collected and collated was analyzed using analysis of covariance since it will statistically remove all initial differences across the non-randomized groups – by partitioning out the variation due to extraneous variables, thereby increasing the precision of the experiment.

RESULT

The results from analysis of data for this study are presented according to the research questions asked and hypotheses formulated.

Research question one

What are the mean achievement scores of students in the experimental and control groups as measured by the Geometry Achievement Test (GAT)? The answer to this question is presented in table 1. From table 1 the pre-GAT mean achievement scores show that the two groups were of the same cognitive level before the treatment. While the Post-GAT mean achievement scores indicate improvement of the experimental group over the control group. The research hypothesis that further assert this research question is in table 2.

Research hypothesis one

There is no significant difference between the mean achievement scores of students taught using improvised instructional materials and those taught without improvised instructional materials in GAT. The test of this

Table 1. Mean achievement scores and standard deviation of students in the experimental and control groups.

		Pre-GAT		Post- GAT	
Variables	N	X	SD	X	SD
Experimental group	78	15.50	7.50	25.04	8.14
Control group	61	16.10	7.79	21.62	8.20
Total	139	-	-	-	-

Table 2. Two-way ANCOVA of the post-test achievement scores of students in geometry achievement test.

Sources	Type III sum of square	Df	Mean score	F_{cal}	F_{crit}
Corrected model	536629	2	2683.14	95. 18	3.84
Intercept	1805.39	1	18.05.39	64.05	3.84
Pretest-GAT	5297.70	1	5297.70	187.04	3.84
Group	412.12	1	412.12	14.62	3.84
Error	3833.51	136	28.6	-	-
Total	79052.00	139	-	-	-
Correct total	9199.80	138	-	-	-

$P \leq 0.05$

Table 3. Mean achievement scores and standard deviation of male and female students in the experimental and control groups.

			Pre-GAT		Post-GAT	
Variables	Sex	N	X	SD	X	SD
Experimental	Male	42	15.71	7.55	24.07	8.84
Group	Female	36	15.25	7.74	21.83	7.16
Control group	Male	36	16.36	6.96	20.08	8.47
	Female	25	20.60	8.37	23.84	7.40
Total		139	-	-	-	-

hypothesis is presented in table 2. From table 2, it could be seen that $F_{cal}(1,138) = 14.62 > Fcrit (3.84)$ at $P \leq 0.05$ level of significance. Thus, the hypothesis of no significant difference in mean achievement scores of students taught geometry using improvised instructional materials is rejected

Research question two

What are the mean achievement scores of male and female students in the experimental and control groups? The answer to this question is presented in table 3. Table 3 indicates that both the male and female students in the experimental group improved upon their mean achievement scores in the post-GAT more than the male and female students in the control group even though they

had higher mean achievement scores in the pre-GAT. The research hypotheses that further assert this research question is in table 4.

Research hypothesis two

There is no significant difference between the mean achievement scores of male and female students taught geometry using improvised instructional materials in GAT. The test result of this hypothesis is presented in table 4.

The result from table 4 indicates that Fcal of 13.31 > Fcrit 3.84. Thus, the hypothesis of no significant difference in the male and female mean achievement scores was rejected; hence, the use of improvised instructional materials improved male and female students'

Table 4. Summary of two-way ANOCA result of male and female students in experimental and control groups in geomentry achievement test.

Sources	Type III sum of square	Df	Mean score	F_{cal}	F_{crit}
Corrected model	5435.24	4	1358.81	48.37	3.84
Intercept	1741.46	1	1741.46	61.99	3.84
Pretest-GAT	5061.34	1	5061.34	180.16	3.84
Group	19.05	1	19.05	0.68	3.84
Sex	373.87	1	373.87	13.31	3.84
Group* Sex	39.95	1	39.95	1.42	3.84
Error	3764.56	134	28.09	-	-
Total	79052.00	139	-	-	-
Correct total	9199.80	138	-	-	-

$P \leq 0.05$

achievement in the geometry taught during this study was more than those taught without improvised instructional materials.

Summary of findings

The following major findings were based on the data presented for this study.

1. Students taught Geometry during this study improved upon their mean achievement scores due to the utilization of improvised instructional materials.
2. Both male and female students in the experimental group improved upon their Geometry taught during the period of the study.

DISCUSSION OF FINDINGS

The indication of the result that students taught geometry with improved instructional materials improved upon their mean achievement scores in post-GAT was a welcome development. The reason for this may have been that students were stimulated to learn by the use of improvised instructional materials that may have equally brought about competitiveness and enlivened the students to learn. These materials may have provided enthusiasm, excitement, as well as total involvement and enjoyment of the lesson. Again, the contents learnt were arranged according to the students' cognitive level. Thus, the results of this study has revealed that the adoption of appropriate classroom instructional strategy would enhance a meaningful learning of any Mathematics concept. This finding tend to be in line with Abimbade (2004), Eze (2005) who had earlier shown that students demonstrated greater understanding of Mathematics concepts as well as improved upon their Mathematics achievement due to the utilization of appropriate instructional strategy in the mathematics classroom. Again, it is interesting to note

that both male and female students improved upon their Geometry achievement test during the period of this study. The implication here is that utilizing improvised instructional materials in the Mathematics classroom is gender friendly. With more female embracing Mathematics mean more female scientists, engineers and more female participation in the technological development of the nation. This finding tends to be in line with Etukudo (2002) who found that there was no significant difference among the male and female students in Mathematics achievement test.

RECOMMENDATIONS

Based on the findings of this study the following recommendations are made

1. Mathematics teachers should make deliberate effort to embrace the attitude of improvising instructional materials in their mathematics classroom.
2. Workshop and seminars should be organized by stakeholders in Mathematics education for in-service Mathematics teachers on the need for improvisation
3. Mathematics teachers should be made to ensure that the improvised materials are relevant to the Mathematics concepts that they will be used.

CONCLUSION

The adoption of appropriate method(s) of teaching generally and in particular, at the Mathematics classroom has shown that subjects exposed to such method(s) improved upon their Mathematics achievement. This was clearly shown since the utilization of improvised instructional materials in this study enhances students' achievement in Geometry. Not only that, male and female students' in this study, equally improved upon their achievement in the Geometry taught during the period of this study.

Conflict of Interests

The authors have not declared any conflict of interests.

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Full Length Research Paper

A discourse analysis: Professional identity development of language teacher candidates

Tahir Gur

Cumhuriyet University, Faculty of Education, Sivas, Turkey.

Identity refers to all the characteristics that "specify who we are and also how we see other people" and is formed with the accumulation of our own experiences and those from social life with regard to certain roles like professional, political or parental roles. Some of the characteristics of identity that determine and describe professional part of identity are regarded as professional identity. Professional identity emerges as a result of condensation of individuals' own or society's perceptions around various themes. In this study we aimed to examine how language teachers develop their professional identity from earlier ages to university years. The study group is composed of 18 teacher candidates, 8 of whom are from the department of Turkish language education and 10 attend elementary education department. Data gathered by interviews and analyzed by discourse analysis. According to the findings, while the identity conveys imaginary properties in childhood, it becomes realistic later. Considerable number of students chooses their area of professions with compulsory-mostly negative- conditions.

Key words: Turkish language teacher, identity, professional identity, discourse analysis.

INTRODUCTION

Identity represents all the characteristics that "specify who we are and also how we see other people". As a highly sophisticated construct, identity comes into being as a result of cultural practices in the society and social and individual interactions in larger contexts throughout life (Wenger, 1998; Holland et al., 2001). According to another definition, identities are combinations of know-ledge, emotion, competencies and experiences with regard to a social role like teacher identity (Giddens, 1991). In short, identity is formed with the accumulation of our own experiences and those from social life with regard to certain roles like professional, political or parental roles.

Identity development is a process that starts with childhood and continues in adolescence with following stages of development. It includes individuals' self-des-cription, self-positioning, self-assessment and self-guidance. Individuals have a main identity composed of all identity statuses and different sub-identities such as professional, parental, sexual, and ideological identities. Besides individuals' own efforts, these identities develop with the influence and supply of many sources like environmental factors, ethnic factors, family situation, social environment, education etc. Professional identify as one of these sub-identities is shaped with the influence of the environment, education and personal

E- mail: tahirgur@yahoo.com Tel: +905333185518

choices starting from childhood. Some of the characteristics of identity that determine and describe professional part of identity are regarded as professional identity. Professional identity emerges as a result of condensation of individuals' own or society's perceptions around various themes. Among the leading ones are: regarding oneself as the performer of a profession, as having necessary skills and attitudes and regarding oneself within the context of a professional community and as a member of the community, differentiate themselves from other professional groups, society's acceptance of the person's competence to perform the occupation and society's association (Brott and Myers, 1999; Smith and Robinson, 1995). Reisetter (2004) pointed out that professional identity came into being as a result of interaction between personal world view and professional views and with the processes of accepting oneself as professionally adequate.

In today's economic, political and social world, the importance of identities emerges as an undeniable fact. In this context, the importance of social environment or having identity that is suitable for profession or choosing a profession that matches identity increases because professional identity is important for many issues like labor productivity and adaptation to workplace (Ibarra and Barbulescu, 2010). Therefore, individual and professional satisfaction, success and happiness and also development and characteristics related with professional identity become quite important for employers and institutions to reach their objectives. While various researchers state that there are many factors influencing professional identity development, it is underscored that education is one of the most important factors. Although education in earlier periods is also influential, especially university education plays a great role in students' professional life and vocational calling (Crosby, 2004; Dalton, 2001). University is an educational institution where individuals come after choosing their professions. Therefore, they are now ready to acquire competencies and expertise necessary for their profession. In other words, it is assumed that students starting university education have chosen their professions and are in the process of developing their professional identity in this direction. Besides, students at universities show greater interest in identity related issues like religion, faith and political choice (Higher Education Research Institute, 2005; Smith and Denton, 2005; Riley, 2004; Mariani and Hewitt, 2008). In the university years, students start to make many preferences and follow many practices that will affect their life in the future.

Teachers' professional development has recently been the subject of many studies. According to these studies, teacher professional identity is the identity that teacher candidates try to develop as a result of continuous and flexible process and necessary education so that they and their professional works are accepted as "teachers" (Choen, 2010). Hall et al. (2010) and Kwan and Lopez-Real (2010) supported this point of view and stated that acquisition of professional identity was shaped as a result of learning outcomes and solutions for challenges teachers can face and with the influence of the characteristics of strong teacher identities they have met in their educational lives on their life and ideas about teachers. In short, throughout educational processes, teachers consciously construct their professional identities that will affect themselves and the choices they will make when teaching (Gür, 2011).

During university education, students start to gain their professional identities besides other identities. During university education, candidate teachers are expected to mature their professional identities to start the profession. In this study, the effect of university education, which is the last step before starting the profession and where knowledge, skills, awareness and behaviors that shape teacher identity are acquired, on the process of professional identity acquisition of teachers will be examined via discourse analysis, which is one of the qualitative research paradigms.

Discourse analysis

"Language" has appeared as an increasingly attention-grabbing phenomenon since the second half of the last century. In short, as it is both a building block and product of social life (Börekçi, 2009), language as a phenomenon has increasingly become one of the most important object of studies in this area. With this increasing interest in language in this period called "linguistic era" by Rorty (1967), quantitative and qualitative methods and techniques that examine how language is to be researched and used in social sciences have been put forward. Discourse analysis, which is one of the qualitative techniques, considers discourse within the context it is produced. It is a method that examines language production, communication, sense-making, interpretation and spread with social and psychological points of views. It can also be defined as "an analysis carried out to understand discourse and social reality produced using a language" (Gür, 2011). Although discourse analysis studies are differently classified, they are generally grouped into two as discourse analysis proper that describe discourse and critical discourse analysis that includes power relations in discourse, power distribution, criticisms and assessments. When discourse analysis studies are considered, it is seen that discourse analysis is used in almost every field of study from communication to education, from law to political sciences. In discourse analysis, there is not one agreed technique, which can be used for every type of discourse. On the contrary, as discourse is individually produced, the methods researchers need to adapt depending on the discourse analyzed and their objectives. In this respect, discourse analysis enables researchers to have the flexibility to develop their

techniques according to the data collected. Accordingly, data to be used in discourse analysis can be speech in their own context (verbal data) or other discourse elements like written materials, written data, pictures and symbols (visual data). These raw data are prepared to be used in analysis. To this end, first of all verbal data are truthfully transcribed. To facilitate referencing, tracing and checking during analysis, lines or sentences are numbered. Similarly, visuals are also numbered. Later on, analysis is carried out descriptively or critically.

Aim

This study seeks to research how teacher candidates configure their professional identity development. To achieve this, how teacher candidates perceive and choose their profession and develop it was assessed based on their own discourse. How elementary school teacher candidates and Turkish language teacher candidates develop their professional identities and whether there were differences between departments was discussed. In this context, what affected professional identity choice most was also studied.

METHODOLOGY

Study group

In this study, the study group is composed of 18 teacher candidates, 8 of whom are from the department of Turkish language education and 10 attend elementary education department. Nine of the teacher candidates were chosen among female students and nine students were chosen among male students. The study group was chosen among students with high, medium and low Grade Point Average (GPAs). All of the students are senior class students and from various regions and socioeconomic backgrounds.

Data collection

Data were collected via group discussions. Groups discussions were carried out separately with students from different department in the researchers' office in the fall semester in 2013 and discussions were videotaped. In the interviews with the students, profound discussions were made about how they developed themselves since their childhood, how their knowledge and point of views with regard to professions have developed, how their perception and choice of profession developed as their level of education starting from elementary school increased; how they got prepared for university exam and made their preferences, how their points of view, profession perception and assessments evolved and factors that affect their profession choices. Transcription of more than a total of 12 hours of interview yielded a corpus of 9000 words. The recordings of interviews were transcribed and then two experts examined the compliance between audio and written materials and ascertained that they matched. Written form of each sentence was assigned a number. This number is composed of symbols referring to the producer of the sentence and indicating the session, line number and letters. For example, while "TA/I/123" stands for "123th sentence by student A from Turkish language teaching department in the 1st session", the number "SB/II/18" refers to "line 18 uttered

by student B from Elementary Education department in the 2nd session.

Data analysis

As determination of context is of great prominence in discourse analysis, initially context was defined. The context of discourse was defined based on information from questionnaires given to the students. While defining the context, the researcher sought to determine general, historical, sociological and psychological elements that could affect the discourse. After the context was determined, critical discourse analysis method was used for analysis. Therefore, the analysis focused on the points where individual judgment, assessment and critics intensified rather than on the characteristics of the language. The ideational and contextual basis of these ideas was determined. Excerpts from the students' talks on these issues are added just below these ideas.

RESULTS

Context

The students who came from various regions of the country shared flats with friends or stayed in dormitories and subsisted themselves on scholarships and their families' financial support. All of the students were from middle or low income families and parents of 6 students were self-employed or farmers and the rest had regular monthly income. While the elementary education was one of the fields with the highest number of appointments during the students' high school education and university entrance exam, the number of appointments in this field was very few in the year when the study was carried out. Teachers working for state schools are chosen with central exams. As for Turkish language teaching, more appointments are expected in recent years. The graduates of both programs are not only to be successful on the KPSS (Public Personnel Selection Examination) but also rank higher among other candidates who took the exam. Both departments are four-year bachelor degree programs. While average GPA of the students at the department of elementary education was calculated to be 3.36 out of 4.00, the average GPA of the students in the department of Turkish language education was determined to be 3, 13 out of 4.00.

FINDING AND CONCLUSION

Construction of professional perception

In professional identity development, individual's perception, awareness and knowledge of the profession in his/her environment is of great importance. Most of the students had their first interactions with regard to professions in their immediate environments. In this context, they learnt their parents or family members' jobs. They stated that they commenced to become aware of and

learn the professions of their parents and the other adults around them before elementary school or the first years of elementary school.

Excerpt 1- SG/I/97: In my pre-school period, we used to go to our orchard with my family. My father would pick up fruits and vegetables and sell them to commissioners in the marketplace. After the marketplace, we would go to get our car fixed. In this way, I could understand that people did different jobs. I even remember that some friends of mine would regularly go to school's football field to play football. I used to help my father in the field and orchard as we always had jobs to do. As their fathers were civil servants, my friends would not work but play football.
(Alıntı 1- SG/I/97: çocukluğumda daha okula gitmezken ailemle birlikte bahçemize giderdim. Orada sebze meyve ne varsa alır hale gider komisyonculara satardı babam. İşte ordan gider arabamızı tamir ettirirdik. Ben o şekilde anlıyordum insanların çeşitli işler yaptıklarını. Hatta mahalleded arkadaşlarımdan bazıları düzenli top oymanaya giderlerdi okulun sahasına. Ben sürekli işimiz olduğu için bahçede tarlada babama yardım ederdi. Onların babaları memur olduğundan arkadaşlarım çalışmazdı çok top oynarlardı.)

Furthermore, some students stated that they had knowledge about some professions due to various factors especially in pre-school period. These general negative narrations by people in their close environment about various subjects and with various aims also build students' perceptions of profession.

Excerpt TD/I/65: My elder sister used to frighten me saying that they would hand me over to the Police. Besides, I always associate doctors and other health workers with white coats with pains of injections and other pains. My first knowledge was that police was someone who takes us to police station and health workers were "people who give injections".
(Alıntı TD/I/65: Beni ablam seni polise vereceğiz diye korkuturdu. Ayrıca ben beyaz önlüklü doktor ve hastanede diğer çalışanları iğne olma ve acılarım ile hatırlarım hep. Yani ilk bilgilerim polisi bizi götüren, sağlıkta çalışanları ise "iğneci" olara tanıdım.)

Some students started to get informed and create perceptions of professions with the inducement of family members even before they started elementary school. This guidance had their place in their lives as first professional inculcations.

Excerpt TC/I/36: Even before I started elementary school, my father used to say my son would be a doctor. I would say I would play the doctor when asked because I think I did not have knowledge about profession. Later I started to learn what a doctor does. In our games, if there were

elder pupils, they would play the doctor. If I were alone I would play the soldier game because all my friends liked playing the soldier. They would say "Lump playing the doctor let's play the soldier."
(Alıntı TC/I/36: Babam daha ben okula gitmeden benim oğlum doktor olacak derdi. Ben de bana sorduklarında doktorluk oynaycam derdim. Çünkü daha gerçekten meslekler hakkındaki bilgim yoktu herhalde. Daha sonra doktorun neler yaptığını öğrenmeye başlamıştım. Oyunlarda eğer çevremde büyüklerimden kimse varsa doktor olurdu. Eğer yalnızsam asker olurdum. Çünkü tüm arkadaslarım da asker olmayı seviyorduk. Onlar da derdi "bosver doktorluğu asker olalım" derlerdi.)

The students stated that even before they started the school, they regarded some people on TV and other visual media as heroes or heroines and role models in line with their interests, abilities, and that they started to make their first plans for their professions under the influence of their heroes or role models jobs.

Excerpt TI/I/26 In our neighborhood we would always argue who could be a good football player because we knew footballers made a lot of money. Besides, some friends of mine wanted to be singers and some others wanted to be computer game designers.
(Alıntı Tİ/I/26 mahallede sahada top oynadıktan sonra arkadaşlarla hep hangimiz iyi futbolcu olabiliriz diye tartışırdık. Çünkü futbolcuların iyi para kazandığını biliyorduk. Ayrıca bazı arkadaşlarımız şarkıcı, bazıları bilgisayar oyun yapımcısı olmayı isterlerdi.)

Development of profession identity and knowledge throughout years

As elementary and secondary education students started to knowing themselves, their environments and society, their knowledge, perceptions, beliefs, values and choices with regard to professional identity commence to come into being and develop. This process, which starts as early as pre-school period, includes not only continuous development but also change. In pre-school, during school and later, professional identity understanding, which develops intertwined with a number of imaginations, come to be more realistic towards the end of secondary school. Generally, factors like possible successes and failures, income level, environment, family, school and teachers have played roles in the embodiment of professional identity.

Excerpt SD/II/14: When I only started secondary school, I would say I would be a doctor. In time, all my teachers found out it as well. When I got a low mark a few times, my teacher started to say "you cannot be a doctor". Little by little I started to talk more about being a doctor. I am the only boy in my family. My father told me not to go to

school or if I go to school to choose a job that would let me help him with his business in our hometown. I thought, like many other teachers in my environment, I would be able to work in my hometown if I became a teacher.
(Alıntı SD/II/14: Ben daha ortaokula ilk geldiğimde ben doktor olacağım diyordum. Zamanla bunu tüm öğretmenlerim de öğrendi. Birkaç defa fenden düşük not alınca öğretmenim bana "sen doktor filan" olamazsın demeye başladı. Ben yavaş yavaş doktorluktan daha az bahsetmeye başladım.Ben ailemdeki tek erkek çocuktum. Babam oğlum ya okuma ya da okursan buraya gelebilip hem bana yardım edip hem de mesleğini yapabileceğin bir iş seç dedi. Ben de çevrede öğretmenlik yapan birçok tanıdığım gibi öğretmen olursam memleketimde çalışabilirim diye düşündüm.)

In the following years, individuals gradually started to develop their professional identity which has already developed unconsciously with the influence of others and conditions. Most of the students stated that their choices with regard to their professional identity had developed towards the end of secondary education. They remarked that this awareness especially influenced their preferences in line with their own and their families' skills and socioeconomic levels. In this context, economic factors related with individual, family and society have come to fore as the most emphasized reason for profession preference.

Excerpt SG/II/22: While I was in high school, I wanted to study International Relations. I also wanted to study Business Administration which required Turkish-Math score. But my family had financial problems. It seemed difficult to find a job in these fields. I thought that the most appropriate job for me would be teaching as I would be able to find a position as soon as I graduate. My family wanted it to be so as well. I thought that I would study the course I wanted while working as a teacher. In fact, my score was adequate for some of the BA and IR departments. Perhaps I could study this course if I wanted. I had to choose teaching as well.
(Alıntı SG/II/22: Ben lise ikiye giderken Uluslarası İlişkiler okumak istiyordum. Türkçe-Matematik isteyen İşletme de istiyordum. Ama ailemin durumu yoktu. O alanlarda da iş imkanı çok zor görünüyordu. En isabetli işin mezun olur olmaz iş bulabileceğim öğretmenlik olduğunu düşündüm. Ailem de zaten böyle istiyordu. Öğretmenlik yaparken de okurum diye düşündüm istediğim bölümü.
Aslında bazı yerlere puanım da yetiyordu. Belki istesem olurdu. Ben de mecburen öğretmenliği seçtim.)

Development of teacher identity in higher education

Among the participants, 13 teacher candidates stated that they had not thought of becoming a teacher till the

last years of their secondary education and even till university entrance exams. They chose education depart-ments later due to various reasons and thus they had changed their previous professional preferences in the earlier years. Here two main development models emer-ge. While the first group of teacher candidates develop their professional identities starting from pre-school periods with their own wills, the second group chose teaching partially with the compulsion of their conditions and constructed their professional identities in the late years of their secondary education and during higher education.

Teachers who adopted teaching as the profession in earlier times in their lives stated that they had constructed their professional identity since their elementary school years. These students marked that their teachers in-fluenced their lives and that they had teachers as role models and carefully followed and examined their teachers. Teachers are not only source of information but also set examples that are relevant with other areas of life. It was determined that these students adopted this profession, which they aimed for in university exam preparation period and in their university and department preferences, even before they start university education. This adoption and psychological readiness for this profession enabled them to be happy and be successful in their departments. The students who did not adopt teaching as a profession at early ages and who chose this profession with the inducement of various challenges and conditions stated that they had various problems when making this decision and during their university education. In the process of making decision and preference, they stated that they were more or less disappointed and it took time for them to accept this after their decisions. The students also marked that realistic thinking and decision making should be predicted at at an earlier age. Concordantly, it can be said that most of these students complain that their realistic thinking skills developed late. Some of the students in the second group stated that they would be more successful if they studied the course they had wanted to study, some of them maintained that in time they increased their low level of success in the first years of university and had developed essential skills for being a teacher. Most of these students stated that they did not think of being a teacher till they retire and that they could change their job if new opportunities emerged.

In the light of all these data, it was seen that pro-fessional identity developed starting from early age. Initially, this identity, which develops imaginatively and is far from realities, takes its final form after being conti-nuously revised with increasing age on the basis of the conditions of the individual, family, environment and society. Two main paradigms emerge in teacher's professional identity. A group of teacher candidates who adopted and developed their professional identity at earlier ages express their commitment to teaching, the

other group of teacher candidates composed of the ones who state that they preferred this profession due to various conditions and that they could think of changing their profession if new conditions and opportunities emerge. It was seen that these students lack motivation with regard to positions, courses and other issues in the future related with their profession. It was determined that professional commitment and loyalty is lower in these students.

DISCUSSIONS AND SUGGESTIONS

According to the results of this study, identity in general and professional identity develops with the influence of social environment, society and conditions but follows an individual specific developmental route. These results are in line with the results of studies by Erikson (1968) and Schwartz (2005). The results also support the findings of the study by Kroger (2003), who states that individual motives, beliefs and personal experiences are influential. But the process is different from other counterparts in Turkey; some compulsory conditions have much effect professional identity development, such as low income and Socio Economic Status (SES), living in rural areas, and etc. As a result of the study, it was understood that teacher candidates who chose teaching profession later in their educational life and with the compulsion of the conditions have low motivations. Further studies are to be conducted to determine the causes of this lack of motivation and to find out the effectiveness of various methods to increase their motivation. Again, it is necessary for universities and other related partners to determine about students who lack motivation are to do both in their university years and in their professional lives in the future.

Conflict of Interests

The author have not declared any conflict of interests.

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Full Length Research Paper

Legal and ethical issues of persons with special needs in Nigeria

C. C. Asiwe* and Odirin Omiegbe

Department of Educational Psychology, College of Education, Agbor, Delta State. Nigeria.

Persons with special needs have innate abilities and when properly harnessed through proper education would be able to contribute ultimately to their development as well as that of the society they reside in terms of political, social, economic and technological development. Before such group of persons can be properly educated there is the dire need for the resolve of some ethical and legal issues. This paper therefore, chronicles the genesis of legal issues and milestones on the education of persons with special needs before Nigeria's independence in 1960 and present date. Attempts were also made to examine some ethical issues, legal issues and problems which arose during the evolution of legal framework on the education of persons with special needs in Nigeria. Finally, suggestions were made to solve these problems to enable persons with special needs have access to appropriate education, ultimately improve themselves and contribute to the political, economic and technological development of the society they reside.

Key words: Impaired, Nigeria, International labour Organization.

INTRODUCTION

Persons classified as those with special needs abound in every societies. Various labels have been used to classify and identify them. Such labels include disabled, handicapped, impaired and exceptional. The Federal Republic of Nigeria (2004) in the National policy on Education asserts that this group of people may be classified into three categories:

1. The disabled: People with impairments (physical, sensory) and because of this impairment/disability can not cope with regular school/class organization and methods without formal special education training. In this category, we have people who are:

1. Visually Impaired blind and the partially sighted.
2. Hearing impaired (deaf and the partially hearing);
3. Physically and health impaired deformed limbs, asthmatic;
4. Mentally retarded (education, trainable, bed ridden);
5. Emotionally disturbed (hyperactive, hypoactive/the socially maladjusted/behaviour disorder);
6. Speech impaired (stammarers, stutterers);
7. Learning disabled (have psychological/neurological educational phobia or challenges).
8. Multiply handicapped.
2. The Disadvantaged: The children of nomadic pasto-rals, migrant fisher, folks, migrant farmers, hunters, etc

who due to their lifestyles and means of livelihood, are unable to have access to the conventional education provision and therefore require special education to cater for their particular/peculiar needs and circumstances.

3. The gifted and talented: People (children and adults) who have/posses very high endowed with special traits (in arts, creativity, music, leadership, intellectual preco-city, etc) and therefore find themselves insufficiently challenged by the regular school/college/university programmes.

However, the following classification would be considered, the visually impaired, speech impaired, hearing impaired, the physically and health impaired, the learning disabled, the gifted and talented, the mentally retarded, and emo-tionally disturbed (Omiegbe, 1998). There is the dearth of statistics of such group of persons to Nigerian society. However, Adeniyi (2008) noted that the high incidence and prevalence of disabilities in the contemporary world is worrisome. He stated further that, according to an International labour Organization (ILO) source there are more than 500 million physical challenged people in the world today with a greater percentage from the developing countries. Using the UN's (United Nation's) projection that (1) in every (10) Nigerians has one disability or the other, the population of the disabled persons in Nigeria will be in the region of 14 million persons (Adeniyi, 2008). If it is accepted that students' enrolment into primary and secondary levels of education in Nigeria is about 25 million, there should be at least 2.5 million children of school age in Nigeria (Bakare and Obam, 1992 in Adeniyi 2008).

What are legal and ethical issues? Hornby (2001) defines the word legal as "what is allowed or required by the law" and the word ethical as "what is morally correct and acceptable in a society" and the word issue as an "important topic people are discussing". Therefore, legal and ethical issues as regards special needs education has to deal with the discussion of topics (in special needs education) as allowed or required by the law and accep-ted to be morally correct. Societies all over the world are governed by ethics and laws. Such laws come into being through bills which are sponsored by individuals, some group of individuals or voluntary organizations. Laws are for the betterment of the society. Persons with special needs also require laws that can make them function effectively in the society. In the education of persons with special needs they require an adapted or modified type of education to suit their learning skill or performing a given task. The underlying reason behind this is that they are handicapped in terms of learning a skill or performing a given task due to the limitation occasioned by their disabilities. To make their education to be functional and worth while there is need to pass into law bills that would remove this handicapping conditions placed on them by their disabilities. This paper therefore succinctly examines

rules, policies, acts, bills and laws enacted for the education of persons with special needs in Nigeria. To explain more about what laws are, Texas Department and Mental Health and Mental Retardation (1978) states:

Rules tell us what we can and cannot do. Rights are special rules that are written in the law to try to make sure that everyone is treated fairly. As a mentally person; you have the same rights all citizens have (such as the right to vote) unless some of your rights have been taken away by a judge in court. If you are 18 years old, or older, you can make your own decisions unless you have a guardian. Before a guardian is named to make decisions for you, you will have a hearing in a court with a judge. You can have a lawyer to protect your rights and help you tell your side of the story. If you don't have enough money for a lawyer, the court may pay for one to help you. Only a judge can give you a guardian. The guardian may be your parent or it may be another adult. No one has the right to hurt you or take advantage of you. You have the right to live in a place where you can make as many of your own decisions as possible, based on your needs and abilities. This may be with your family, with your friends, or where there are people trained to help you. If you are looking for a job, you cannot be denied the right to work just because you are mentally retarded. But you might not get the job if you cannot do the work. If you have a job, you have the right to be paid fairly for the work you do. No one has the right to refuse to sell or rent you a place to live just because you are mentally retarded. You have the right to public support for schooling and training. If you are between the ages 3 and 21, that education is free. It doesn't matter how mentally retarded you are or whether you have other handicaps. Depending on where you live and what you need, this education may be provided at public school, a state school, a community center or some other place.

Special needs education legal framework

On the evolution of legal framework of special needs education Nigeria National Teachers Institute (NTI) (2011) states:

In the last thirty years Nigeria has become a signatory to a plethora of international conventions, which are all aimed at securing the interest of disabled Nigerians and gifted children. Furthermore, the Nigerian populace in recent times have proactively advocated for the review of the current legislation in order to further safeguard the disabled. Therefore, the goal of this section is to chrono-logically highlight national and international legislative instruments that regulate the Nigerian education sector particularly the education of special needs children till date. First, these conventions and legislations, the inherent rights and privileges granted in these documents

will be briefly highlighted with its deficiencies fleetingly indicated with the purpose of providing a holistic view of the aforementioned sector. Second, attention will be paid on the provisions of the Nigerians with disabilities decree, 1993 and the Nigeria Disability Bill 2009 (HB 37 and 46) effectively examine their strategic clauses for effective understanding of these legislative instruments. Third, various national education policies will also be examined since it reflects the governments educational objective per time. Finally, recent legal developments will also be highlighted in an attempt to provide the reader with up-to-date information on the rights of special needs children in Nigeria".

Historically, most Nigerian legislations, policy frameworks and guidelines that exist to protect the interests of Nigerians with disabilities particularly in relation to the special education needs of children with disabilities and/ or gifted children have been influenced by international conventions treaties, guidelines, manifestos and directives. Chiefly amongst these are those from the United Nations International Children and Emergency Fund (UNICEF) and the United Nation Educational Scientific and cultural organization (UNESCO) declarations. With the above in mind, the Macpherson Constitution, 1951 (pre-independent Nigeria) placed education on the concurrent list: therefore both the central and regional governments were empowered to legislate on their respective educational needs. Consequently, between 1954 and 1955, the (then) Western Region's Education law was enacted. This law provided that special schools should be made available for children with serious difficulties, while a similar legislation was enacted in northern Nigeria in 1956. Other relevant legislations include the Lagos Education Ordinary, 1957 (Article 61g) and the Northern Nigeria Education Law of 1964. These legislations typified pre-independent Nigeria, which is commonly referred to as the Humanitarian Era. During this time the special education needs of the country were established, operated and managed by private voluntary organizations (PVOS) (that is, Christian missionaries) and private individuals, and later these institutions were granted aids by the government. However, following a declaration by the (then) Head of State Major General Yakubu Gowon, in a nation-wide broadcast in 1974 that "henceforth the Government would provide special education". The Nation Development plan (1975 to 80) was revised and provisions were made for the training of special education teachers with emphasis on the needs of special education facilities. The aforementioned declaration, the national conference on curriculum development, 1989 and the introduction of the Universal Primary Education (UPE), 1976, monitored by the Universal Basic Education Commission (UBEC) served as a backdrop for the government interaction in the national special education sector. This interaction later cumulated into the introduction of a National Policy in Education (NPE) 1977 and heralded

the social service Era in the history of Nigerian education sector (NTI 2011).

The NPE, 1977 gave tangible meaning to the idea of equalizing educational opportunities for all children, their physical, mental and emotional disabilities notwith-standing. The policy provided that handicapped children and adults would be granted adequate education, with the intention that they would be able to play their roles fully in contributing to the development of the nation, and to provide opportunity for the exceptionally gifted children to develop their skill at their own pace in the interest of the nations economic and technological development. Bye and large, the NPE 1977, took cognizance of the provisions of the united nation universal declaration of human rights, 1948 which made distinctive provisions guaranteeing a child's universal right to education. Therefore, NPE, 1977 made "innovative" provisions to ensure the integration of children with disabilities and for gifted children into the mainstream of regular schools. Furthermore, the NPE 1977 housed the Universal Primary Education (UPE) scheme and abolished the 6-5-2-3 educational system and introduced the 6-3-3-4 system. However, the NPE, 1977 failed as a result of the hasty, shallow, ill-informed and disjointed planning based on faulty statistics and inadequate funding. Nevertheless, Plateau State, Nigeria following the tenets of the 1981 mandated the compulsory education of children with disabilities vis-à-vis the rehabilitation of their adult coun-terparts in the aforesaid state.

The Nigerian Government following the adoption and ratification of the African charted and human rights, enacted the African Charter on Human and Peoples Rights (Ratification and Enforcement) Act Chapter A9, No. 2 of 1983 (Chapter 10 LFN 1990) thereby, enshrining principal international provisions which sought to promote human and African people rights particularly the welfare of person with disabilities into the Nigerian laws. Additionally, the Act also safeguards the child with disabilities and/or the gifted child's equal right to quality and education and their protection from all forms of discri-mination. Another notable legislation is the education (National Minimum standards and the establishment of institutions) Decree No. 16 of 1985, which sought to regulate and articulate the government's educational policies. However, this decree offered minimal provisions for the special education needs of children with vis-à-vis the gifted Nigerian children. Nigeria also became a signa-tory to other international conventions like the ILO Convention (No. 15a) concerning vocational rehabilitation and employment (disabled persons), (1983/1985) and the World Programme of Action concerning disabled person (1981) with the combined aim of providing for the protection of the above mentioned categories of persons. These international protocols also stressed the impor-tance of vocational rehabilitation as a means of facilitating their integration or reintegration into the society. However, although Nigeria was a signatory to these conventions,

they were never codified into Nigerian laws therefore its provisions are not enforceable, never the less, future policies affecting the interest of the child with disability and/or the gifted child were drafted with their provisions in mind (NTI, 2011).

The 1990's and 2000's also witnessed a significant contribution from the government in terms of regulatory commitment as well as legislative policy in put. Therefore, in response to the global initiative and in furtherance to Nigeria's ratification of numerous international conventions including the principles for the protection of persons with mental illness and the improvement of Mental Health Care (1991) United Nations Standard Rules on the Equalization of opportunities for Persons with Disabilities, 1993 and declaration on the Rights of Disabled (1995) alongside other international instruments, the Federal Government of Nigeria enacted the Nigerians with Disability Decree, 1993, the first and only legislation aimed at catering for the special needs of the above categories persons. The Disability Decree 1993 was enacted to "provide a clearer and comprehensive legal protection and security for Nigerians with disability as well as establish a standard for the enhancement of their rights and privileges, guaranteed under this decree and other laws applicable to the disabled in Nigeria". In addition, legislative provisions were made in this decree to cater for their right to free education in public educational institutions at all levels, the training of special education personnel to cater for their educational development, vocational training for the disabled to develop economic skills, the adaptation of all educational institution to the needs of the disabled and the equipping of public educational facilities in other to guarantee easy accessibility to these institutions.

The Nigerians with disability decree, 1993 also integrated the resolutions and declarations of international legislative protocols like the (UNESCO), the Salamanca statement; principles, policy and practice in special needs education, 1994 and the Jomtien Declaration on Education for all, 1990, Convention on the Right of the Child 1990 so as to protect the right off special needs children. However, this decree was characterized by large classes, ineffective joint resource mobilization, planning, implementation, and monitoring systems, inadequate quality assurance systems and the lack of training of special need personnel alongside other reasons. Furthermore, the decree was promulgated without the requisite polities to enable its implementation to meet the special needs of people with disabilities. Therefore, it was imperative that the National special needs framework be revised to provide a more robust system to cater for the needs of special needs children in tandem with international best practices. Consequently, following the advent of democracy and the passage of the 1999 constitution of the Federal Republic of Nigeria, more cogent provisions were included to cater for the rights of the Nigerian child and this is encapsulated in chapter ii and iv of the constitution.

While sections 13 to 24 of chapter ii [FRN 1999] provides for the fundamental objectives and directives principles of state policy with section 18 stating that the "Government shall direct its policy towards ensuring that there are equal and adequate educations opportunities at all levels" etc", section 33 to 46 chapter iv of the same constitution mandates the protection of human rights. However, the above-mentioned section 18 [FRN 1999) which guarantees a special needs child right to education is not enforceable as a result of provisions of section 6(6) (FRN, 1999). Furthermore, Section 15 of CFRN, 1999 which prohibits discrimination does not expressly mention disability as basis for such discrimination. Thus, while there is an inexplicable dearth of adequate legal framework for education in post-independence Nigeria. The CFRN (1999) which is the supreme of the land equally makes every discourse on the legal framework "a nonsense on a stilt" save the provisions of the Nigerians with Disability Decree 1993 (NTI, 2011).

Following the adoption of the Convention on the Rights of the Child (CRC) in 1989 and the enactment of the Child's Right Act 2003, alongside other international instruments like the World Education Forum: Dakar Framework for Action, 2000, the Nigerian national policies on the education of children with disabilities become largely influence by those legislative provisions and formed the coherent force that influenced the adoption of national policies going forward. In 1999, the federal government adopted the Universal Basic Education (UBE) policy and enacted the UBE Act, 2004. Whilst the expanded vision of UBE comprises the universalizing of access and promotion of equity, focusing on learning and enhancing the environment of learning and strengthening partnerships, the Act provides the enabling framework through which the government supports states towards the delivery and achievement of uninterrupted Universal Basic Education for the Nigerian child in line with its international commitments by offering basic education for "all children" from age 5 to 16. This Act influences and resulted in the review of the National Policy on Education. The National Policy an Education (2004) accorded prominence to the concept of inclusive education as an integral part of the UBE policy as a result, inclusive education became the norm rather than the exception for the education of special needs children in Nigeria. These policies specifically provide for equal educational opportunities to all Nigerian children irrespective of any real or imagined disabilities. The policies further states that education of children with special needs shall be free at all levels and all necessary facilities that would ensure easy access to education shall be provided via inclusive education of special class and units into ordinary/public classes under the Universal Basic Education (UBE) programme.

However, these policies have been characterized by an inadequate early detection and identification mechanism, a limited number of monitoring and evaluation specialists,

a derisory implementation structure nationwide, the lack of opposite funding to procure equipment and train specialists in special needs education and the lack of accurate data on the categorical proportions of students with disabilities in public schools in Nigeria. Additionally, these policies, at best are unenforceable official declarations. These lapses have resulted in current thrust towards the passage of the Nigeria Disability Bill, a more robust legislative instrument which caters for some of the needs and rights of persons with disabilities in Nigeria. The bill remedies some of the lapses observed thus far and aligns Nigeria and other African nations, such as South Africa and Ghana, which have already enacted similar legislation to protect persons with disabilities. The bill further aligns Nigeria with its international obligations particularly the provisions of the United Nations Convention on the Rights of Persons with Disabilities (CRPD), 2010 which obligates parties to fully realize the right of persons with disabilities through the adoption of "all appropriate legislative, administrative and other measures of the implementation of the rights recognized in the present convention. The bill, in tandem with article 4(1) CRPD, also seeks to "ensure and promote the full realization of all human rights and fundamental freedoms for all persons with disabilities without discrimination of any kind on the basis of disability".

Additionally, section 33 of the Bill, in agreement with the provisions of section 1 Child's Right Act (CRA), 2003, also states that "in all matters concerning children with disability, the best interest of the child shall be the primary consideration. The bill also incorporates national and international mandate which obliges the equal treatment of persons with disability and the protection of same from discrimination as contained in the constitution, the CRA, the African Charter Act and CRPD to mention a few. Adequate provisions are also made in the bill to guarantee their right to health and education without discrimination or segregation. The bill also proposes the establishment of a commission to be tasked with the responsibility of formulating and implementing the government's policies and guidelines for the education and social development of persons with disability. Section 87 of the bill, broadens the statutory definition of disability by recognizing that:

1. Discrimination can occur in relation to mental, intellectual, sensory or physical impairments.
2. By incorporating the social model of disability (endorsed in the CRDO) by referring to disability as the interaction between the person with impairment and external barriers.
3. By focusing on the promotion of equally rather than on the categorization of various disabilities; and
4. By establishing an inclusive rather than an exclusive definition, which respects disability as an "evolving concept", (NTI, 2011).

On 24th June, 2011, the Lagos State Governor, Mr.

Babatude Raji Fashola (Senior Advocate of Nigeria) signed into law the special people law (SPL), 2011 following the successful passage of the Lagos State special peoples' Bill by the Lagos State House of Assembly. Thus, making Lagos State the First State in Nigeria to promulgate a law specifically aimed at demonstrating the CRPD and similar normative standards. The signing of the law will not only advance the inclusion of persons with disabilities into the socio-economic environment of Lagos State, but will also further ensure Lagos-Nigeria's adherence to the provision of CRPD alongside its optional protocols. The Special Peoples Law, 2011 incorporates many of the obligations under the CRPD, including the non-discrimination, education, health and data collection provisions. Furthermore, section 23(1) SPC, 2011 states that "all levels of government shall take appropriate steps to ensure that persons living with disability have good standard of living for themselves and their families including adequate food, clothing and housing, and continuous improvement of living conditions" Section 24(3) of the law also mandates the modification of accommodation so as to provide access to such property for persons with disability. The law also establishes the office of Disability Affairs in compliance with the provision of CRPD (NTI, 2011).

CONCLUSION

The discussion has shown the evolution of legal framework of special needs education in Nigeria. However, despite how laudable the achievements are on the journey of enacting laws on persons living with disabilities there are some knotty issues that are yet to be resolved and they are discussed as follows:

1. Labeling: Label is a word or phase that is used to describe somebody or something in a way that seems to general, unfair or not correct (Hornby, 2001); labels such as disabled, deaf, mentally retarded, emotionally disturbed, stammerers, learning disabled, etc are found in some of these policies, bills and laws on persons with special needs. "Labels and classification are important tools of administration. It is helpful for budgeting especially at the point in time when accountability is being demanded by school systems and parents. Labels and classification are potentially lethal and dehumanizing. Evidence abounds in mental health and psychiatry and even in special education that individuals that are labeled and classified are on these bases are denied of their Fundamental Human Rights. Right to function and associate freely can become a vanishing reality to the person labeled and classified. The limits of the damaging potential of labels and classification have not been successfully defined by physiatrists and sociologists yet: in their stigmatic effects labels are pervasive. (Adima et al., 1988). Moss (1974) observes that "one of the most volatile issues the emerged during the decade was the

labeling of children. The fluency which surrounds the issues of labeling brought forth advocates from every possible point of view. There were those against labeling in any form. There were those rushing to defend the use of labels. There were those who considered the use of the term mentally retarded in bad taste. The labeling or mislabeling of children will continue to be an "issue" in special education as long as new programmes are developed which are more precisely designed to meet the particular needs of particular subgroups of children. Children are labeled and grouped according to today's knowledge and programme. As new programmes are developed the old categories and programmes will not fit all children. Therefore, in order for these issue of labeling which affects the fundamental human rights of persons with special needs to be addressed there is the need for professionals in the field of human endeavour such as medical doctors, special teachers, guidance counselors, sociologists, psychologists, clinical psychologists, psychiatrists, and lawyers to meet and come up with a more "decent and dignified" labels for persons with special needs so as not to encroach on their fundamental human rights.

2. Inclusive education: The policies, bills and laws on persons with special needs favours inclusive education. Stout (2001) observes that "inclusion remains a controversial concept in education because it relates to educational and social values, as well as to our sense of individual worth. Any discussion about inclusion should address several important questions:

1. Do we value children equally?
2. What do we mean by inclusion?
3. Are there some children for whom "inclusion" is inappropriate?

There are advocates of both sides of the issue. James Kauffman of the University of Virginia views inclusion as a policy driven by an unrealistic expectation that money will be saved. Furthermore, he argues that trying to force all students into the inclusion mold is just as coercive and discriminating as trying to force all students into the mold of special education class or residential institution. On the other side are those who believe that all students belong in the regular education classroom, and that 'good' teachers are those who can meet the needs of all the students, regardless of what those needs may be between the two extremes are large group of educators and parents who are confused by the concept itself. "They wonder whether inclusion is legally required and wonder what is best for children. They also question what it is that schools and school personnel must do to meet the needs of children with disabilities". These issues parents and professionals concern with the education of children with special needs should meet to resolve so as not encroach on the rights of children with special needs and other children who are not classified as children with special needs. These issues have to be resolved too so

as to meet the needs of all students because in an inclusive class some of these special needs students will have learning difficulties placed on them by their disabling condition and in addition such a condition disturbs/ interferes with other students.

3. Laws for persons with special needs: It should be noted that policies and bills are 'toothless bull dog'. They are mere statements of intent that are not blinding. It should be noted that it is only Lagos State Government that has signed into law the Special Peoples Law (SPL) 2011. To what extent is the law implemented? One may rightly say that the implementation is a 'tip of an ice berg'. Since 2009, the Nigeria Disability Bill is waiting for assent by the president before it can be legal. Last year during the World Disabled Day in October, persons with disability made a clarion call to all Nigerians to literally beg the president to pass into law the Nigeria Disability Bill. The bill is yet to see the light of the day. One fact that should be known is that, government is not prepared to pass into law the Nigerian Disability Bill. Before the bill is passed into law certain issues have to be addressed and they are:

1. Finance – To implement the law required huge financial involvement example, schools have to be built with such group of persons in mind, such as building of ramps and other facilities to suit their learning. In addition, schools that are already in existence have to be modified to suit this group of persons.

2. Logistics – Teachers (both regular and special teaches) have to be trained on how to implement these laws. Indeed much is involved apart from these two reasons which are beyond the scope of this paper. It is hoped that these and some other issues should be resolved quickly as possible so as to pass into law the Nigerian disability bill of 2009.

Conclusively, it is hoped that the issues raised here would be addressed because when persons with special needs rights are met and have access to appropriate education, they would ultimately improve themselves and contribute to the political, social economic and technological development of the society they reside.

Conflict of Interests

The authors have not declared any conflict of interests.

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Full Length Research Paper

The views and suggestions of Social Studies teachers about the implementation of drama method

Celikkaya, Tekin

Faculty of Education, Ahi Evran University, Kirsehir, Turkey.

Associating knowledge with daily life leads to permanent knowledge, which increases students' success in school. Drama is viewed to be one of the most effective methods that serves a purpose, and many researchers have determined that this method must be included at all levels of education. There are not much studies on social studies teachers' knowledge, opinions and suggestions about drama method. Hence, the purpose of this study is to seek social studies teacher' opinions on implementing drama as a teaching method. Phenomenology, one of the qualitative research designs, was used to collect data in the study. The research was carried out with 16 Social Studies teachers out of 22 Social Studies teachers working in 15 out of 39 secondary schools located in the city centre of Kirsehir. They were chosen on a voluntary basis in 2012-2013 education year, with simple random sampling. The data were collected with semi-structured interview form in the study. The semi-structured interview form used in the research consists of six open-ended questions which include the knowledge, opinions and suggestions of Social Studies teachers about drama method. Inductive analysis, one of the content analysis, was used to analyse the data obtained in the research. It was revealed in the research that the teachers were not aware of the stages of drama, and they only implemented drama method as a method in which students memorize the roles they are assigned, act the roles on the stage in front of the audience either by reading from a piece of paper or reciting. It can be stated that the teachers only used the enacting stage of drama method. The teachers stated the problems which they encountered while implementing drama method as follows: lack of course hours, too much noise and overcrowded classrooms. For using drama method more effectively in Social Studies teaching, the teachers suggested that first classrooms for social studies should be established.

Key words: Social Studies teachers, drama method, Social Studies lesson.

INTRODUCTION

Secondary school period is an important period for students to gain certain behaviours and to internalize these behaviours. Thus, it is important that in addition to

learning the course in this period, students should gain experiences which will give them opportunities to actualize what they have learned with the activities. The

aim of Social Studies course is not only to transfer knowledge and raise individuals who are only equipped with knowledge. Hence, it becomes more important that while teaching Social Studies course those methods which will enable the students to adapt themselves to social and physical life and actively engage students in learning process must be used.

In Social Studies teaching, various methods and techniques such as narration, question and answers, field trips and observation, project, discussion (panel, debate, forum, and so on), case study, drama, problem solving, group work, brainstorming, exhibition, individual work, benefiting from a reliable source and acting are used (Acıkgoz, 2005; Binbasıoglu, 1988; Can et al., 1998; Demirel, 2006; Erden,1997; Kücükahmet, 2000; MEB-EARGED, 2007; Nas, 2000; Sönmez, 1996; Tay and Öcal, 2008). Drama method, one of these teaching methods, enables students to actively participate in the course (Aykac and Adıgüzel, 2011; Malbelegi, 2011; Önder, 2000), increases their interest in the course and creates an enjoyable and a pleasant learning environ-ment; therefore, it is very important and effective for Social Studies course.

The use of drama in education as a method enables the modern man to regulate his social relations, get to know himself, produce, and exhibit his existence. The function of drama is quite important in education. Although drama is used in the meaning of play, it is used as a teaching method in education and its purpose is to develop affective, cognitive, and behavioural skills (Genc, 2003,p.196).

Associating knowledge with daily life leads to per-manent knowledge, which increases students' success in school. Drama is viewed to be one of the most effective methods which serves a purpose, and many researchers have agreed that this method must be included at all levels of education (Aykac and Adıgüzel, 2011; Debre, 2008; Göncüoglu, 2010; Kaf, 1999; Okvuran,1993).

Drama method can be defined as a method which is created by itself for various educational purposes and acting life experiences similar to original and live presentations (Hesapcıoglu, 1997, p.218). Drama also reinforces knowledge via audio and visual perceptions by acting and living (Uzgören, 2011, p.27-28). Lindvaag and Moen (1980) define drama method as a teaching method which makes social, universal, and abstract concepts, subjects such as history and literature meaningful and teaches them by enacting them by feeling the special organized experiences concretely (as cited in Önder, 2000, p.31). Drama method is one of the oldest teaching methods which enable students to learn how to act under different conditions via experiential learning (Demirel, 1996, p.61).

The terms, method and techniques are used inter-chageably in some conditions and they are mixed with each other. While a method is defined as the most correct, the most reliable, and the most regular way chosen and followed consciously to reach a goal, to solve a problem, to finalise an experiment, and to learn or to teach a subject, a technique is described as a style of implementing a teaching method or the whole things carried out in a classroom (Demirel, 2006; Erciyes, 2008; Saban, 2009) .There are many techniques used to reach the target goal during the implementation of stages in drama process. Some of these techniques can be listed as follows: Role play, Miming, Improvisation, Imitating, Fantasy game, Changing roles, Envisaging, Acting stories /events, Puppets (Adıgüzel, 2010; Karadag and Calıskan, 2005; Önder, 2000).

The purpose of the study

Although the study conducted (Aykac, 2008; Debre, 2008; Göncüoglu, 2010; Karatas, 2011; Pehlivan, 1997; Yılmaz, 2013) determined the contribution of drama method to students' academic achievement (Koc, 2013) and the teachers' competencies about drama method, no re-search results were found on the Social Studies teachers' implementation of drama method. Accordingly, some of the studies in the field made contributions to the discussion of the research. In the study, the views of the Social Studies teachers were taken in order to identify their lack of knowledge about "drama method", how they used it, the problems they encountered during the implementation and their reasons, and what should be done to eliminate the deficiencies. In order to actualize these purposes, this study sought answers to the following research questions:

1. How do Social Studies teachers implement drama method in their lessons?
2. How often do Social Studies teachers use drama method in their lessons?
3. According to Social Studies teachers, which topics in Social Studies text books use drama method?
4. According to Social Studies teachers, which topics in Social Studies text books should be taught using drama method in order to be more effective?
5. What kind of problems do Social Studies teachers encounter while implementing drama method?
6. What do Social Studies teachers suggest in order to use drama method more effectively in Social Studies courses?

METHOD

Phenomenology, one of the qualitative research designs, was used to collect data in the study. Phenomenological research enables individual perceptions or perspectives related to a specific concept to be revealed and interpreted (Yıldırım and Simsek, 2006). The aim of this study is to explore the opinions of Social Studies

teachers about drama method.

Sampling of the study

The research was carried out with 16 Social Studies teachers Social Studies teachers working in 15 out of 39 secondary schools located in the city centre of Kirsehir. They were chosen on a voluntary basis in 2012-2013 education year, with simple random sampling. Out of the 16 Social Studies teachers, 6 of them are males and 10 of them are females. The teachers' length of service ranges between 1 and 16 years and over.

Data collection tools

The data were collected with semi-structured interview form in the study. While designing the interview form, pre-interviews were carried out with five Social Science teachers, who were not involved in the population and the relevant literature was examined. In the light of the data collected, the first draft of the interview form was developed. The views of the four experts, two faculty members and two teachers were received for the "content validity" of the rough draft of the observation form. In this context, the experts were asked to evaluate each aspect of the form regarding the criteria "appropriate", "inappropriate" and "needs to be developed". The interview form was finalized with the experts' suggestions and views. The semi-structured interview form used in the research consists of 6 open-ended questions which include the knowledge, opinions and suggestions of Social Studies teachers about drama method. The interview form consists of two parts. In the first part, there were questions about gender and the length of service. In the second part, there were interview questions. The interviews were conducted with the teachers individually in a place and time determined by them. The interviews were recorded and the recordings were later transcribed. Then, to check the transcriptions, they were given to the interviewees and their approvals were received.

Data analysis

Inductive analysis, one of the content analysis, was used to analyse the data obtained in the research. Inductive content analysis is a qualitative method of content analysis that researchers use to develop theory and identify themes and concepts underlying the data and the relations between the concepts via coding (Yıldırım and Simsek, 2006,p.227). Some of the data obtained were analysed regularly during data collection. After the activities were completed, the data were re-examined and the consistency and the relation between the re-examined data were analysed. An expert from the field helped to verify the voice recording reports and interview recordings. The expert examined 20% of the research data independently and later he compared them with the researcher's reports. As a result of the comparisons, it was found that the reports were compatible with each other and both the researcher and the expert reached an agreement on identifying the themes. Quotations from the text documents were included in order to support the researcher's interpretations and reflect the teachers' viewpoints.

FINDINGS

The teachers were asked to explain how they used

Table 1. Views of teachers on the implementation of drama method.

Views	f
Assigning student small roles	8
Acting historical subjects	3
Acting representative samples	3
I carry out performances with willing students	2
I myself dramatize the event	1

drama method in their lessons and the data obtained were presented in Table 1.

The answers given to the research questions were presented in the tables in this section. While presenting the findings, the sequence of the questions in interview form was used. The teachers' views were presented as T1, T2, T3, …,T16 to support the data and reflect the teachers' view points clearly.

This question aimed at determining the stages the teachers used while implementing drama method. When Table 1 was analysed, most of the teachers stated that they implemented the method using only its acting stage by assigning small roles to the students (8), then acting historical subjects and representative samples (3), carrying out performances with wiling students (2), and dramatizing any event on their own (1). About assigning small roles to the students, T11 stated, "*I assign roles to my students. They work at home and act in the classroom.*" T8 said, "*Sometimes I have performances with my students about a topic.*" T4 stated that s/he dramatized the event by him/herself and explained the situation, "I *don't often use drama method. However, when I use it, I generally put myself in the centre and a theatrical presentation occurs with mimics and gestures, voice, and body language."*

The teachers were asked to explain how often they used drama method in their lessons and the data obtained were presented in Table 2. When Table 2 was analysed, half of the teachers stated the frequency of their using drama method with responses as *I don't often use drama method (8), I never use it (3), I always and often use it (2) and I very often use it (1).* About not using it very often while T4 stated*, " I don't often use it, I prefer it with some topics*" , T14 said, " *Frankly, I don't use it very often because student's creative intelligence and ability are important for this method and also it must be related to the subject."*

The teachers were asked to explain which subjects used drama method in Social Studies books and the data obtained were presented in Table 3. This question aimed at determining how effective the teachers used the text-book. When Table 3 was analysed, the teachers stated that while they used drama method, they mostly only use this with history subjects (7) and communication (4), they

Table 2. Views of teachers on the frequency of implementation of drama method.

Views	f
I very often use it.	1
I often use it.	2
I always use it.	2
I don't often use it	8
I never use it	3

Table 3. Views of teachers on the subjects which use drama method in social studies textbooks.

Views	f
History subjects	7
Communication	4
Paying Tax	2
No subject in my mind	2
Regimes	2
Democracy	2
Human rights and freedom	2
Not many subjects in the book	2
Choice of profession	1
Values	1
Consumer rights	1
Tissue and organ donation	1
Population and settlement	1

Table 4. Views of teachers on the effectiveness of the subjects in social studies textbooks when they are taught with drama method.

Views	f
History subjects	11
Regimes	3
Publicity of important people	2
Tax	2
Right to elect and be elected	2
Current issues	2
Geography subjects	2
The Turks on the Silk Road	1
Life on the Earth	1
Economy and social life	1
Responsibilities	1
Occupations	1
Communication	1
Pirate	1

used it least frequently with choice of profession, values, consumer rights, tissue and organ donation, and population and settlement.

While T9 stated that history subjects were used with drama method and explained it as *"The Council Committee in Ottoman Empire, World War I, The School Life of Mustafa Kemal",* T12 stated*, "it was used with history subjects about emperor's speech and the wars."* T6 stated that there was not a subject in his/her mind and explained the situation like that, "*Because I don't use it, I don't know the subjects. It has not drawn my attention."*

The data obtained from the teachers' explanations about which subjects would be more effective and understood better with drama method were presented in Table 4. This question aimed at presenting the similarities and differences between the subjects which were included in the text book and the subjects which were required to be in the text book by the teachers.

When Table 4 was analysed, the teachers stated that mostly history subjects (11) and regimes (3) must be included in the textbook and the Turks on the Silk Road, life on the Earth, economy and social life, responsibilities,

occupations, communication, and pirate (1) would be understood better if they were taught with drama method.

T3, one of the teachers who wanted to teach history subjects with drama method said, " *It is very effective while telling the wars. When you explain the wars to the children directly, they get bored, but when you tell them to act, all of them participate in the lesson with pleasure. The important point here is to make the subjects which children do not like and get bored more permanent and fun, isn't it?"* T11 stated, "*In my opinion, historical subjects must be enacted because the children are mostly bored with them and they forget them. Moreover, children think that it is an ordinary thing with direct instruction because you can't give that feeling. Because the children are engaged in the process with drama method, the awareness increases. Moreover, due to direct instruction of history subjects and having to memorize them especially at these ages, the children hate history course throughout their life."* T16 stated that current issues must be taught and, "It *can be implemented with many subjects according to student's interest and desire. But, I think that it will be more effective if it is used with the subjects which tell current issues."* T10 stated that geography subjects must be taught and stated: "Geography subjects such as types of coast and climate issues and the agricultural products grown depending on climate may be taught with drama method. *For example, a group of students may act like mountain ranges running parallel to the coast and another group of students may be the mountain ranges running vertically to the coast. The other students try to run through them. While they can go inwards through the mountain ranges extending vertically, they can't go inwards through the mountain ranges running parallel. Its*

Table 5. Views of teachers on the problems they encounter while implementing drama method.

Views	f
Lack of course hour	10
Too much noise	5
Overcrowded classrooms	5
Physical conditions of the classrooms	5
Negative attitudes of the students	5
Lack of teacher knowledge	3
Lack of student motivation	3
Lack of student seriousness	3
Lack of Social studies classrooms	2
Finding costumes	1

Table 6. Views of teachers on their suggestions offered about the use of drama method more effectively in social studies course.

Views	f
Social studies course classrooms must be created	8
Teachers must be offered in-service training	5
Textbooks must be more guiding	5
Course hours must be increased	3
Drama classes must be created	3
Help must be asked from expert teachers	2
The number of students must be decreased	2

results are discussed, and so on. Some of them become climate."

The teachers were asked to explain the problems they encountered while implementing drama method and the data obtained were presented in Table 5. This question aimed at determining the factors which had an effect on teacher's use of drama method. When Table 5 was analysed, the teachers had problems while implementing drama method and even they cannot use drama method due to lack of course hours (10), too much noise, overcrowded classrooms, physical conditions of the classrooms and the negative attitudes of the students (5), lack of teacher knowledge, physical conditions of the classrooms, lack of time, lack of student seriousness, lack of student motivation (3), lack of social studies classroom (2), and finding costumes (1). T16 expressed lack of course hours: *"Time…Time…Time…. . It is the biggest problem. Course hour is not enough to teach our own subjects even with direct instruction."* T10 mentioned too much noise: "*We have some noise. Social studies course is a little noisy, we move the desks";* T11 mentioned lack of teacher knowledge:" As a teacher, it is difficult to say that we are conscious. *I read drama method from the articles. It was completely different from the one I implemented. I did not know which one was right."* ; T2 stated about lack of seriousness: *"Students may sometimes lack seriousness, in other words, they become frivolous and make fun of things."*; T6 mentioned student's negative attitudes: *"Everybody can not take a part, the student has an attitude against the teacher, and s/he is jealous of his/her friends. It is meaningless to create an environment like that."*; T10 stated social studies classrooms: *"I had a social studies course classroom in the school where I worked before and it had U shaped desks. It was easier. Preparation was not required."*

The teachers were asked to offer suggestions about the more effective use of drama method in Social Studies course and the data obtained were presented in Table 6.

The aim of this question was to determine the necessary conditions required by the teachers to implement drama method. When Table 6 was analysed, the teachers mostly stated that Social Studies classrooms must be created (8), then teachers must be offered in-service training and the textbooks must be guiding (5), course hours must be increased, drama classrooms must be created (3), and expert teachers must be benefited from and the number of students must be decreased (2). T10 mentioned the formation of social studies classrooms: *" Of course it would be better if there were mixed classrooms like foreign language classrooms. The traditional classrooms are suitable for direct instruction."* ; T4 mentioned in-service training to the teachers: *" First of all, teachers and students are not ready for drama method. They don't have much knowledge. Moreover, drama method has not become a habit. Informative seminars about this subject must be given practically."* ; T5 mentioned the same topic: *"Instead of holding meetings about nonsensical things for many hours , we must gather for such things."*; T12 expressed the textbooks being more guiding: *"The activities of the subjects suitable for drama method may be added to the teacher's books."*; T13 mentioned the formation of drama classrooms: "*drama classrooms may be formed, materials may be provided and students may be divided into groups and do some work."*

DISCUSSION AND CONCLUSION

While Karadag and Calıskan (2005,p.132) studied the implementation stages of drama method in four steps, Adıgüzel (2010,p.124) discussed it in three stages but he did not mention relaxation stage. These stages are:

1. Preparation- Warm Up Stage (Planning Stage)
2. Acting (playing) Stage (Plays)
3. Relaxation Stage
4. Evaluation Stage

Drama was a compulsory course in Pre-School Teaching,

Primary School Teaching, Turkish Teaching and Foreign Language Teaching departments in Education Faculties in 1998. The program in Education Faculties was re-evaluated in 2006 and drama became a compulsory course in the departments of Physical Education Teaching, Primary Education Social Studies Teaching, and Hearing Impaired and Gifted Children Teaching (Yegen, 2009,p.17). Teachers mix drama method with role play, a technique of drama method used in acting stage. Karadag and Calıskan (2005, p.134) and Adıgüzel (2010, p.432) evaluated role play as a technique used in educational drama in acting stage. It was revealed in the research that the teachers were not aware of the stages of drama, and they only implemented drama method as a method in which students memorize the roles they are assigned, then they act the roles on the stage in front of the audience either reading from a piece of paper or reciting. It can be stated that the teachers only used the acting stage of drama method. When the teachers' length of service in the sampling was considered, most of them (75%) had a 11 year or above experience while 12.5% of them had experience between one and five years and 12.5 % of them had experience between 6 and 10 years. Because the majority of the group did not take a course under the name of drama during their undergraduate studies, their lack of knowledge about the stages of drama can be evaluated as a typical condition. However, as the teachers with experience between one and five years were considered to be appointed as as novice teacher for the first time, although they had taken drama course in their undergraduate studies, neither of them discussed the stages of the drama. It can be stated that the teachers did not use drama method adequately. The studies conducted reveal (Aydemir, 2012; Aydemir and Akpınar, 2012; Celikkaya and Kus, 2009) the use of drama method less frequently by Social Studies teachers.

In addition to the training offered to the teachers in in-service training, it is important that drama method must be included in the textbooks which are the equipment and tools used commonly by the teachers in their profession (Adıgüzel, 2010; Karatas, 2011). For that purpose, Teacher's Guidebook and Student's Books (MEB, 2011; MEB, 2011a; MEB, 2011b; MEB, 2012; MEB, 2012a; MEB, 2012b) were examined to determine the implementation of drama method in Social Studies Teaching Curriculum. It was found that social studies teacher's guidebook published by MEB included miming technique with one activity in the 5th grade and drama method and role play with two activities in the 4th grade. Textbooks published by private publishing companies tried to include drama method in each class level. They included drama method with two activities in the 4th grade, one activity in the 5th grade, five activities in the 6th grade, and two activities in the 7th grade.

Information about drama method in the 4th grade (MEB, 2012, p.46); 5th grade (MEB, 2012a, p.47); 7th grade (MEB, 2012b, p.52); and detailed information about role play and dramatization methods /techniques in the 7th grade (MEB, 2012b, p.56-57) were given. Despite these, drama method, predicted to be used while teaching the courses, was used to teach total three activities in the 4th and 5th grades. Although explanations about drama were made in few sentences in the textbooks published by private publishing companies in the 5th grade (MEB, 2011, p.18) and 7th grade (MEB, 2011a, p.14), subjects taught with drama at each class level (4-7) were included. Drama method was mostly used while teaching five subjects in the 6th grade.

About the question which asked which subjects were taught using drama method in Social Studies textbooks, the teachers stated that history subjects and then communication subject included drama method. However, they stated that the subjects which used drama method least frequently were choice of profession, values, consumers' rights, tissue and organ donation, and population and settlement. While some of the subjects stated by the teachers were included in the textbooks (values, human rights and freedom, regimes, and so on), some of them were composed of the subjects which did not use drama method (tissue and organ donation, and population and settlement). This situation reveals that the teachers did not use the teacher's guide book adequately and also they mentioned the subjects which were required to be in the text book.

Using drama method with all the subjects of Social Studies course which includes mostly abstract concepts has an important effect on increasing achievement. It is possible to reenact the situations encountered in social life via drama at any time. In addition to providing opportunities for the children to live and learn the situations which they will not be able to experience, drama method provides many positive benefits in terms of developing students' cogntive, interpretation, perception, listening, and speaking skills effectively (Karadag and Calıskan, 2005,p. 99). Morris and Welch (2004) state that students find drama method beneficial while learning Social Studies subjects and developing their cognitive skills. Students study the subject about the history of the old world, read it and act the scenario. As the story is displayed, students will bring whatever was experienced in the ancient times and places into the class environment. Students use structured drama to learn the events, places, and people in the past. They put themselves into the shoes of the characters in these historical events. Of course, the students develop their prediction ability to predict their lives and the events they are going to experience in the future.

There is a great similarity between the subjects which were included in the Social Studies textbooks and the subjects which were required to be in the textbooks by the teachers. The teachers stated that history subjects should be taught with drama method because acting and

implementation were easy. However, what must not be forgotten is that after drama method is planned and the techniques suitable for the subjects are used, it can be used with any subject.

The teachers stated the problems which they encountered while implementing drama method as follows: lack of course hours, too much noise, overcrowded classrooms, physical conditions of classrooms, and negative attitudes of the students, and then lack of teacher knowledge, physical conditions of classrooms, lack of time, lack of students' seriousness, lack of students' motivation, lack of classrooms for Social Studies course, and finding costumes. The problems arise due to lack of knowledge about drama method, but if we have enough information about drama method, the problems will be resolved.

To use drama method more effectively in Social Studies teaching, the teachers suggested that: first classrooms for social studies should be established, teachers should be given in-service training and the text books should be more guiding for the teachers, course hours should be increased, drama classes should be structured, expert teachers should be benefited from, and the number of students in the classrooms should be decreased.

Setting up social studies classrooms not only makes the teachers' work easier but also saves them the time of making changes in class organization. If in-service training given to the teachers is practical rather than theoretical, it will be more beneficial.

Suggestions are offered in line with the findings obtained in the research:

1. Web pages, CDs, books, and programs which will inform the teachers related to the determination and implementation of the method, techniques, and strategies should be prepared.
2. In addition to having content knowledge, teachers are required to be a good drama leader in order to use drama method. Thus, teachers can be given in-service training courses on drama by the Ministry of Education.

Conflict of Interests

The author have not declared any conflict of interests.

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Full Length Research Paper

A comparative study on American and Turkish students' self esteem in terms of sport participation: A study on psychological health

Korkmaz Yiğiter

School of Physical Education and Sport, Düzce University, Turkey.

The present research was conducted in order to compare self-esteem of American students with Turkish students in terms of the sport participation at the universities. For this purpose, a total of 460 students (Mage=19,61±1,64) voluntarily participated in the study from two universities. As data collection tool, Rosenberg (1965) Self-esteem Scale was used to determine scores of the self-esteem in relation to participants. There was a significant statistically difference in self-esteem between students doing sports and those not doing sports in both countries (0,001, $p<0.05$). There was a significant statistically difference between American and Turkish students in terms of the sport participation (0,001, $p>0.05$). These findings were evaluated and discussed in terms of the self-esteem of university students.

Key words: Self-esteem, sport participation, students.

INTRODUCTION

In today's society, psychological health of people have been getting worse owing to various changed habits with reference to daily life. The world has been changing year after year, as habits do. All people have been affected by this changing all over the world positively or negatively. One of the most influensed psychological aspects of people is self-esteem. The self-esteem has long been viwed as an integral component of psychological well-being (Klıng et al., 1999). Maslow described in his hierarchy of needs whereas one of these needs is self-esteem contributing to psychological well-being. Without it, people are unable to grow and eventually reach the final stage self-actualization. He maintained that there are two

forms of esteem. There is the need for respect from others, and the need for self-respect, or inner self-esteem. Respect from others includes acceptance, status, appreciation and recognition. This self-esteem is more fragile and easily lost than inner self-esteem (Greenberg, 2008).

Positive self-esteem is an important trait that contributes to the positive development of adolescents (Bailey et al., 2009). People with high self-esteem have been characterized as possessing self-respect and self-worth, whereas those people with low self-esteem are thought not to respect themselves, feel unworthy, inadequate, or inefficient (Rosenberg, 1965). In this context, people with high self-esteem tend to be more active in their daily

activities, have more optimistic attitude, and better psychosocial health (Bowker et al., 2003) as opposed to those with low self-esteem. Having positive self-esteem also enables an individual to have the confidence to meet new challenges, and may even lead to better grades in schools, increased motivation, and higher educational and occupational aspirations (Kleitman and Marsh, 2003). Along with the physical, sport participation have many benefits on psychological well-being. Therefore, self-esteem may be elevated by sports participation. For example, those who participate in sports are more likely to have healthy self-esteem and higher physical self-perception (Asci, 2004). Bailey et al., (2009) reported that adolescent sport participation is positively associated with higher levels of self-esteem. In line with these explanations, the present study aimed to compare self-esteem of American students with Turkish students in terms of the sport participation at the universities in developing (Turkey) and developed (America) countries, it was hypothesized that self-esteem level will differ with sport participation in both countries.

METHOD AND MATERIALS

Participants

The population sample of this study consisted of 460 university students from America and Turkey universities, who (Mage= 19,61±1,64) voluntarily participated in this study. The researcher sent the data collection tool to America with vountary students who wants to contribute to the present study. Before answering, the students in America received a brief English presentation prepared by the researcher, and so data collection tool was performed in English and Turkısh. Random sampling method was used in the selection process of the participants. 230 university students from each country were compared in self-esteem and sport participation.

Instrument

The Rosenberg Self Esteem Scale (RSES) score was used to calculate the data by first reverse coding the negatively worded items: 3, 5, 8, 9, 10 (Strongly Agree = 0, Agree = 1, Disagree = 2, and Strongly Disagree = 3), coding the positively worded items: 1, 2, 4, 6, 7 (Strongly Agree = 3, Agree = 2, Disagree = 1, and Strongly Disagree = 0), and then summing all the items 1 to 10 to obtain a total score. The RSES score ranges from 0 to 30 with higher scores indicating higher self-esteem. Scores between 15 and 25 are within normal range; scores below 15 suggesting low self-esteem and above 25 suggesting high self-esteem. A new variable Standard Error (SE) was created and RSES scores were categorized into ordinal data: 1 = low self-esteem or scores below 15, 2 = normal self-esteem or scores 15 - 25, and 3 = high self-esteem or scores above 25 (Murphy, 2012). The test-retest reliability was in the range of .85 to .88 and Cronbach's alpha was reported at .89 (Rosenberg, 1965; Williams and Galliher, 2006). The RSES was adapted to Turkısh samples by Cuhadaroglu (Cuhadaroglu, 1986). Cuhadaroglu reported test-retest reliability coefficients of .71 during a 4-week period on the Turkish version (Coskun, 2009).

Procedure

A descriptive cross-sectional design was used in the present study.

Rosenberg self-esteem scale was administered to participants in a group in classroom setting. The researcher and other volunteer student provided a brief presentation on the present study in Turkey and America respectively. Participation in the study was voluntary and student responses to questionnaire regarding demographical variable (age), self-esteem scale have been kept anonymous. Before the psychological measurements in both countries, participants stated that they had agreed to participate in the study. Moreover, the participants were assured that all their records are kept confidential.

Data analysis

The data was analyzed by Statistical Package for the Social Sciences (SPSS) 16.0 Package Program. Descriptive statistics, independent sample t-test analysis were used to analyze the data. Level of significance was determined to be 0.05.

FINDINGS

As shown in Table 1, there was a significant istatistically difference between doing sports and not doing sports students in self-esteem in America (0.001, p<0.05). there was a significant istatistically difference between doing sports and not doing sports students in self-esteem in Turkey (0.001, p<0.05). As shown in Table 2 there was a significant istatistically difference between American students doing sports and Turkısh students doing sports in self-esteem (0.001, p<0.05). There was a significant istatistically difference between American students not doing sports and Turkısh students not doing sports in self-esteem (0.001, p<0.05).

DISCUSSION

The research was conducted in order to compare self-esteem of American students with Turkish students in terms of the sport participation. It was hypothesized that the self-esteem level will differ with sport participation in both countries. When the data of the present study was examined, the results of the present study supported the hypothesis that the self-esteem level will differ with sport participation in both countries. According to findings, there was a significant statistically difference between students doing sports and not doing sports in self-esteem in both countries (0,001, p<0.05). There was a significant statistically difference between American and Turkish students in terms of the sport participation (0,001, p>0.05). Some relevant studies in the literature supported the results of the present study while showing similar results. These similar results showed that sport participation have positive effects on self-esteem (Forrester and Beggs, 2005; Icten et al., 2006; Tekin et al., 2002; Aksaray, 2003; Bailey et al., 2009; Bowker, 2006; Asci, 2004; Bicer, 2013; Ryska, 2003; Sanford et al., 2008). As explained above, previous studies stated that sport participation have positive effects on self-esteem. In this context, the present study duplicated previous results regarding self-

Table 1. Differences between students doing sports and not doing sports in both countries.

	N	Self-esteem Mean & Std. Deviation
American students		
Students Doing Sports	122	24,40±3,18
Students Not Doing Sports	108	20,11±2,53
P		0.001
		p<0.05
Turkısh students		
Students Doing Sports	101	23,04±2,03
Students Not Doing Sports	129	18,87±1,52
P		0.001
		p<0.05

Table 2. Differences between American and Turkısh students' self-esteem.

	N	Self-esteem Mean & Std. Deviation
In Both Countries		
American Students Doing Sports	122	24,40±3,18
Turkısh Students Doing Sports	101	23,04±2,03
P		0.001
		p<0.05
In Both Countries		
American Students Not Doing Sports	108	20,11±2,53
Turkısh Students Not Doing Sports	129	18,87±1,52
P		0.001
		p<0.05

esteem and sport participation. Moreover, the present research aimed to determine the differences in self-esteem and sport participation between developing (Turkey) and developed (America) countries.

The present study, used cross-sectional design to determine self-esteem levels and compare two countries at one specific point in time. Researcher collected the all data at a defined time in both countries because in cross-sectional studies, data is collected to make inferences about a population of interest at one point in time. Statistical analysis were performed properly to record relationships and differences with respect to self-esteem and sport participation of university students, as were the case in the crosssectional studies. In crosssectional studies, after measurements have been completed, statistical analysis are used to determine the relation-ships between the variables in relation to participants. Also, cross-sectional model can bring forth new ideas for the future studies (Yigiter, 2013). These ideas may indicate the direction to the future studies. In this framework, it can be recommended for future studies that more similar scales with regard to psychological health can be applied to different countries on a greater number of students to reach more trustable data than the present study. Limitation of the study can also be noted that this study used two university from two countries to compare the level of self-esteem on university students in terms of the sport participation. In spite of small sample size of the present study, the results provide preliminary evidence which will support further research regarding correlation between sport participation and psychological health.

CONCLUSIONS

In accordance with the explanations, the present study aimed to compare the level of self-esteem on students doing sports and not doing sports at the universities of each country. To sum up, based on the data, the present study revealed that students engaged in sports activities in both countries have high self-esteem contrary to others. Also, it should also be noted that the data of the present study supported and replicated previous findings in the literature regarding correlation between self-esteem and sport participation. In conclusion, it can be said that the sport participation is an impacting variable on the

self-esteem of university students in both countries.

Conflict of Interests

The authors have not declared any conflict of interests.

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