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Highlights

The Connected Generation

Indigenous Education Systems

Indigenous Education Systems

School Membership Scale to Turkish

Discovering Thoughts, Inventing Future

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Problems in the Teaching and Learning of Physics at the Secondary and Preparatory Schools, the Cases Wolaita and Dwuro Zones

By Solomon Gunta Gutulo & Kedir Ousman Tekello

Wolaita Sodo University, Ethiopia

Abstract- The main purpose of this study was to assess the problems in the teaching and learning of physics in the secondary and post-secondary (preparatory) schools of Wolaita and Dawuro zones. The study explored problems in the teaching and learning of physics from the following perspectives: problems related to school facilities, teachers, students, plasma instruction and the extent to which the school is conducive for practical activities. The research methodology employed in the study was a descriptive survey. Purposive, stratified and simple random sampling techniques were used to select the data sources of the study. Educational administrators (principals and vice principals), physics teachers, students, and supervisors at zonal and woreda levels were the subject of the study. Questionnaire and interview were the major data gathering instruments used for this study. Besides, some document analysis and personal observation were made to get additional evidences to the study. Numbers, percentage, mean values, grand mean and mean rank were the statistical tools used to analyze the data obtained from the subjects.

Keywords: science education, physics, learners centered, physics laboratory, plasma, academic performance.

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Problems in the Teaching and Learning of Physics at the Secondary and Preparatory Schools, the Cases Wolaita and Dwuro Zones

Solomon Gunta Gutulo [α] & Kedir Ousman Tekello [σ]

Abstract- The main purpose of this study was to assess the problems in the teaching and learning of physics in the secondary and post-secondary (preparatory) schools of Wolaita and Dawuro zones. The study explored problems in the teaching and learning of physics from the following perspectives: problems related to school facilities, teachers, students, plasma instruction and the extent to which the school is conducive for practical activities. The research methodology employed in the study was a descriptive survey. Purposive, stratified and simple random sampling techniques were used to select the data sources of the study. Educational administrators (principals and vice principals), physics teachers, students, and supervisors at zonal and woreda levels were the subject of the study. Questionnaire and interview were the major data gathering instruments used for this study. Besides, some document analysis and personal observation were made to get additional evidences to the study. Numbers, percentage, mean values, grand mean and mean rank were the statistical tools used to analyze the data obtained from the subjects. The findings of the study in general, showed that, Poor background of the students in mathematical skills, students poor ability to think and pose questions, poor English language proficiency and students lack of interest and motivation to learn physics in those schools. The finding also showed that, teachers' lack of competency in their subject and method of teaching as well as lack of interest and motivation to be engaged in their professional tasks, poor supervision (frequent follow up) from concerned bodies, inadequate availability of instructional materials (laboratory equipment's), Difficulty of following the plasma TV lessons since the transmission is fast, luck of enough time provided for discussion after live broadcast of plasma instruction, absence of teachers and students plasma guide in some schools to make the lesson more clear and poor school facility were the chief problems encountered in the teaching and learning of physics in the secondary and post-secondary (preparatory) schools of wolaita and Dawuro zones. Based on the findings, recommendations are also forwarded to address those problems.

Keywords: science education, physics, learners centered, physics laboratory, plasma, academic performance.

I. Introduction

a) Back ground of the study

Education in general is viewed as development of life process and universal practice of human learning resulting from man's interaction with his social and natural environment. In line with this, Tegene and Tsegye (1999:1) discussed education as a process and practice engaged in by different societies at all stage of development and geared toward shaping an all rounded personality by a harmonious and integrated development of the mental, physical, social, moral, spiritual, aesthetic etc. power of human being.

Science education in particular provides good standards for people and leads to cultural developments. Also scientific development is the most affective factor in enabling on less developing countries in to the main stream contemporary technology and commerce.

It would seem clear that all the developing countries should accelerate the development of science education as learner-centered, teacher-assisted, action-oriented, and project based education program. For rapid development of science education, government, society and industry should be in a co-operation and work together (YaseminGodek, 2004:9).

In Ethiopian context, the Government has recently introduce policy of 70:30 percent professional mix in annual enrolment, with 70% of intakes allocated in to science and technology streams and 30% in to the social science and humanity steams. The rationale behind this initiative is the belief that science and technology are the engines of development and that Ethiopia's prospect hinges on the availability of sufficient stock of national expertise in these fields by its higher institutions (FSS, 2009:161).This shows that, the country has intended to reduce its dependence on the imported expertise and technology.

However, research in Ethiopia indicated that students beginning from lower grades have serious knowledge deficits in science and mathematics; this signifies that the quality of science education in primary and secondary schools, which is critical foundations for latter educational development, is at crisis. At this point it looks imperative to raise some questions related to the 70:30 professional mix proposed by MOE. How it is possible to place 70% of preparatory graduates to higher learning institution in science stream where students have low achievement in science subjects in general and physics in particular (FSS, 2009:162).

Therefore the researcher is extremely interested to identify the problems in teaching and learning physics

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in various secondary and preparatory schools in wolita and Dawurozones and he seeks to indicate possible solution to the problem or at least alleviating some of these problems.

b) Statement of the problem

As discussed in background part earlier, physics is one of the subjects offered in the secondary schools. It is true that, knowledge obtained from the physics is applicable in any technological and engineering work, and also its benefit for developing countries like Ethiopia is unquestionable.

However, the teaching and learning of physics in the secondary schools of the country in general and the wolaita and Dawuro zones in particular have been encountered by many problems.

From my experience in teaching physics in different general secondary and preparatory schools of Wolita and Dawuro zones, lots of problems were observed in the teaching and learning of physics. I observed that, the majority of students in the secondary schools, especially in grade 9 & 10 had no interest to learn physics and this resulted the low achievement in EGSSCE. In addition to this, the students in the preparatory grades (11&12), had also low interest in physics when compared with other science subjects. Majority of preparatory students choose natural science stream only to join healthy related fields when they will be admitted to higher educational institutes, because they assume that, they cannot cope up physics dominated fields like engineering and technology. Also statistics shows that majority of students scored very poor result in the entrance examination to higher educational institutions, besides this, teachers in these schools had low motivation to teach physics, the reason could be due to some problems encountered in teaching and learning of physics.

So, it is necessary to study the problems that affected the teaching and learning of physics in the general secondary and preparatory schools this region. Hence, these problems need special attention to get reliable solutions. Thus, the researchers extremely interested to identity problems in teaching and learning physics in wolaita and Dawuro zones secondary and preparatory schools, and to suggest possible solutions.

c) Objectives of the study

The objectives of this study are: - To examine the problems encountered in teaching and learning process of physics instruction in some selected secondary and preparatory schools in wolaita and Dawuro zones,and to suggest possible solution.

II. Research Design and Methodology

a) Methods of Research

Because this study is aimed at assessing and describing some problem in the teaching and learning of physics in the secondary schools of Wolita and Dawuro zones, a descriptive survey method was designed to be employed as the method of study. The current quality of physics education in Wolita and Dawuro zones secondary schools seems seriously affected by these problems. Thus, the study is expected to identify the problems and provide some remedial solutions for them.

b) Sampling Techniques and sample population

There are a total of about 59 secondary schools in Wolita and Dawuro Zones: Among these schools, 40 of them are general secondary (grade 9and 10) and 19 of them include preparatory schools (grade 11 and 12). In order to gain insight in to the problems in the teaching and learning of physics in these schools, 14 schools were selected for the research work from two categories and the selection was made by employing stratified sampling methods.

Educational administrator (school principals and vice principal), students, physics teachers (including department heads), and educational supervisors at Woreda and zonal level held understudy.

c) Method of data Analysis

Different methods of data analysis relevant to each variable or components were used to examine the quantitative and qualitative responses. The data collected through questionnaire was tailed and computed using number, percentage, mean value, grand mean and mean rank. On the other hand the data collected through the interview, observation and documents analysis was analyzed using qualitative method of analysis. But as Guba /1981/ noted, the challenge of qualitative research is to make sense of the massive amount of data. Therefore, in order to prevent this problem, a systematic interpretative approach was utilized to reduce the amount of data.

III. Presentation, Analysis and Interpretation of Data

This part deals with the presentation, analysis and interpretation of the data gathered from the concerned respondents. It comprise of two main parts: the characteristics of the respondents included in the study and the analysis and interpretation of the data.

a) Characteristics of the respondents

As mentioned earlier in chapter three, the educational administrators (principal and vice), teachers, students and educational supervisors at woreda, and zonal levels were the subject of the study. Questionnaire and interview were major data collection instruments in the study. As previously mentioned in research methodology section as well, the questionnaires were distributed to the teachers and students. Out of these distributed 53 (82.81%) from the teachers and 778 (94.93%) students were filled in and

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returned back. Regarding the interview, the prepared interview guide questions were presented to 53 physics teachers and all school principals. All physics teachers and principals responded to the questions.

Information on the school facilities, the number of teacher, book- pupil ratio, class room -pupil ratio, etc. observation and document analysis were made.

In general, due to the assumption that the responses might have some sort of relationship with the problems under study, the characteristics of the respondents have been presented in the following table.

Table I : General characteristics of the respondents. (Work experiences and Grade level of students)

No	Items	Respondents							
		Schools principals (n=28)		Physics teachers (n=53)		Students (n=778)		Educational supervisors (n=12)	
		No	%	No	%	No	%	No	%
1	Sex								
	Male	28	100%	51	96.22	458	58.86	12	100
	Female	-	-	2	3.78	320	41.14	-	-
2	Academic Qualification								
	M.Ed (M.Sc)			1	1.88			-	
	B.Ed (B.Sc)			33	62.26			10	83.34
	Diploma			19	35.84			2	16.66
3	Work Experience								
	Below 5			21	39.62				
	6-10	11	39.28	15	28.30				
	11-15	9	32.14	11	20.76			9	75
	16 and above	8	25.00	6	11.32			3	25
4	Grade students								
	9	-	-	-		197	25.32	-	-
	10	-	-	-		195	25.06	-	-
	11	-	-	-		192	24.67	-	-
	12	-	-	-		194	24.97	-	-

b) Results and Discussion

This study intended to assess the problems in the teaching and learning physics in the secondary schools of Wolita and Dawuro zones. Accordingly, attempt has been made to answer the basic research questions raised in chapter one. Descriptive survey approach was selected to be the method of the study. In line with this, 14 general secondary and preparatory schools were selected and the data was collected from students, physics teacher, school principals and supervisors at zonal and woreda level. Questionnaires for teachers and students, outside class room observation, interviews and documentary sources were used as data collecting instruments. A total of 28 principals, 53 physics teachers and 778 students have participated in the study.

Based on analysis made on the data secured by the above instruments in the specified area, the summary of the findings of the study are presented below as follows:

- Regarding teachers work load 69.81% of the teachers taught 16-20 periods per week. 71.69% of the teachers taught five and more than five sections. Also 73.59% of the teachers taught 2 different grade levels.
- The class of secondary schools in wolaita and Dwuro zones was extremely large when compared to the standard set by the MOE (1995:10), which is 40 per classroom. Above 71.69% of the teachers indicated that the average number of students in their school was between 70 and 80. In this regard, the majority of class room teachers could not checking up their students exercise, homework and assignment. As result the teaching and learning of physics has been highly affected.
- As the data collected showed, besides students background to learn physics, the main problems that encountered in the teaching and learning of physics are

❖ Inadequate space for lab or lab facilities outmode.
❖ Insufficient found for equipment and supply
❖ Insufficient administration or recognition
❖ Insufficient referee books in the library

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- ❖ Lack of the teachers and students guide, for plasma instruction
- ❖ Lack of internet service
- ❖ Shortage of the time provided for class room teacher after the plasma instruction.
- ❖ Lack of interest of the teachers to conduct experiments and to plane lesson.

- The data shows, the majority of 81.13% physics teachers were not attend physics related professional development activities in forms, workshop, seminar, panel discussion and so on. However, the majority respondent 63.2% reported that there was a habit of mutual experience sharing and cooperative work among physics teachers in the schools.
- Relatively large number of the students 377 (48.45%) have moderate interest on physics. 66 (8.48%) and 38 (4.88%) had low and very law interest to learn physics, among these 362 (46.7%), 312 (40.10%) and 104 (13.36%) lack interest due to subject difficulty, poor teaching method and plasma instruction respectively.
- Majority of the students 345(44.34%) reported that their teachers explain physics concepts clearly and also 364 (46.78%) reported that their teachers relate physics lesson to real life situation sometimes.
- In the study it was found that most of students had low group work practice and some students with poor and very poor group work practices responded that the reason was plasma instruction and lack of their teachers' initiation to participate in group work.
- As responded by the majority of the students there was no sufficient reference material in their library and due to this most of the students used library sometimes.
- 54.75% students responded that the plasma instruction was good if the time provided for class room teacher was enough, 144(18.50%) respondent students choose class room teacher to learn physics.
- Regarding assessment technique, the majority of the respondent students 413(53.08%) reported that, physics teachers evaluated the students' performance base on mid- semester and final exam. In addition, 353(45.37%) and508 (65.29%) of the respondent students confirmed that the physics teachers sometimes gave class work and home work to the students respectively.
- 607 (78.03%) and 171 (21.97%) students responded that physics class room teacher never and rarely used laboratory for practical work respectively. As the reported, the main reasons were the lack of interest of physic teachers and lack of equipment in the laboratory.

c) Recommendation

Finally, based on the findings of the study, the researcher forwards the following recommendations for the improvement of the teaching and learning of physics in the secondary schools.

Teachers and students plasma guide, students text books and reference materials in the library, should be available in enough quantity and quality Laboratories should be furnished with the necessary equipment's for practical activities. And also there should be properly trained physics lab assistance for setting up apparatus for practical demonstrations and experiments.

- The contents of teaching materials should be up to the standard of students.
- Teachers and school support staff have to be trained in producing improvised instructional devices using raw materials available in school locality.
- Scientific knowledge is continually growing. This along with the changing nature of science education requires the teachers to keep abreast of modern development. Professional reading will keep the physics teacher up to date, and help to maintain an awareness of current topics of interest and recent developments.
- Developing students' curiosity in physics by merely teaching them facts. We need to make physics relevant to their lives. One way of doing this, is by talking about recent scientific developments and tracing these back to scientific principles and historical discoveries.
- Teaching should encompass a combination of lecture, accompanied by multimedia (Plasma) and practical demonstrations, tutorial and range of laboratories.
- The government and stakeholders should increase the attractiveness of a career in physics teaching. For physics teachers to remain both inspired and inspiring they need to be given the support and opportunity to remain up to date.
- There should be professional development activities for secondary school physics teachers organized by MOE, NGOs, or by any concerned bodies.
- There should be on line workshops and seminars for the secondary school physics teachers in order to update them, and also there should be an online physics tutorial written for secondary school physics students.
- MOE shall re-examine its mandatory 'plasma' transmission as only mode of instruction. It should rather be used as a supplement to a learner centered classroom so that students and teachers can make choice in the learning.
- Medium of instruction in the classroom serves as a bridge between the teacher and the learner. However, the weakness of the students in the language of instruction (English) was found to be one of the major factors that influence the teaching and learning of physics, due to this the majority of

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students to develop their language ability in the schools, and English teachers should encourage the students to practice conversation inside and outside the classroom.

- And finally, a provision for follow up study of implementation seems to be an urgent need. This would probably be best done if the MOE assigns a 'zonal or woreda physics education supervisor' who oversees the proper implementation of physics curricula.

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Indigenous Education Systems of Canada and the Russian Federation: Comparative Analysis

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Abstract- This paper explores development and functioning of Indigenous education systems of Canada and the Russian Federation. Reconstructing educational phenomena on the basis of qualitative data, the author builds historical models of education systems in both countries, presents their structures, contents and basic components. Recognizing secondary schooling as an integral component of each system, the author investigates such issues as boarding schools, language in education, and the issue of teaching staff. In order to assess boarding school educational effectiveness, the author explores pedagogical process and indicates its interior controversy which may stipulate various weaknesses specified for boarding schools. Comparing experiences of language using in both education systems, the author indicates and analyzes a number of benefits and weaknesses of each experience. In connection with this, bilingual education benefits are considered. In addition, various forms of teacher training are presented and a number of their weaknesses are indicated.

Keywords: indigenous education, education system, boarding school, language in education, teaching staff.

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Abstract - This paper explores development and functioning of Indigenous education systems of Canada and the Russian Federation. Reconstructing educational phenomena on the basis of qualitative data, the author builds historical models of education systems in both countries, presents their structures, contents and basic components. Recognizing secondary schooling as an integral component of each system, the author investigates such issues as boarding schools, language in education, and the issue of teaching staff. In order to assess boarding school educational effectiveness, the author explores pedagogical process and indicates its interior controversy which may stipulate various weaknesses specified for boarding schools. Comparing experiences of language using in both education systems, the author indicates and analyzes a number of benefits and weaknesses of each experience. In connection with this, bilingual education benefits are considered. In addition, various forms of teacher training are presented and a number of their weaknesses are indicated. Finally, in order to generalize and assess this paper's research results, several benefits are highlighted in each education system. At the same time, a number of challenges affecting each education system are also indicated.

Keywords: indigenous education, education system, boarding school, language in education, teaching staff.

I. Introduction

Canada and the Russian Federation are both unique countries, which are historica lmotherlands of Indigenous people (they are frequently referred to as native people, national minorities, minority people). In 2011, Canada had 1,400,685 Aboriginal people – that is, First Nations (North American Indian), Metis and Inuk (Inuit), accounted for 4.3% of the total Canadian population (Turner, Crompton & Langlois, 2011). In the Russian Federation, 306,517 people were identified as "Indigenous small-numbered peoples of the Russian Federation" in 2010 (Sheverdova, et al., 2012), accounted for 0.2% of the total Russian population. Of those, the vast majority (81%) makes up "Indigenous small-numbered peoples of the North, Siberia and the Far East of the Russian Federation" (Item No 31).

Contemporary Indigenous peoples' life is intensively changing. Nowadays, Indigenous people are brought into the new sustainable life development paradigm. It is confirmed by acknowledgment of their right on unique life, their culture and local livelihood as important contributors to sustainable human development (United Nations Development Programme, 2014). At the same time, these changes obligate educational services.

However, over the past few decades, a number of challenges have been strongly affecting Indigenous education in both countries, including limited choice of educational establishments and forms of education; quality of education; elaboration of special educational programs including creation of language- and culture-relevant programs for secondary schools; self-education opportunities (especially for adults); teaching staff preparation. It is obvious that all challenges must be investigated and overcome.

Taking into consideration the fact that an efficient investigation of any scientific or practical issue is founded on its historical knowledge, this paper seeks to explore historical experiences of Indigenous education in both countries.

The object of this paper is development of Indigenous education systems in Canada and the Russian Federation.

Chronologically this study involves a period of 150 years, from the second part of the XIX to the secondary millennium. Such a choice is explained by the author's desire to reveal principal trends in Indigenous education development for each country, to build education system models, to interpret and generalize previous experience.

Methodologically this paper is conducted by a system research approach, which seeks to show the object as a systemic formation, which is specified by a well-developed components coherence and organization (Blauberg, 1997).

In addition, this paper employs comparative analysis which illuminates similarities and differences between both education systems. A variety of techniques such as observation, documentation, classification, theoretical generalization, historical model building, and retrospection are used to collect and analyse the data. Among those, the historical model building technique is used in order to reconstruct educational phenomena on the basis of qualitative data. Various sources are cited by the author. Of the 39 sources,16 are primary sources (Human Development Report 2014; Annual Reports of the Department of Indian Affairs and Northern Development, Canada; Report of the Royal Commission on Aboriginal Peoples,

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Canada; National Economy of the Russian Soviet Federative Socialist Republic (RSFSR) in 1990. Statistical Year book; National Economy of the RSFSR. Statistical Handbook; 2010 All-Russian Census Results ; 2002 All-Russian Census Results, etc.) and 13 are secondary sources (books and papers by contemporary researches) cited for evidence.

II. Brief Overwiev of the Aboriginal Education System of Canada

From the system approach, Aboriginal education in Canada is showed as a historically developing and functioning system which covers elementary/secondary education, vocational training, postsecondary education, and adult education. The system of administration occupies an important place in the Aboriginal education system in order to provide its functioning. In addition, supplementary educational programs are an integral component of the Aboriginal education system. A brief description of the Aboriginal education system is presented below.

a) Elementary/Secondary Education

Historically, elementary education was given by different school types such as day schools, industrial and boarding schools, combined schools, and seasonal schools.

Day schools were erected almost in all Indian settlements since the 80s of the XIX. These schools generally covered the early grades and aimed to teach reading, writing, spelling, and counting. *Boarding and industrial schools* were opened from the beginning of the 80s of the XIX in order to provide regular training for Aboriginal students.

Since the middle of the 20s of the XX, boarding and industrial schools were reorganized to *residential schools.* In 1931, there were 80 residential schools in operation (Canada. Report of the Royal Commission on Aboriginal Peoples, 1996) Since the 60s, these schools were used as hostels from which students attended provincial schools. In the 90s, residential schools were closed down. The last residential school was closed in Saskatchewan in 1996 (Canada. Alberta Education, 2005).

In addition, a number of *combined schools* and *seasonal schools* were in operation across Canada in order to provide educational services for Indian children, especially for those who followed a nomadic way of life.

In total, in the school year 1950-51, the total number of schools, mainly day and residential, made up 435 with a total number of 24,871 on roll (Canada. Department of Citizenship and Immigration, 1951).

Starting from the 70s, there opened *federal schools* for status Indian children only. Though, non-status Indian children residing in remote communities might attend these schools as well Federal schools generally covered the early grades. However, in several cases, federal schools covered only kindergarten and the first few grades or grades 1 to 8 (Burnaby, 1982).In the 90s, federal schools were transferred to Indian bands operation.

Since the 1980s, a number of *on-reserve band-controlled schools* were opened to implement the policy of "Indian control over Indian education" (Canada. National Indian Brotherhood, 1972). Thus, 207 federal schools and 185 band-operated schools provided educational services for Indian students during the school year 1981-82 (Canada. Department of Indian Affairs and Northern Development, 1982). By the 90s, a number of schools under band control was increased to 311 out of a total of 366 (Canada. Department of Indian Affairs and Northern Development, 1991). In addition, a number of schools operated under agreements between bands and school boards were opened since the 90s.

Concerning secondary education, it was supplied by numerous classes of *provincial schools* since 1948. 1409 provincial schools provided educational facilities for non-status Indian, Metis and Inuit students by the school year 1981-82 (Item No. 11). Since the 90s, a majority of provincial schools have been providing educational services through tuition agreements.

b) Postsecondary Education

Historically, the level of Aboriginal peoples' postsecondary participation was low. For instance, in the school year 1966-67 only 155 Indian students enrolled in universities (Skroznikova & Tishkov, 1990). Some changes had occurred by the 90s due to the following circumstances.

First, the majority of Indian bands began to administrate postsecondary education funding (Canada. Department of Indian Affairs and Northern Development, 1990). A number of *community colleges* were erected for Aboriginal students. In order to provide their attendance, the federal government sponsored financial assistance.

Second, there appeared a number of *Aboriginal universities* for Aboriginal students only, for instance, First Nations University of Canada, Saskatchewan or Athabasca University, Alberta, etc.

Third, a number of Canadian universities began to offer various programs designed specifically for Aboriginal students, for instance, University of Alberta, Edmonton.

As a result, by 1996, the proportion of Aboriginal people aged 20 to 29 with a postsecondary degree or diploma (university or non-university) had increased to 23%, while the proportion with a university degree or certificate made up 4% (Statistics Canada, 1998).

c) Vocational Training

A choice of occupational training programs, courses, special programs for training of Indian workers,

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Northern Careers Program (Canada. Department of Indian Affairs and Northern Development, 1975), apprenticeship classes, and individualized instructions were offered for those Aboriginal youth who were looking for a job. For instance, various courses in drafting, carpentry, metal work and motors maintenance and repair were offered for senior boys from the Eastern Arctic who trained at the renovated military complex at Fort Churchill, Manitoba in the mid-1960s. The senior girls program included typing, office practice, food preparation, child care, dress-making, beauty culture, home management, hospital ward assistant and food service assistant courses (Canada. Department of Indian Affairs and Northern Development, 1967).

As a rule, vocational training was provided by training centres, hospitals, schools such as Charles Camsell Indian Hospital of Edmonton, Alberta (Dress, 2010) or Canadian Forces School of Military Engineering at Chilliwack, British Columbia (Canada. Department of Indian Affairs and Northern Development, 1972).

d) Adult Education

In order to provide adult educational services, especially for those who resided in remote Aboriginal settlements, and for elderly and disabled persons, several programs for getting basic literacy were offered since the 1950s. Starting from the 1970s, adult literacy training was combined with vocational training. As a result, band-designed employment creation and training programs were offered for First Nations adults in the early 1980s. 360 individuals were taught and qualified for employment through various employment programs (Canada. Department of Indian Affairs and Northern Development, 1986). In addition, adult care services were provided to elderly and disabled persons at home and in foster homes and institutions (Item No. 15).

e) Supplementary Educational Programs

A number of programs for special education and self-education were initiated since the 50s of the XX. For instance, self-educational programs aimed to assist Aboriginal communities and individuals to advance their traditional cultural activities. These programs involved cultural grants programs, literature-publishing programs, and a number of programs dedicated to fine arts and linguistics.

Since the 90s of the XX, numerous continuing educational programs, involving federal postsecondary, professional and technical training programs, have been offered to meet the educational requirements of Aboriginal children, youth and adults of different educational attainments, income, residence, etc.

f) Management and Responsibility

There are three agencies involved in Aboriginal education: the federal government, provincial governments, and Indian bands.

Since the Confederation of 1867, the federal government has primary responsibility for Aboriginal affairs in the face of Department of Indian Affairs established in 1880 (since 1985, Department of Aboriginal Affairs and Northern Development Canada) and responsible for elementary and secondary education of Indian students in reserves and later– of Inuit students.

The provincial governments administer and finance education for the vast majority of Aboriginal students attending provincial schools such as First Nations living off-reserve and Metis students, and First Nation students attending provincial schools through a tuition fee agreement. In addition, the provincial governments provide the curriculum and teacher certifications for all education of Aboriginal students.

Since the 70s of the XX, different degrees of control over education have been given to Indian bands to implement the policy of "Indian control over Indian education" (Item. No.15). In connection with this, different Aboriginal organizations have been engaged in Aboriginal education.

III. Brief Overview of the Indigenous Education Systemin the Russian Federation

According to the system approach, Indigenous education of the Russian Federation is showed as a historically developing and functioning system which comprises educational establishments of different levels, self-education, and supplementary educational forms. A brief description of Indigenous education system will be made below.

a) Primary/Secondary Education

Historically, primary/secondary education was given by various types of schools. Since the second half of the century till 1917, *primary schools of the Ministry of National Enlightenment of the Russian Empire* and *parish primary schools of the Most Holy Governing Synod of the Russian Orthodox Church* were in operation across native peoples' settlements in the North, Siberia and Far East in order to provide basic knowledge and maintain Christian concepts and morality. However, the percentage of educated population made up less than 0.1% (Avrorin, 1975).

After the Great October Socialist Revolution of 1917, a number of *boarding schools* and *nomadic primary schools* were erected in remote native peoples' settlements while school distribution was irregular and school enrollment was low (ed. Kuzin, 1980).

The number of schools had increased by the 1960s. More than 600 schools of different types such as *primary schools, seventh-year schools, secondary schools, combined schools* (Russian Soviet Federative Socialist Republic. Statistics Department, 1957) were erected in remote settlements. School enrollment made up more than 40,000 pupils. In addition, *secondary boarding schools* played a great role to provide

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educational services. In 1959, there were 200 boarding schools in operation. Boarding school enrollment made up more than 7,000 pupils (Onenko, 1966).

Since the 1970s, the *general secondary school* (GSS) became a common type of school inthe school framework. The structure of the GSS comprised primary school, incomplete secondary school and complete secondary school. It is important to note that incomplete secondary schooling is recognized compulsory as the basis for further general secondary, vocational, and specialized education.

By the 90s, there were 4,038 GSSs in operation. Scholl enrollment made up 1,734,000 pupils (ed. Nikulina, 1991). However, secondary boarding schools also occupied an important place in secondary schooling.

b) Vocational Secondary Education

Vocational secondary education was given by *vocational secondary schools* (VSS) which aimed to prepare technically educated certified workers in agricultural production, education, health care and services and to ensure vocational and general secondary education (ed. Pavlishev, 1987). VSS accepted citizens who had incomplete secondary or general secondary education. Taking into account educational level of the students, VSSs differentiated in terms of study.

Under the educational reforms adopted since the mid-1990s, half of the VSSs have been reorganized to colleges and the remaining ones have been closed.

c) Specialized Secondary Education

Specialized secondary education was given by specialized secondary educational establishments (SSEE), formally named *technicums,* which were assigned a major role in indigenous youth training. Technicums trained certified specialists with general secondary education (Item No. 28) in oil, gas, forest industries, food production, education, health care and services. SSEEs accepted citizens who had incomplete or general secondary education. Depending on the educational level of the students and the difficulty of the speciality to be learned, technicums differentiated in terms of study. The term of study could be shortened for VSS graduates whose acquired specialization cor responded to the speciality they were to master at the SSEE.

By the 1990, there were 115 technicums in operation. The enrollment made up approximately 81,000 thousand indigenous students (Item No. 25).

d) Higher Education

Higher education was provided by higher educational establishments, *institutes* mainly, which trained top-grade specialists with higher education in oil and gas industries, forest production, agriculture, education, health care.

Institutes accepted citizens with every kind of secondary education. However, special attention was paid to those who had specialized secondary education. In connection with this, several institutes in the North, Siberia and the Far East erected technicums on their own base to ensure access to higher education and to provide continuity of education. In addition, institutes could shorten the study term for SSEE graduates whose speciality was similar to the speciality they had chosen to study at the institute.

In total, there were 13 higher educational establishments in operation by the 1990. The enrollment made up 46,000 students (Item No. 25).

e) Adult Education

Adult education was an integral part of the indigenous education system. By the 1980s, adult education pursued the principal aim to achieve universal secondary education for youth who begin to work before finishing secondary school and for adults who were aimed at getting secondary education. In addition, skilled workers vocational training was also involved in adult education. In connection with this, adult education comprised various state and public educational establishments such as evening (shift) GSS and evening (shift) VSS; vocational training courses at enterprises and departments of day-time educational establishments; public lectures; hobby groups (Item No. 28).

An important role in adult education was performed by self-education. Several cultural institutions and the mass-media helped native people in their pursuits. A great role in native peoples' self-education was assigned to the Institution of the North Peoples established in Leningrad (nowadays, St. Petersburg) in 1930. Due to a broad research conducted by the Institution, by the 80s of the XX, numerous writing systems were created for 50 small-numbered peoples of the North, Siberia and the Far East (ed. Kalashnikov, 1982). As a result, these great achievements enabled the state to publish a great number of books and newspapers in native populations' mother tongues and to create national literatures.

f) Supplementary Educational Forms

A broad choice of various educational forms was offered to provide educational facilities for native population of different ages and needs. Day, evening, external, full-time, part-time and correspondence forms of education were offered to supply accessible education of different levels. In addition, different forms of vocational training such as craft or upgrade courses, on-the-job or evening courses were offered for those who work and wish to learn a new trade or upgrade their skills and to young people who began to work without learning the craft.

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IV. Reflection of Results

Comparing both education systems, it is clearly obtained that these systems aren't similar. For instance, due to the fact that the Indigenous education system of the Russian Federation was included to the public education system of the country as its inherent subsystem, it is specified by a well-developed components coherence and organization. The system covered various educational establishments and educational forms. The principal features are, firstly, uniformity of education and continuity of education in educational establishments of all types and, secondly, the institution of universal, compulsory secondary education.

In contrast, the Aboriginal education system of Canada is more of a marginalized component of the Canadian education and that is why the system is specified by less-developed components coherence which may not be rejected completely.

At the same time, comparison of both education systems indicates that secondary schooling is an integral component of each system. In connection with this, this paper will discuss secondary schooling employing comparative analysis. Major attention will be paid to the following points: boarding schools, language in education, and teaching staff.

a) Boarding Schools

As it was shown above, a great role in indigenous education of both countries was assigned to boarding schools which became one of the common school types. In Canada, boarding schools were established to provide regular training for Indian children since the 80s of the XIX. Pupils ranged from six to nineteen years of age and were graded into six standards. All the schools were under auspices of the Christian churches and religious denominations.

In the Russian Federation, general boarding schools (GBS) were erected by the state to provide incomplete or complete secondary education for orphans, youngsters not supported by parents, and children residing in the most remote settlements. All the pupils were fully maintained by the state. Attendance had to be regular and compulsory, excepting the summer period. All the GBS graduates were awarded educational certificates and privileges to enter professional educational establishments.

Despite the idea that these educational establishments may be justified in some cases, however, there are a number of weaknesses which are equally indicated. Among those, children isolation from the family; loss of skills of traditional economic activities; loss of mother tongue and interest to national customs; foster of social passive youth with lack of labour habits (Frumak, 2012), are claimed by the researches as an inherent weaknesses.

Of course, all the weaknesses may be recognized without discussions. However, what is the nature of these weaknesses? From the author's point of view, the majority of these weaknesses may be stipulated by interior controversy which characterizes the pedagogical process at boarding school. As it was showed in the author's previous paper "Aboriginal Education in Canada as the Object of Systemic Study" (Starodubtceva, 2015), from the system approach, pedagogical process may be presented as the system of the teachers-students educational relations. The following two types of educational relations are distinguished: subject – object and subject – subject relations. The latter is more extractive because it is based on the join teacher - student activity (Slastenin et al, 1997). By contrast, subject – object relation is based on management, which needs the subject who has influence on the object, with the latter never active in the pedagogical process and in fact eliminated from the process. In this case, pedagogical process is simplified to mere pedagogical activity, which implies interior controversy resulting in lack of children's activity and initiative (Kositsina, 1959), problems of pupils' psychological adaption to boarding school (Semuchkin, 1930), foster of social passive youth (Item No. 18).

On the whole, this author's point of view may to be taken into account in order to assess boarding schools' pedagogical effectiveness.

b) Language in Education

Not a bit less essential for indigenous education is the issue of language choice. Experiences of Canada and the Russian Federation show various examples when it comes to use of language in education.

Canada's example shows the use of the dominant society's language at all educational levels. English (in several cases French) was used as a medium of instruction at majority of the schools where Aboriginal children were taught. In order to attain educational purposes, all the pupils were isolated from their mother tongues. As a result, Aboriginal peoples' educational attainments remained low over a prolonged period of time, while somebody could attain higher educational results.

However, since the beginning of the 70s of the XX, a number of federal schools and provincial schools have launched Aboriginal-language programs which were offered at the elementary school level (Item No. 5). By the 80s, a trend to use Aboriginal languages as a teaching medium and as a subject of study was marked, for instance, at higher schools of the North-West territories. However, as Barbara Burnaby (1982) noted, a number of problems to use Aboriginal languages for secondary schooling are permanently topical.

In contrast, the Russian Federation shows an example of using languages jointly, which is formally called *bilingual education.* Since 1918, teaching in the national minorities' mother tongues was established at primary schools of the North, Siberia and the Far East

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(Abakumov et al, 1974). By the 1950s, school syllabi established 557 hours per year for mother tongues' studying (eds. Gurvich & Sokolova, 1991). By the 80s of the XX, the syllabi of the schools, where native language was being used as a medium of instruction, established 1,326 hours per year for native-language and native-literature courses (ed. Panachin, 1987).

At the same time, since 1938, Russian-as-a-second-language courses were compulsorily included in the primary school curriculums (Item No. 1). However, compulsory teaching in the Russian language was established by the 1950s.The school syllabi established 1,584 hours per year for Russian language studying (Item No. 20). By the 80s, 2,380 hours per year were assigned for Russian-language and Russian-literature courses (Item No. 27).

In general, each experience is specified by its own set of benefits and weaknesses. In the first case, pupils could be provided with systematic knowledge. Moreover, this case may be linguistically justified (Item No. 2). However, as academician Valentin Avrorin (1975) accentuated, Aboriginal language elimination is practically destructive because it does not guarantee mass acquisition of knowledge. That is why "education is depreciated" (Avrorin, 1975, p.203).

Russian experience is specified by consistent and regular providing accumulation of knowledge; opportunity to acquire knowledge, studying two languages simultaneously. As a result, the vast majority of the pupils of different linguistic skills, educational attainments are provided with knowledge (Item No. 2).

At the same time, Russian experience is specified by several weaknesses. For instance, this experience was recognized by Russian researches as a state attempt "to transform the North national school to its denationalization on the Russian language foundation" (Frumak, 2012, p. 120) and "the reason to destroy language culture of small-numbered people of the Russian Federation" (Borisov, 1995, p. 51).

However, in order to assess bilingual education adequately, it is necessarily to take into account the following circumstances.

First. According to Avrorin (1975), minority people are in need of bilingualism which is linguistically, socially, and culturally stipulated. Moreover, according to Nanay philologist Sulungu Onenko (1966), minority people strongly require bilingual education. For instance, by the 70s of the XX, "80 small-numbered peoples at preschool and primary education, more than 110 small-numbered peoples at secondary schooling, and 115 small-numbered peoples at higher education" experienced a severe necessity of bilingual education (Onenko, 1966, p. 263). Russian experience clearly shows that bilingual education with priority of the Russian language has provided access to educational services for the vast majority of native people because it has allowed studying the Russian language in the degree required for getting general secondary education and postsecondary education. Moreover, Russian language studying has ensured education, even primary education, for several native people whose mother tongues lacked writing systems during a long time such as Negidals, Ulchs, Udege, and Kets. That is why bilingual education has more benefits than monolingual education.

Second. Bilingualism means "mother tongue co-existing with another language" (Avrorin, 1975, p. 125). Both languages share the spheres of application. Mother tongue maintains daily communication and household management. The other language, better developed, provides education and professional communication. In connection with this, both languages do not neglect each other. By contrast, they interact, supplementing each other, and are developed successfully. For instance, Sulungu Onenko (1966) noted that a number of synonym lines of the Nanay language were extended due to its collaboration with the Russian language. Indigenous peoples choose a number of new words, phenomena, expressions from the Russian language. Russian words are subordinated by the indigenous languages' phonetic and grammatical norms and are broadly used in those spheres of social life where they are more comfortable for communication. In connection with this, bilingualism serves one of important factors to enrich native peoples' mother tongues.

In contrast, as philologists claim, indigenous languages are destroyed by lack of writing systems, decrease in language activity or intensive languages assimilation (ed. Skorik, 1968). For instance, by the 70s of the XX, Kereks were assimilated by Chukchis completely. As a result, Kerek language died.

Third. According to Avrorin (1975), the matter of using a certain language in education is solved taking into account its relevant ability to make a maximum profit to the minority people's economic, social, and cultural progress. The priority is given to that language which is able to provide greater cognitive and cultural attainments. However, as academician Valentin Avrorin emphasizes, mother tongue must be used in education as "a fundamental foundation for profound and substantial acquiring of any new language" (Avrorin, 1975, p. 206). Moreover, it is also necessary to use mother tongue in education of those minority people whose languages lack writing systems.

As Russian experience shows, there are various forms to use mother tongue at secondary school such as teaching in the mother tongue at primary school, studying the mother tongue as a subject of education, elective courses for profound study of mother tongues, folk hobby groups.

However, the success of language using is guaranteed by top-grade qualified teaching staff.

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c) Teaching Staff

There are various forms for teaching staff training. For instance, teacher training programs designed specifically for the needs of Aboriginal students; courses for training para-professional teacher aides, social counsellors, and language instructors (Item No. 10) have been offered in Canada since the 70s of the XX.

In the Russian Federation, the creation of a special teacher-training system was initiated by the state in the 1930s. The system involved pedagogical institutions, pedagogical schools, regular training and advanced training courses, and supplementary teacher-training forms. The great role was assigned to Leningrad State Pedagogical Institute named after Alexander Herzen (nowadays, Herzen State Pedagogical University of Russia). In addition, numerous courses for Russian-speaking teachers training occupied an important place in this system (Item No. 26).

Generally speaking, all the forms are practically justified. For instance, approximately 400 Indians and Eskimo teachers had university certificates and 546 Aboriginal teachers had pedagogical certificates by the mid-1980s. On the whole, a progress could be observed by 1985 (Item No. 33).

However, one of the essential weaknesses of these forms is conservatism. According to Gurvich & Sokolova (1991), the necessity to upgrade the teachers training system was revealed in the 1990s. Researches claimed the importance to design new teaching methods for teaching staff preparation at higher educational institutions, especially for mother tongues teaching staff; to provide supplementary qualifications for higher educational institutions graduates; to design new advanced teacher training programs.

In general, both countries' experiences show that systematic preparation and a broad choice of supplementary teachers training forms are promoted to provide secondary schooling by top-grade qualified teaching staff.

V. Conclusion

Summarizing this study, it is vital to reveal a number of benefits and challenges of Indigenous education systems of both countries, which is helpful in order to generalize and assess this paper's research results.

In the Russian Federation, the Indigenous education system has several unique advantages.

First, this system provided access to educational services of indigenous population of different ages, educational attainments and needs. As a result, 98% of Indigenous small-numbered peoples aged 15 years and over were provided by educational facilities by 2002 (ed. Zorin, 2005). Second, this system ensured getting secondary education for population of different ages. 57% of small-numbered peoples had got secondary education by 2002 (Item No. 39). Third, this system supplied training of certified workers and specialists with general secondary education, which became an important determinant of labour force participation and employment among indigenous population. Forth, no less important is the advantage of "strengthening of indigenous population's self-awareness" (Item No. 20).

At the same time, the Indigenous education system of the Russian Federation also has its own set of challenges. First, indigenous people were provided by higher education facilities in a smaller degree compared to the Russian population on the whole. By 2002, 7% of the small-numbered people had higher education diplomas compared to 15.8% of the total population (Item No. 39). Moreover, the opportunities to get higher education were unequal. For instance, small-numbered people of the North, Siberia and the Far Yeast had more opportunities. As a result, 5.9% of this population had higher education diplomas in 2002 (Item No. 39). Second, a number of challenges are revealed at secondary schooling such as educational content, educational technologies, boarding schools functioning, accessible school infrastructure, insufficient publishing of school textbooks in the native language.

In contrast, in Canada, the variety of educational establishments and forms of education is the most significant challenge has been confronting Aboriginal education over its historical development. Second, succession between educational establishments of different levels is critical, too. While this linkage is not clearly observed, however, it is impossible to reject it. Third, secondary schooling is affected by numerous weaknesses such as lower rates of high school completion and higher rates of high school incompletion among Aboriginal students; achievement gap between Aboriginal and non-Aboriginal students; a higher percentage of the schools offering no Aboriginal education opportunities (Gallagher-Mackay, Kidder & Methot, 2013).

Equally critical is the issue of postsecondary education. Lower rates of university graduates with degrees or certificates; a higher percentage of Aboriginal population who had started but never finished a postsecondary institution or had never attended a postsecondary institution - all of this was clearly observed by 1996 (Item No. 36).

However, the Aboriginal education system of Canada also has its own set of advantages. First, an educational establishments network has been created for First Nations youth. Taking into consideration that the proportion of North American Indians, including First Nations, remains larger than the Métis and Inuit population and is expected to make up 1,248,000 by 2031 (Malenfant & Morency, 2011), this network functioning should be a priority. Second, as an important advantage one can note various educational

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initiatives, for instance, Arctic educational initiatives adopted in the 60s of the XX, which have allowed people to get education in the mother tongue, to study Aboriginal culture, and to provide teachers' training. Third, this system has involved numerous participants, including Aboriginal communities' representatives. As a result, the system is a platform of a common dialog between Aboriginal peoples and the dominant society.

Finally, the author believes that this paper has a practical value because a number of ideas, views, assessments revealed by means of comparative analysis are helpful to solve numerous problems in order to make progress in Indigenous education.

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The Influence of English Language on Developing Gendered Perception

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Abstract- The present dissertation "The influence of English Language on Developing Gendered Perception" investigates the possible bias of gender in English language and proposes that English language is not a neutral and transparent means of reflecting the reality. Research in this field has not been undertaken with respect to the non-native English speaker.

The present quantitative study aimed to explore if the same argument applies in the case of non-native speakers of English. The study was conducted in SBK Women's University Quetta Baluchistan. Researcher selected 20 participants through convenience sampling.. The results were statistically significant and provided support for the hypothesis that generic he and man elicit inappropriate number of male images and validated Sapir-Whorf hypothesis which served as a theoretical foundation for the present study. Results also suggested that he/she and human function as generic pronouns. Future research should modify the research design, taking into account the limitation of the study

Keywords: *sexism, gendered language, generic nouns and pronouns, gendered perception*

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The Influence of English Language on Developing Gendered Perception

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I. Introduction

a) Language, Thought and Social Reality

Language is an exquisite tool to communicate and to express our beliefs, values, feelings and emotions. According to He (2010) language is a powerful tool that performs a significant and crucial role in the society. According to Nilson (2007) and Xiubai (1996) (as cited in He, 2010) language is akin to a mirror which displays the reflection of all aspects of human civilization. The existence of a language and its development are strongly connected with social behavior and attitude of human beings. And to a great extent language is affected by the principles, beliefs, values and code of behaviors of its speakers. In other words all the phenomenon of society including gender discrimination is manifested in the language. On the other hand some scholars are of the opinion that language reflects not only the nature, and characteristics of a society but is a governing force in shaping and constructing that society and governs the whole course of life. (Gender discrimination is an aspect of society and language is responsible for inculcating and perpetuating gender discrimination. However OinXiubai (1996) (as cited in Riley, 2000) opposes this idea and maintains that sex discrimination in language is not the result of the language symbols rather language is only a means of reflecting the social values, attitudes, and the way a particular society thinks. However behaviorists tend to adhere to the notion of language thought interdependence. The view that language merely reflects the thoughts and beliefs about the world was dominant until 17th century, a renewed perspective regarding discrimination was put forward by Leibniz in 1697, who believed that language is not a means of expressing thoughts only but it is a medium which affects thought (Tsoi).

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b) Sexism or Gendered Language

Sexism or gendered language is a burning issue within the realm of feminist linguistics and has been highly debated since 1970 (Linthe, 2010). The issue of sexism particularly accentuated after the first and second wave of American Feminist Movement and their struggle for the promotion of equal rights for men and women (Gabriel &Gygax). According to He (2010) if we take the historical and sociological facts and figures into consideration, it becomes evident that ours is a man dominant and man oriented society where women are treated and considered inferior to men. Ralph Fasold (1990) (as mentioned in He, 2010) claims that linguistic discrimination against women can be accounted for in two ways, Women are either instructed "to speak like a lady" that is to use language that is quite different from men or the way language itself treats women. She inferred that in both the ways women tend to have an inferior status. As language has the ability to influence thought processes .so it can be assumed that sexist language may also contribute to strengthen the biased social patterns.

c) Topographies of sexism in Language

i. Generic Noun Man

An aspect of sexism is evident in the use of generic noun. Generic noun man corroborates the allegation of sexism. Men and women are two equal, independent and integral constituents of the man-made society. However English language and its lexicon do not treat them equal. Noun man has two usages. It either refers to a male referent or to the whole human race. The proponents of feminist movement claim that the use of generic man is responsible for making women invisible

For example

1. All men must die.
2. Man is mortal.
3. Man is a social animal.

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However one cannot replace man or men in the above examples with woman or women. The term woman does not enjoy a positive connotation. A woman is always equated with dance, merriment, luxury, jealousy, stupidity, and superficiality etc. but when the term man occurs in a piece of writing or speech, it is commendatory, tends to have positive meaning, and is represented as worthy of regard.

ii. *Generic Pronoun He*

According to Dean &Norton (2011) Generic pronouns or epicene pronouns are defined as pronouns that are assumed to refer to the subject or noun of common or an unspecified gender with equal probability or possibility. For more than a hundred years, English grammar has been highly criticized and reprimanded for the unavailability of gender neutral third person pronoun. As a gender specific pronoun it refers to male referent and as a generic pronoun it is assumed to be used as gender inclusive pronoun. For example

1) Everyone believes he is king of his world.

However it often fails to perform the second function. When generic he is used with a noun of common gender such as instructor, teacher, student, etc. they are often interpreted as referring to the male referent and ignores the possibility of a female referent. For example in the following sentence he refers to the noun instructor which is either a male or female.

2) An instructor is expected to recommend and propose the students stimulating and demanding takes even if he has to exert a lot of effort.

However in most cases this sentence is unconsciously interpreted as referring to man even by the females.

iii. *Generic possessive Pronoun One*

According to Moltmann (2010) the traditional grammar states that when indefinite pronoun one is used in generic context, then only one, one's and himself should be used in order to construct a grammatically well-formed sentence. For example,

1. One could suspect that one has a soul.
2. If one is human, one has a soul.
3. One should benefit from one's knowledge.

However in American English, instead of one or one's, he and his is employed in order to avoid repetition. Thus

1. One could suspect that he has a soul.
2. If one is human, he has a soul.
3. One should benefit from his knowledge.

In this sentence one refers to the idea of people in general, which is a noun of an un-specified gender. However the use of he and his elicit image of man in one's mind than a woman. That is to say that language or more particularly grammar rules tend to uplift the status of masculine terms and relegate the status of feminine terms.

iv. *Generic Pronouns They, Their and He/she*

According to Dean & Norton (2011), English speakers now tend to use gender neutral pronoun they instead of the epicene he. Though it seems ungrammatical but still it is preferred in order to avoid the dilemma of being prejudiced against women. For example

1. A responsible citizen will always do his best to follow the law. Is substituted with

2. A responsible citizen will always do their best to follow the law.

Though they and there are plural, however they are taken to be gender neutral third person singular pronoun. According to Quirk et al. singular they was a characteristic of informal English, but now it is observed in formal English as well. They suggest the use of the rule of singular they in the following examples.

1. Everyone believes they are the king of their lives.
2. Has anybody forgotten their sweaters?
3. It is a fact that no one could feel themselves responsiblefor whatever happens.

II. Literature Review

a) Gender System in English language

According to Curzan (2003) English is one of those languages that does not use grammatical gender system rather utilizes a natural gender system, in which nouns and some pronouns (I, me, you, they) are classified as masculine, feminine and neutral according to semantic distinction as observed in the real world such as male animate (male human), female animate (female human) and inanimate (non-human). If the referent is male (e.g. boy) the noun is interpreted as male and if the referent is female (girl) the noun is interpreted as referring to female. If the gender of the referent is not mentioned (e.g. pupil) then the noun is understood as referring to both male and female gender.

According to Baron (1986) the natural gender system in English is complicated by two factors. The use of suffixes such as _ess, _ette, and _ine mark the nouns as referring to one particular gender that is it tends to encode female gender while leaving out the masculine gender altogether.

Martyna (1980) cited in her book that linguistic faculty at Harvard in 1971 asserted that the argument that male gender is unmarked in English or English language being sexist curbs the potential of women or makes them invisible is quite irrational. It is simply a grammatical phenomenon. Similarly others are of the view that sexist language structures are only manifestation of the attitudes rather than cause of the underlying attitude. Social bias is already formed and is

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not instilled by linguistic patterns. Reforming language is needless and inessential because eliminating bias in language may not result in eradication of social bias from the society. Lakoff (1973) expresses the same belief that the basic reason behind the lexical and grammatical neutralization is the fact that men have always been the doers, performer, and writers and it by no means entails any disparaging role for women and this area of language is very little in need of change or reform.

b) Promotion of Androcentricity by Gendered langauge

Recent studies based on male generic words also substantiate the argument of linguistic relativity that generic words do contribute to bias interpretation. Studies undertaken in past few decades have advocated that the use of male generic words eliminate female referent from speakers' perception and perception. They not only promote and strengthen androcentricity but also contribute to producing gender in equality in the society. Ehrlich & King (1994) proclaims that it is undeniable that language not only reflects sexist social biases and attitude but is also responsible for reproducing and reinforcing such attitudes and biases.

The third person male generic pronoun he has received much attention from researchers who have argued that this element of English grammar is the most androcentric in its use. Martyna (1978) was the first researcher who addressed the issue whether he is inclusive of both the sexes and has the ability to serve as a generic pronoun that is to refer to both male and female referents unambiguously. It was an experiment based on production in which participants were directed to fill the slots in the sentences. For instance, when a graduate receives degree _____. She hypothesized that if he is a suitable generic pronoun then it must be used by the subjects whenever the sex of the referent is unknown. However it was observed that subjects frequently used he to fill the slots in the sentences in which the antecedents appeared masculine (police officer), she to complete sentences with the antecedents that appeared feminine (nurse, babysitter) and he or she or they to complete sentences which contained neutral antecedents (person). Results revealed the fact "that he and she were used as sex specific pronoun and he was not considered as a suitable generic pronoun rather he or she and they were used in the sentences containing neutral antecedents (person). Even though he or she and they were used for neutral antecedents however male subjects had a propensity to draw male images for those sentences. Martyna proposes that generic he is ambiguous and prejudiced.

Martyna's study focused only on the production and little attention was given to the comprehension. MacKay and Fulkerson (1979) conducted a study that provided an in-depth analysis of the comprehension of the generic pronoun he. Their study aimed at investigating whether male generic pronoun simply represent their referents (both male and female gender) or produce bias in speakers by making them interpret and comprehend as referring to male gender only. Participants were asked to interpret the sentences which contained sex specific nouns (All the clothes were ironed by mother) sex specific pronoun (The instructor collected all the assignments from the students.) and male generic pronoun (Even a professor would say that sometimes he is unable to convince the students.) and state whether they could or could not be interpreted as females. It was figured out that subjects interpreted he, referring to males only despite of its generic use. Before the comprehension task subjects were presented with the antecedents (nouns) in isolation and were rated as masculine or feminine. Even words that were rated as feminine (nurse) were interpreted as referring to men only when used with he. This shows that he is not generic term but makes male interpretation more salient. MacKay and Fulkerson drew our attention to an important facet of the study that the results of their studies by no means affirm that generic pronoun he strictly influences or changes one's cognition or perception of the world because participants were inclined to comprehend the noun as male only when they were used along with generic pronoun he. However when the words were presented in isolation without using the bias pronoun, they could base their judgment of the nouns on their real world experience. Their interpretation reflected real world distribution of profession on the basis of gender. They further elucidates the fact by stating that generic pronoun he has the ability to change the perception of those who are in the formative stages of life for example children, who do not possess enough real world knowledge and experience to form judgment. For instance children lack the knowledge that both male and female can be scientists. The use of generic he can affect their perception and lead them to think that only men can occupy those posts, thus causing attitude and behaviors that are termed as sexist or biased.

Gastil's (1990) research pertaining to the same area of investigation provides further evidence to support the claim that reading or hearing generic pronoun he leads the reader or listener to interpret it as referring to male referent only. Participants were required to read 12 sentences aloud. Half of the sentences contained third person generic pronoun he, he or she, or they. Once finished with the reading, all the participants verbally described the images of the referents that were elicited in their mind after reading the sentences. After describing the images, participants were redirected to review the sentences and recall the gender of the people they imagined or visualized. This recalling of the images was to confirm the gender of the first image evoked in their mind. If the first image described by the participant was clear then the second

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image was not taken into consideration. The results of the study revealed that he elicited more male images than he or she or they. The results evince that he is unable to serve as an effective generic pronoun because it is responsible for biasness in the listener and conjures up male images. Another important aspect discussed here is the fact that in case of male participants no significant difference was found for the images elicited for he and he or she. However women participants showed opposite performance. It showed that male and female may differ significantly in their interpretation of male generic nouns and pronouns.

Hamilton (1988) designed a study that was also related to the production of generic he by participants. She attempted to determine whether male imagery as accounted in the study conducted by Martyna was the outcome of pronouns that were used to complete the slots in the sentences and whether the generic words elicit more male referents than female even knowing the fact that they are inclusive of both the sexes. In order to address this issue Hamilton structured her study in which participants were required to make use of either sexist pronoun he, nonsexist pronoun he or she and they to fill the blank slots in the sentences either in traditional or academic way or in modern or casual way. After finishing the task, participants were directed to describe images elicited in their minds of the people in the sentences. The results of the study revealed that participants who employed sexist he produced more male images and those who used nonsexist he or she and they, and supports the claim that one's own use of male generic words can bias one's perception and the linguistic relativity hypothesis that it is a fact that language does not determine thought, it definitely has the power to influence the thought to some extent.

III. Statement of the Problem

Usually in Grammar classes, students are taught to use generic pronoun he in sex indefinite sentences. Similarly generic nouns such as man, mankind etc. are also supposed to be used in generic context to refer to both men and women with equal likelihood but actually they are tend to be interpreted as predominantly referring to masculine gender only.

IV. Research Hypothesis

Language as a powerful tool exercises profound influence over perception. Male generic noun and pronoun turn sexist while interpreting and initiate the thoughts of male referent while reformed language use is inclusive of both the gender.

V. Objectives

1) To investigate the role of English language in creating gendered perception.
2) To establish a relationship between English language and its role in inducing and inculcating gendered
3) To examine the extent to which language is responsible for developing and inculcating gendered perception in its speakers.
4) To test the hypothesis with the help of the proposed theory.

VI. Significance of the Study

The purpose of the present study is to establish a relationship between the use of language and its influence on perception in general and the impact of English generic terms that turn sexist when interpreting, in developing gendered perception in particular. Many research inquiries and studies have been conducted to establish the fact that English language is sexist and exhibit male bias. All the studies undertaken up till now have been carried out on the native speakers of English. All those studies were consistent with the view that English generic terms develop male bias and prejudice against women. Present study is carried out on the non-native speakers of English and to find out whether the results are consistent with those carried on the native speakers. The results obtained might be a new addition to the present store of knowledge pertaining to the influence of generic terms on the perception of people.

VII. Limitation and Delimitation of the Study

Sexism, gendered language or linguistic discrimination is a much broader and highly debated phenomenon in the realm of feminist linguistics. Language exhibits prejudice against women in a number of ways; feminine terms are derived from male terms, noun and pronoun despite of their generic use are often interpreted as referring to male gender and discrimination even in word order, connotative meaning, collocation and in proverbs and idioms. However researcher has confined or delimited her focus only on the generic noun and pronoun as being responsible for developing gendered perception. Moreover the study has been delimited to SBKWU for feasibility.

VIII. Operational Definition

- **Sexism:** Discrimination on the basis of sex
- **Gendered Language:** Words, phrases or expressions that either discriminate between men and women or trivialize women.
- **Generic Nouns:** Nouns (man, mankind) that tend to refer to the whole race without any reference to a particular gender.
- **Generic Pronouns:** Pronouns (he, his, and himself) that tend to refer to a subject of common or an unspecified gender (teacher, doctor etc.).

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- **Gendered Perception:** Perceiving generic noun and pronoun as sex specific.

IX. Research Methodology

The design of the present study is quantitative as the data gathered has been analyzed statistically and is a relational investigation attempting to establish a relationship between the two constructs namely language and perception.

a) Theoretical Framework

Sapir-Whorf hypothesis also known as the Whorfian hypothesis deals with the relationship between language and thought. This hypothesis is said to be put forward by anthropological linguists Edward Sapir and his student Benjamin Whorf but as matter of fact neither of them formally stated the hypothesis. This hypothesis was deduced by scholars from the works of these linguists and since then has given rise to a controversy among philosophers, psychologists, anthropologists and linguists. The more radical proposal known as language determinism states that language strictly determines the thought or the way people perceive the world. However the moderate proposal known as linguistic relativity substantiates the view as language habits affect or influence the thinking process. There is little empirical evidence for linguistic determinism however linguistic relativity has contributed a lot in producing influential research from different perspective (Cassanato, 2012). Present study takes the moderate proposal of Whorfian hypothesis that is linguistic relativity to support the argument that English language being sexist has contributed to developing gendered perception and making women invisible.

b) Population and Sample Size

The target population of the present study is all non-native English speakers/learners. However to make this investigation more convenient and feasible, researcher chose SBK Women's University students as the accessible population. It was hoped that sample of 20 participants would be representative of the whole population.

c) Sampling and Sample Design

Researchers selected 50 participants in the study as chi square distribution requires an adequate sample size so that its distribution may go unaffected.

d) Statistical Techniques

Gendered language and perception are nominal variables also termed as categorical variables as they can assume two or more values. The data is statistically analyzed by $\chi 2$ distribution. It is a test of significance which is often used for testing an association between two nominal or categorical variables when data is presented in the form of frequency counts and the point of concern is to find out how many participants fall into different groups.

In $\chi 2$ test, data arranged in the contingency table is used. Contingency table comprises of two or more rows and columns in which n observations are organized in accordance with the categorical variables. Chi square distribution has only one parameter known as degrees of freedom (df). Df is determined by the number of columns and rows in the table by the following formula

df=(number of rows-1)x(number of columns-1)(Chaudary & Kamal, 1978)

When collecting sample data, it is necessary to keep in mind that for chi square test, a small sample may generate smaller expected values which may affect the chi square approximation. Smaller expected frequencies are a common weakness encountered in chi square test which can be resolved either by adding 0.5 to all observed frequencies or by increasing sample size. Contingency table offers a valuable way of comparing categorical variables (Peers, 2006).

e) Data Collection and Instrumentation

1) Instrument employed in this study was selected keeping in view its suitability in securing information from the participants. This method was used by Gastil (1990) in his experiment to record the comprehension of generic noun and mental imagery of the participants. Participants were provided with 20 sentences out of which half were target sentences and rest were filler sentences. Participants were directed to read the sentences aloud and visualize whatever came into their mind. Their responses were recorded into a tape recorder. After completing the task, participants were asked to read the sentences again and recall the images and were recorded again. Six decision rules were employed when the images visualized and recalled did not match with each other.

f) Data Collection

Researcher collected data from 20 students attending SardarBahadur Khan Women's University Quetta (SBKWU). She read the instructions aloud and described one sentence with all possible details in order to give the participants an idea how to deal with the rest of the sentences. Sentences on the paper were not organized; they were not ordered as first 5 dealing with the generic he, then 5 dealing with man and finally giving the filler sentences. Rather they were put randomly so that the topic being investigated might not be guessed by the participants.

Each participant read the sentences aloud and each sentence was verbally described by the participant and was recorded into the tape recorder. For instance one participant read the sentence "a pedestrian must be careful while crossing the road." and verbally described it as, "I can see a heavy traffic on the road, children walking on the footpath, zebra crossingand so on.

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After reading and visualizing the target and filler sentences, participants were directed to read the sentences once again and recall the images and identify their gender. Their responses were recorded and the tape was turned off.

All the recordings were later on transcribed by the researcher and coded as alluding to either male, female or both the genders. While coding the images when the original image did not match the recalled one, researcher employed six decision rules as documented by Gastil (1990).

g) Data Analysis

Researcher performed statistical analysis of the data secured from the participants with the help of chi square test of independence which is used for estimating any relationship between the nominal variables. This test requires formulating null hypothesis which states that there is no statistical relationship between the variable and the alternative hypothesis which states that there exist a statistical relationship between the variables. If null hypothesis is accepted, it means that that the two variables under study are independent. If null hypothesis is rejected it implies that variables under study are associated with each other. The chi square statistic only reveals whether there exists any relation. It does not indicate the strength of the association. In order to indicate the strength of relationship Pearson's co efficient of mean contingency is used to measure the strength of association.

C=If C=0 then there is no association between the variables, but if there exists some relationship the value of C= which is 0.70 for 2x3 contingency table.

Where k is the smaller value either a row or column. The value of C lies between 0 and. The larger is the value of C the stronger is the association between the variables. (Chuadary).

i. *Decision Rules*

1) If a participant utters the word he while describing the image, it does not necessarily implies that the person in the image is male unless any other details are provided.
2) If the participant is unable to answer the question of recalled image, then the original image is preferred.
3) If the participant is not able to provide an original image, then any recalled image is not considered.
4) If the answer of the participant for the visualized image and the recalled image are different, then the original image is given preference.
5) If the original image is clear enough in terms of gender, and the recalled image is none of the gender, original image is used.
6) If the participant does not specify the gender of the person in original image, the code mixed gender is used

ii. *Tabulation of the Data*

After transcribing all the images as alluding to male, female or both the genders, researcher inserted the figures into a 2x3 contingency table to show how many images fall in a specific category. The table consists of rows and columns, depicting the number of images falling into a particular category and is known as observed frequencies. All the columns and rows are totaled to obtain column total and row total respectively. Grand total is obtained either by adding the row total or column total (Devore & peck, 2001)

1.1.1. Contingency Table for Generic He and Man

Images	Expected Cell Count	
	He	Man
Male	$91\frac{98}{195}=45.7$	$91\frac{97}{195}=45.3$
Female	$38\frac{98}{195}=19.1$	$38\frac{97}{195}=18.9$
Mixed	$66\frac{98}{195}=33.2$	$66\frac{97}{195}=32.8$

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1.1.2. Contingency Table for Reformed Language

Images	Expected Cell Count	
	He/She	Human
Male	$36\frac{98}{197} = 17.9$	$36\frac{99}{197} = 18.1$
Female	$94\frac{98}{197} = 46.8$	$94\frac{99}{197} = 47.2$
Mixed	$67\frac{98}{197} = 33.3$	$67\frac{99}{197} = 33.7$

Graphical representation of the Data

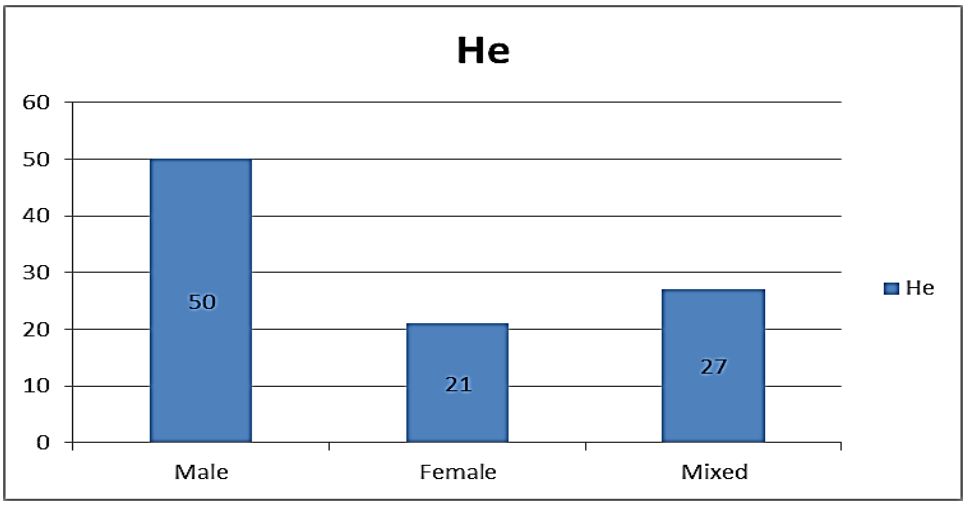


Figure 1 : images evoked by Generic He

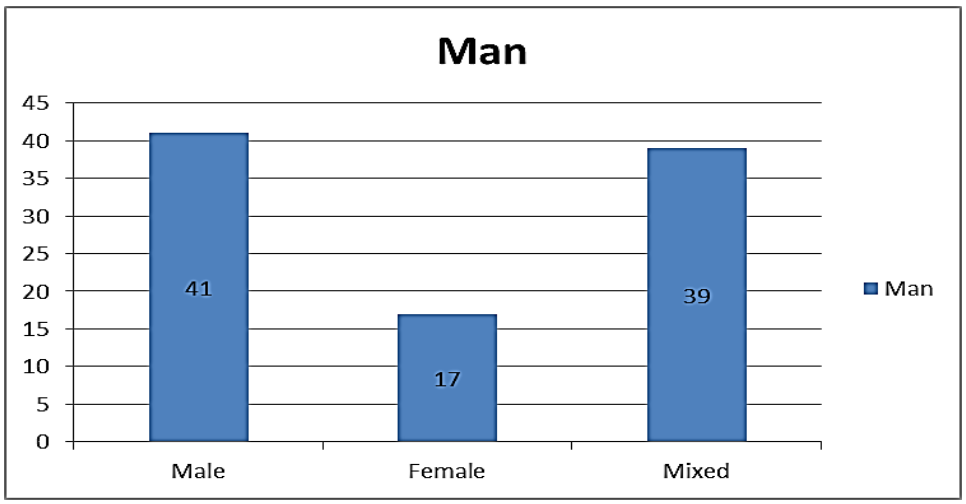


Figure 2 : Images evoked by generic noun Man

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Figure 1 and figure 2 provides a graphical represe-ntation of the images evoked for the generic terms he and man individually which shows that he and man evoked more male images than female images.

Graphs for Reformed Language

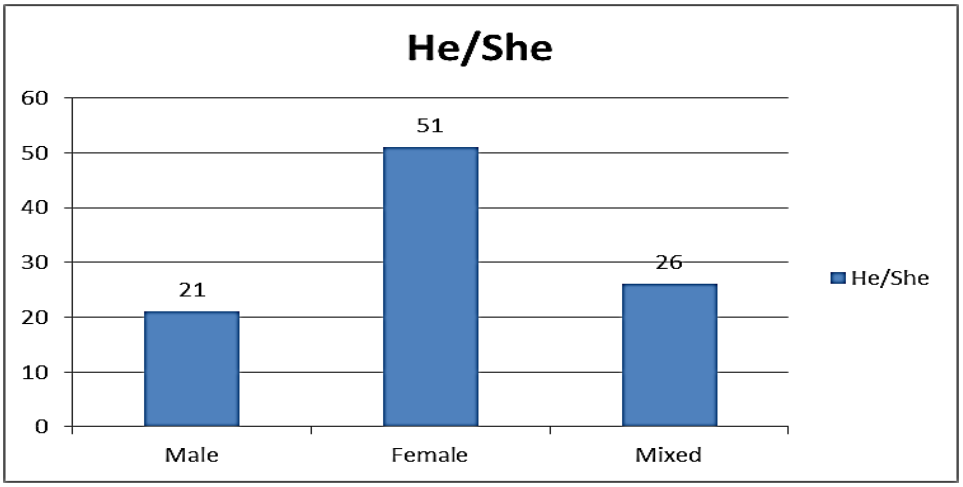


Figure 3 : Images evoked by reformed pronoun He/She

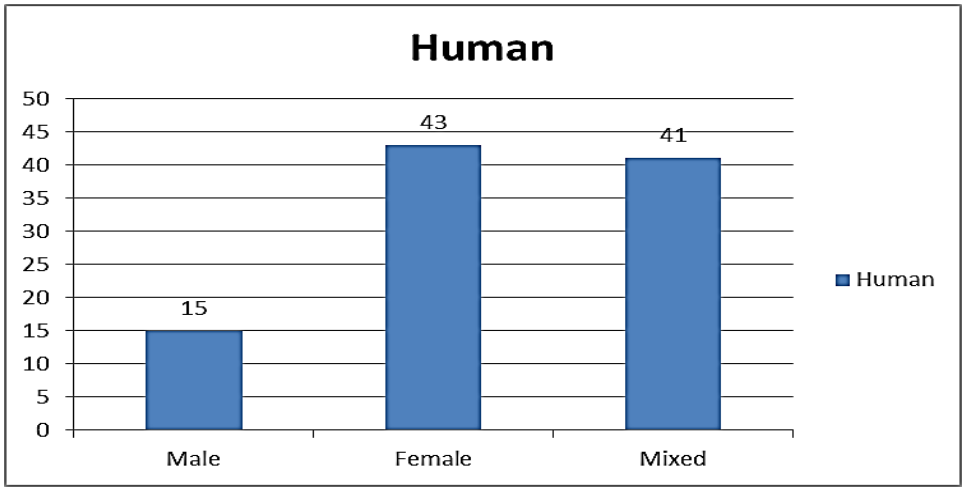


Figure 4 : Images evoked by reformed Human

Conversely figure 3 and figure 4 indicate that reformed language elicited more female images than male images.

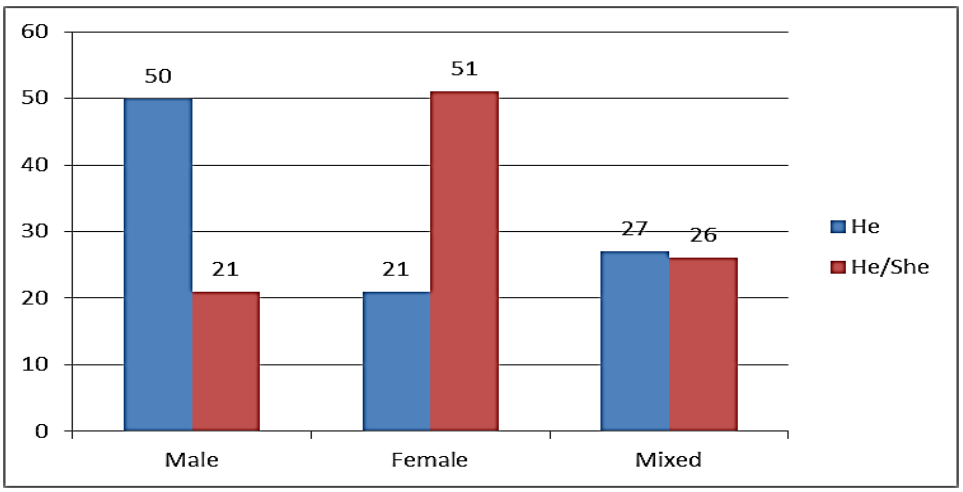


Figure 5 : comparative presentations of the images evoked by the generic and reformed pronoun

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Figure 5 gives a comparative analysis of the pronouns (generic and reformed) and indicates that generic term he elicited more male images than female while he/she elicited more female images than male images. However both the pronoun seems to have similar ratio of mixed gender.

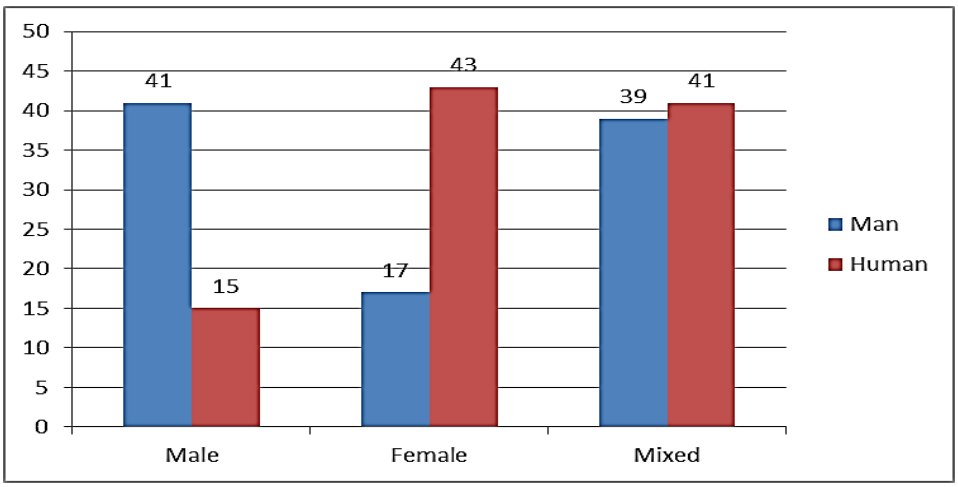


Figure 6 : comparative presentations of the images evoked by the generic and reformed nouns

Similarly the generic noun man and the reformed human are also indicating the same results. Generic man produced more male images and excluded female while human included more female images. However the ratio remains the same for mixed gender.

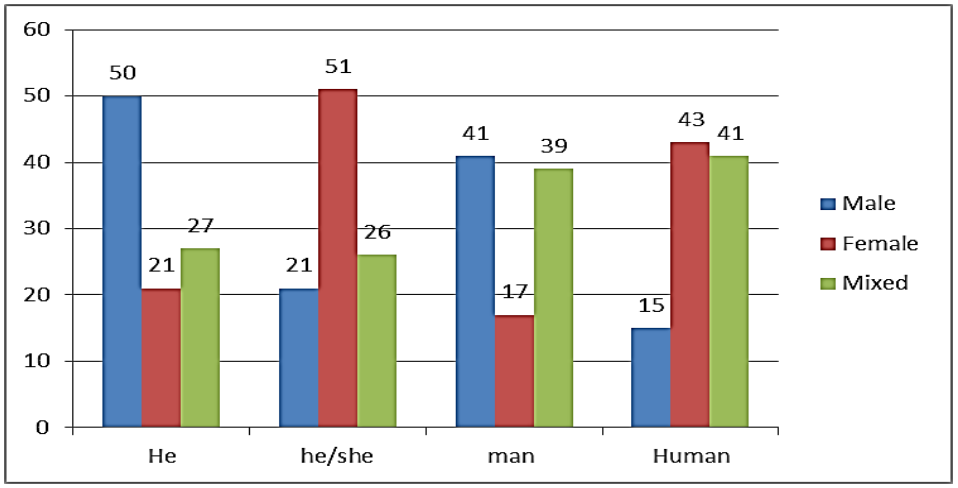


Figure 6

This final graph provides a visual comparison of all the groups, showing a relationship between the language and its influence over perception and more specifically in developing gendered perception. He elicited more male images, while he/she elicited more female images. Similarly generic man again elicited more male images as compared to term human.

The graphical display of the data clearly exhibits the fact that English language is sexist and is biased towards female gender. It excludes women where they should not. The generic noun and pronouns are predominantly perceived as referring to male gender only. On the other hand data on reformed language reveals that he/she and human were less associated with the masculine gender.

However more reliable results can be obtained by the statistical analysis of the tabulated data.

iii. *Statistical Analysis of the Data*

a. *Chi square Test for Independence*

As already discussed chi square test statistic is used to investigate the relationship between two categorical variables which are the noun and pronoun (generic and reformed) and the images that they elicit.

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Contingency Table for Generic He and Man

Images	Generic Noun and pronoun		Row Marginal Total
	He	Man	
Male	50	41	91
Female	21	17	38
Mixed	27	39	66
Column Marginal Total	98	97	195

The researcher is interested in investigating whether there is an association between perception and language use. The hypotheses to be tested are.

Ho = the use of generic he and man and the images elicited are independent of each other

H1 = the use of generic he and man and the images elicited are not independent of each other.

Significance Level = $\alpha = 0.95$

DF = (r – 1) (c – 1) = (3– 1) (2– 1) = (2) (1) = 2
Critical Value = C.V= 0.103

In order to check the assumptions, it is necessary to compute the expected frequencies of the corresponding observed frequencies. Expected frequencies are computed by using the following formula.

E = Row Total

Images	Expected Cell Count	
	He	Man
Male	$91\frac{98}{195}=45.7$	$91\frac{97}{195}=45.3$
Female	$38\frac{98}{195}=19.1$	$38\frac{97}{195}=18.9$
Mixed	$66\frac{98}{195}=33.2$	$66\frac{97}{195}=32.8$

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Observed Frequency O	Expected Frequency E	(O-E)	(O-E)2	(O-E)2/E
50	45.7	4.3	18.49	0.4
21	19.1	1.9	3.61	0.19
27	33.2	-6.2	38.44	1.16
41	45.3	-4.3	18.49	0.41
17	18.9	-1.9	3.61	0.19
39	32.8	6.2	38.44	1.17
–	–	–	–	3.52

Test Statistic =

= 3.52

As the value falls in the acceptance region so we reject the null hypothesis and accept the alternative hypothesis that the pronoun use and the images elicited are related to each other.

However to find out the strength of the relation Pearson's co efficient of mean contingency is used.

C=

=

=

=0.38

C =0.4

The maximum value of C=0.07 for 3x2 contingency table, showing a perfect relationship. The value of C for the above mentioned data is 0.4 showing a strong relationship.

Contingency Table for Reformed Language

Images	Reformed Noun and pronoun		Row Marginal Total
	He/She	Human	
Male	21	15	36
Female	51	43	94
Mixed	26	41	67
Column Marginal Total	98	99	197

Ho = the use of reformed he/she and human and the images elicited are independent of each other.

H1 = the use of reformed he/she and human and the images elicited are not independent of each other.

Significance Level = α = 0.95

Df = (r – 1) (c – 1) = (3– 1) (2– 1) = (2) (1) = 2

Critical Value = C.V= 0.103

Expected frequencies are computed using following formula.

E = Row Total

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Images	Expected Cell Count	
	He/She	Human
Male	$36\frac{98}{197} = 17.9$	$36\frac{99}{197} = 18.1$
Female	$94\frac{98}{197} = 46.8$	$94\frac{99}{197} = 47.2$
Mixed	$67\frac{98}{197} = 33.3$	$67\frac{99}{197} = 33.7$

Observed Frequency	Expected Frequency	(O-E)	(O-E)2	(O-E)2/E
O	E			
21	17.9	3.1	9.61	0.54
51	46.8	4.2	17.64	0.38
26	33.3	-7.3	53.29	1.6
15	18.1	-3.1	9.61	0.53
43	47.2	-4.2	17.64	0.38
41	33.7	7.3	53.29	1.58
–	–	–	–	5.01

Test Statistic =

=5.01

As the value falls in the acceptance region so we reject the null hypothesis and accept the alternative hypothesis that the pronoun use and the images elicited are related to each other.

Strength of the relationship can be found out by

C=

=

=

=

=

C=0.4

The value of c= 4 thus a strong relationship between the two variables.

h) Findings

Graphical representation of the relevant data revealed a rough approximation of the relationship between the two variables namely language and the images. However a more detailed estimate was obtained after the statistical analysis of the data. The results obtained were significant. Chi square analysis indicated a relationship between the variables. Pearson's co-efficient of mean contingency revealed a strong relationship between the two variables. The maximum value of Pearson Coefficient is 0.70. The values obtained from the statistical analysis were 0.4 for masculine generic words and reformed language words which are an indication of a strong relationship between the variables. The findings clearly support the proposed

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hypothesis that English language owing to its gendered nature tends to reflect male view of the world. On the other hand reformed language tends to be in inclusive of both the genders. Thus the findings deduce those feminists are justified to argue in favor of the reformed language in order to eliminate androcentricity and allow for an environment of equity.

The Pearson coefficient (C= 0.4) indicated a strong association between the variables under study. The relationship between language and the subsequent images elicited by the male generic words and reformed words show that language does exercise influence on our perception. The findings of this study are consistent with the previous researches that revealed that generic he and man are responsible for the subsequent biased interpretation. Generic he and man reinforce gendered perspective and attitude. On the other hand he/she and human elicited more female images, thereby supporting the proposed hypothesis that despite the generic use of he and man, they are most of the time interpreted as referring to masculine gender. However reformed language he/she and human revealed results quite different from the generic he and man.

X. Conclusion

Findings of the study revealed that there exists a strong relationship between the two variables. It can be deduced from the results that English language owing to its gendered nature, is responsible for creating and expressing male bias to a great extent. However use of reformed language has a positive influence on thinking process as it did not perpetuate male bias. Thus the results is an evidence for the validity of Sapir Whorf hypothesis that maintains that language does exercises an influence in shaping perception. The findings of the study are consistent with the proposed theory.

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Perception of Teachers on the Influence of Peace Education in the South-West Nigerian Secondary Schools

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Abstract- This study investigated theperception of teachers on the influence of peace education in the south-west Nigerian secondary schools and determined if peace education in secondary schools has any positive effect on students. The study also ascertained whether there was difference in the perception of male and female teachers on the influence of peace education on Nigerian secondary schools. There is no doubt that there is problem of peace in Nigeria and several efforts had been made towards making peace a reality. Therefore, catching them young is very vital to our educational system through somesubjects inthe school curriculum.

The sample of this study consists of twenty schools from the south-west, Nigeria. Questionnaire wasused to collect data on the perception of teachers on the influence of peace education in secondary schools.

Keywords: *education, influence, peace, perception , teacher.*

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Perception of Teachers on the Influence of Peace Education in the South-West Nigerian Secondary Schools

Dr. Omirin [α] & Fadekemi Funke [σ]

Abstract- This study investigated theperception of teachers on the influence of peace education in the south-west Nigerian secondary schools and determined if peace education in secondary schools has any positive effect on students. The study also ascertained whether there was difference in the perception of male and female teachers on the influence of peace education on Nigerian secondary schools. There is no doubt that there is problem of peace in Nigeria and several efforts had been made towards making peace a reality. Therefore, catching them young is very vital to our educational system through somesubjects inthe school curriculum.

The sample of this study consists of twenty schools from the south-west, Nigeria. Questionnaire wasused to collect data on the perception of teachers on the influence of peace education in secondary schools. Mean, standard deviation and T-test were used to analyse the data. From the result it was discovered that peace education in secondary school will have great influence on students, the society and Nigeria atlarge. It was recommended among others that, arrangement should be made for teachers where they will be fully engaged in seminars and activities that relate to peace education, government should play key roles by ensuring that the subject is fully incorporated in the curriculum and monitoring the way it is taught in schools.

Keywords: education, influence, peace, perception, teacher.

I. Introduction

Peace education is the process ofacquiring the values, the knowledge and developing the attitudes,skills and behaviors to live in harmony with oneself, with others and with the natural environment (Wikipedia, 2015)

There are numerous united Nations declarations on the importance of peace education(Page, 2008) Ban ki Moon, U.N Secretary General, has dedicated the International Day of Peace 2013 to peace education in an efforts to refocus minds and financing on the preeminence of peace education as the means to bring about a culture of peace (Peace Day 2013) Koichiro Matsuura, the immediate past Director – General of UNESCO, has written of peace education as being of "fundamental importance to the mission of UNESCO and the United Nations. Peace education as a right is something which is now increasingly emphasized by peace researchers such as Betty Reardon and Douglas Roche. There has also been a recent meshing ofpeace education and human right education.

Ian Harris John Synott has described peace education as a series of" teaching encounters" that draw from people :(Harris and Synott, (2002).

- Their desire for peace,
- Non-violent alternatives for managing conflict, and
- Skills for critical analysis of structural arrangements that produce and legitimize injustice and inequality.

Page suggests peace education be thought of as "encouraging a commitment to peace as a settled disposition and enhancing the confidence of the individual as an individual agent of peace; as informing the students on the consequences of war and social injustice; as informing the student on the value of peaceful and just social structure and working to uphold or develop such social structures; as encouraging the students to love the world and imagine a peaceful future; and as caring for the student and encouraging the student to care for others. (Page,2008).

Peace education is the type of study that essentially inculcates discipline in people. It is that course that teaches the past and present conflicts or wars noting the causes, the effects and recommends towards averting such social ills. It also teaches the expectations of citizens in general, and more specifically, the duties, roles, obligations, activities of individual leaders and followers. In peace Education, essential are knowledge of fundamental human rights of citizen; the rise and fall of political entities such as the empires in the pre-colonial days; the importance of the rule of law, separation of powers; and the menace of bad leadership. In Nigeria, there have been cases of inter-ethnic crisis. A good example of this is the crises between Hausa and Yorubas in Lagos with a spillover effect in Kano. Cases of ethno-religious riots are common in the Nothern part of Nigeria. Example is the Boko haram insurgence (burning down churches in the North and even making effort of coming to the South, East and West). Good examples of other crises in Nigeria include the Tivs and Jukuns tribal wars of 1991, 1992, and 1993; the kattaf and Hausa; Fulani in Kanfachan 1988; the Ijaws and Isekiri clashes of 1991 and 1992; and the Niger Delta crisis. (kadiri 2003).

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There are many cases of boundary disputes such as the Modakeke and Ife in Osun State, Nigeria, Ipoti and Iloro in Ekiti State, Nigeria,+just to mention a few. The crisis between school children and school authority is rampant while political crisis disrupt progress in all its ramifications almost at all times. These are also source of disturbances to the peace of Nigerians, the common occurrences of armed robbery, ritual killings, abductions of innocent citizens and incessant fuel crisis. There is no doubt that there is a problem of peace in Nigeria. The need for solutions to the numerous problems that causes disturbances in Nigeria is therefore, evident. Peace should be conceived as something common to all (Galtung, 2004). A global state peace must be the goal pursued by Nigerian government and peace programmes must be organized periodically to sentizize people on the importance of peaceful co-existence.

Several efforts have been made towards making peace a reality in Nigeria. The National policy on Education (2004 reversed 2013) for example, explained the role of education in this regard. The policy stated that all levels of Nigerian educational system must inculcate the values of respect for the worth and dignity of man and liberty, and develop moral and spiritual values of inter-personal and human relations along the line, school subjects such as social studies, history, Religious Studies, Moral Education, and Geography to mention a few were introduced into the school curricula. Since the higher institutions students also went through secondary education, so these subjects will enable the future that are always used by the politicians for crisis to learn about peace, its importance and how to keep peace and live in peace with people and in the land (Adejobi and Adesina, 2009). Peace education could be inseminated into the students using the existing subjects in the secondary school curriculum in Nigeria. Subject, such as History, Social Studies, Geography, Government and Religious Studies are relevant in this case. In History, Students are made to understand the past and present happenings in their communities and use the knowledge to better their future. History would make students appreciate the factors that make for national unity and global understanding (NECO, 2002). The contributions made towards lasting solutions to peace problems studied in the history cannot be exaggerated. Social studied is meant to transmit a body of knowledge, skill and values that aim at developing effective broad-minded patriotic citizen that will have as objective national integration, promotion of national unity and progress. It is also very good area of specialization that impacts the values of peace Education. It is a subject that teaches learners the development of an understanding of their immediate surroundings. It also makes students develop skills which will enable them deal with and manage the forces of the world in which they live. For many nations to enjoy peace, peace education has to be fully integrated to the secondary school subjects. It therefore becomes imperative to investigate the perception of teachers on the influence of peace education in Nigerian secondary schools.

II. Peace Education

Peace education (PE) is all educational efforts, formal or informal that aims at developing in the learners the attitudes, values and skills to live with others in harmony, mutual understanding, trust and amicable resolution of conflicts. Ajala (2003) stated that peace education includes all the values, attitudes and forms of behavior, ways of life, respect for life, reflection of violence, commitment to principle of freedom, Justice, Solidarity, tolerance among people and between groups and individuals Hick (1998) explained that the objectives of peace education can be grouped into three namely:acquisition of skills, knowledge about issues and development of attitudes. This is in line with Oyebanji (2001). Ajala (2003) that peace education is the type of education that impacts in leaners all norms, values and attitude that could bring about a conducive environment for human living. The Wikipedia Encyclopedia (2015) describes peace education as the process of acquiring the values, knowledge and developing the attitudes. skills and behaviour to live in harmony with oneself, with others and with the environment. The United Nations (2009) describes peace education as schooling and other educational initiatives that:

- function as zones of peace, where children are safe from violent conflict;
- uphold children's basic rights as outlined in the convention on the right of the Child (CRC);
- develop a climate that models peaceful behaviour among all members of the learning community;
- demonstrate the principles of equality and non-discrimination in administrative policies and practices;
- draw on the knowledge of peace-building that exists in the community, including means of dealing with conflict that are effective, non-violent, and rooted in the local culture;
- handle conflicts in ways that respect the rights and dignity of all involved;
- integrate an understanding of peace, human rights, social justice and global issues throughout the curriculum whenever possible;
- provide a forum for the explicit discussion of values of peace and social justices;
- enable children to put peace-making into practice in the education setting as well as in the wider community; and
- generate opportunities for continuous reflection and professional development of all educators in relation to issues of peace, justice and rights;

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III. Relationship between the School Curriculum and Peace Education

Peace education could be integrated into the students using the existing subjects in the school curriculum in Nigeria. Subjects like History, social studies; Geography, Government and Religious Studies are relevant in this case. The development of the culture of peace can be traced to the indigenous system of education in Nigeria. Traditional education laid emphasis on character training. Falade, Akinola and Adejubee (2009) explained that the Yoruba of Nigeria have norms meant for social cohesion and smooth-running of the community.

In the traditional community, like any other human society, conflicts or disputes arise. Such disputes are settled through dialogue by the family and community leaders. The extended family system and the decentralized political structure in some parts of Nigeria promote conflict resolution, respect for elders, mutual understanding and harmony. Peace education has therefore become part of the school programme in many nations of the world. In some countries, peace education has been referred to as education for conflict resolution international understanding and human rights, global education, life skills education, social justice education, environmental education etc. The scope and nature of peace education in nations of the world are determined by societal issues and problems.

The Nigerian government introduced the 9-year Basic Education Programme as one of the means of attaining the Millenium Development goals (MDG) by 2015. This prompted the need for the revision of the existing school curriculum. Hence, the National council on Education (NCE) in 2005 directed the Nigerian Educational Research and Development Council (NERDC) to review, re-structure and re-align the existing primary and JSS curriculum into 9-year Basic Education Programme.

In 2006, the NERDC produced the 9-year Basic Education Curriculum which covered current and emerging issues live value reorientation, peace and dialogue including human rights education, family life and HIV/AIDS education etc. (NERDC, 2009). In the light of this, a new basic education social Studies curriculum incorporate contemporary issues like peace and conflict issues, child/women trafficking, youth unemployment and youth religious restiveness, gender issues etc. while a new civic education curriculum was disarticulated from the new social studies curriculum, other emerging areas like peace education, gender education, and family life education were integrated into the social studies curriculum.

IV. Influence of Peace Education in Nigerian Secondary Schools

Peace education is an on-going and life –long learning process. It could be disseminated formally as in the school system or informally at the family or community levels. In the school system, elements of peace education are incorporated and taught as part of existing curriculum of subjects at the different levels. Generally, the objectives of peace education are the recipients, helping them to develop positive attitudes and acquire the skills to become peace builders in life (Gumut, 2004). It must also be emphasized that school children at whatever levels should be exposed to histories in the country to further strengthen their sense of appreciation of the dynamics of existence within the Nigerian landscape. At the informal levels, which offer wider platforms for peace education, the process is multifaceted, less organized but quite effective in the gradual building of peace in the society. In History, Students are made to understand the past and present happenings in their communities and use the knowledge to better their future. History would make students appreciate the factors that make for national unity and global understanding (WAEC, 1998; NECO, 2002). The contributions made towards lasting solutions to peace problems studied in History cannot be exaggerated. Social Studies is meant to transmit a body of knowledge, skill and values that aim at developing effective broad-minded patriotic citizen that will have as objective national integration, promotion of national unity and progress (CESAC, 1993). It is also a very good area of specialization that impacts the values of Peace Education. It is a subject that teaches learners the development of an understanding of their immediate surroundings. It also makes them deal with and manage the forces of the world in which they live.

Social studies make learners learn how to live harmoniously in a society where many different groups co-exist. Students learn topics such as socialization, conflicts, co-operation, heroes, heroines, ethnic diversities, human rights and emergent problems in the society. Social Studies is supposed to instill in learners the acts of discipline, tolerance and such acts that would encourage peaceful co-existence of people in the society. All the above are included in the objectives which peace education intends to achieve. The objectives of peace education, according to UNESCO (1998) are summarized as:

> Combining learning, training, information and action, international education should further appreciate intellectual and emotional development of individual and emotional development of individual. It should develop a sense of social responsibility and of solidarity with less privileged groups and should lead to observance of principles of quality in everyday conduct. It should also help

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develop qualities Japtitudes, and abilities which enable the individual to acquire a critical understanding of problems at the national and international levels; to work in a group; to accept and participate in free discussion; and to base value judgments and decisions on a national analysis of relevant facts and factors (P. 132).

Looking at the objectives of peace education above, one can see the inner play with school subjects like social studies, Religious Studies and Government. History equally helps to bring information; action and international education. UNESCO (1998) stresses that education should include critical analysis of the historical and contemporary factors of an economic and political nature underlying the contradictions and tensions between countries together with the study of ways of overcoming these contradictions, which are the real impediments to understanding true international co-operation and the development of world peace.

The intention of UNESCO favourably support school disciplines such a History, Religious Studies and Political Science in learning the values. WAEC (1998) pointed out that Government syllabi aim at assessing accommodates ability to recognize the role as an informed citizen and his contribution towards the achievement of national development. NECO (2002) highlights the aims of government as a school subject by writing that the subject would develop in the minds of the students' positive attitude towards the achievement of national unity and nation building. UME (2002). Suggests that Religious Studies would guide candidates in the acquisition of the knowledge and understanding of the tenets in the subject as contained in Quran or the Bible, and the ability to apply these tenets to the context of life in peace education objectives.

Peace should be conceived as something common to all, yet peace seems to be far from some areas in the nation. It is against this background that the researcher deems it fit to investigate the perception of teachers on the influence of peace education in Nigerian Secondary Schools.

V. Purpose of the Study

The general purpose of this study is to examine the perception of teachers on the influence of peace education in Nigerian Secondary School. Other specific purposes are to :

1) examine the perception of teachers on the influence of peace education in South-West Nigerian Secondary Schools;
2) Determine whether peace education in secondary school has influence on students.
3) Ascertain whether there is difference in the perception of male and female teachers on the influence of peace education in Nigerian secondary schools.
4) Investigate whether peace education can put an end to Nigerian crisis.

VI. Research Questions

The following questions were raised to guide the study:

1) What is the perception of teachers on the influence of peace education in the south-west Nigerian secondary schools?
2) Does peace education in secondary schools has influence on the students?
3) Can peace education put an end to Nigerian crisis?
4) Is there any significant difference in the perception of male and female teachers on the influence of peace education in Nigerian secondary schools?

VII. Methodology

The research employed the descriptive design of the survey type to achieve the purpose of the study. The target population was all secondary schools in the South-West Nigeria. Samples were taken from four (4) states namely; Osun, Oyo, Ondo and Ekiti. Five (5) schools were selected from each of these states. 20 teachers were randomly selected from each school for data collection. The total respondents were 100 teachers. A self-developed questionnaire tagged "The Influence of Peace Education" (TIPE) was used as instrument to elicit responses from the respondents. There were 20 items on the instrument and were put on four Likert Scale of; Strongly Agree (SA), Agree (A), Disagree(D), Strongly Disagree(SD). The instrument demonstrated high internal consistencies with Cronbah's alpha ranging from 0.80 to 0.92 copies if the instrument were personally administered on the respondents by the researcher. Respondents were guided on the procedure for completing the items of the instrument. Enough time was given the respondents to complete the scales. The copies of the questionnaire administered were collected after completion and analyzed using mean, standard deviation and t-test at 0.05 level of significance.

Results

Research Question 1

What is the perception of teachers on the influence of peace education in the South-West Nigerian secondary schools?

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Table 1 : Perception of teachers on the influence of Peace Education in the South-West Nigerian Secondary school

S/N	Items	SA	A	D	SD	F	S.D
1	Peace education is taught through subjects like social studies, history, government and religious studies in secondary schools.	74	100	18	8	1.80	0.77
2	Peace education is the central pillar to improving human relations in the family, school, workplace, countries and across borders	82	94	14	10	1.76	0.79
3	The students in the secondary schools are the generation which has to lead in the future and can be expected to cultivate a peaceful working environment.	64	112	16	8	1.84	0.73
4	Teachers and educators in learning process should be engaged in seminars or activities on peace education	124	70	4	2	1.75	0.98
5	Government plays great roles in keeping peace at schools	54	56	50	40	2.43	1.14
6	The teachers and the government should be the models in peace keeping	106	74	14	6	1.60	0.75
7	Peace education has a greater influence on the female students than male students	18	14	68	100	3.25	0.94
8	Government's full support to teachers and society will make peace education effective and Nigeria a peaceful nation	78	94	14	14	1.82	0.85
	Average					2.03	0.87

The results presented in the table 4.5 indicates that peace education is the central pillar to improving human relation in schools and it is best taught through subjects like social studies, government, history and religious studies. This is obvious from the average mean of 2.03 and standard deviation of 0.87.

The teachers equally perceived that they should be engaged in seminars or activities on peace education as part of on-the-job training since they are the role models to the students. However, it was observed that the influence of peace education on

Does peace education in secondary school have influence on the students?

female students is not somewhat different from that of their male counterparts (mean value of 3.25 and S.D of 0.94 which is higher than all other values point to this fact). Although, the participants did not unanimously agree that government plays key roles in keeping peace in schools (M.V= 2.43 and S.D= 1.14), they were of the belief that government full support with teachers and society will make peace education effective and Nigeria, a peaceful nation.

Research Question 2

Table 2 : Influence of peace education on secondary school students

S/N	Items	SA	A	D	SD	$\bar{X}$	S.D
9	Peace education in classroom aims at shaping the attitude of the students positively.	100	94	4	2	1.54	0.59
10	Through peace education, students are encouraged to shoulder their own responsibilities.	142	42	10	6	1.40	0.72
11	The importance of peace education at the school level is unequivocal for the cultivation of save and prospering future of the world.	104	82	8	6	1.59	0.71
12	Peace education is an opportunity to improve the social well-being and responsibilities of both teachers and students.	62	96	22	20	2.00	0.91
13	There is positive correlation between peace education and students' behavior.	94	88	16	2	1.63	0.67
14	Peace education if taught properly will help in shaping the attitude of students in school.	78	104	10	8	1.74	0.73
	Average					1.65	0.72

From the above table, it is clear that peace education, if taught in the classroom, will help to shape the attitude and behavior of students. The average score value of 1.65 and S.D of 0.72 point to this fact. It was made clear by the respondents that the importance of peace education is unequivocal for the cultivation of save and prospering future for the entire world. However, this is in addition to the fact that it will be of

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help to improving the social well-being of teachers and students.

Research Question 3

Can peace education put an end to Nigeria crisis?

Table 3 : Views of respondents on possible effect of peace education on Nigerian crisis.

S/N	ITEMS	SA	A	D	SD	X	S.D
15.	Peace education in our schools can put an end to bullying in schools.	49	38	7	6	1.70	0.84
16.	Giving student peace education can eradicate crisis in Nigerian because students are the instruments used for violence and crisis	36	42	12	10	1.97	0.94
17.	The fact that Nigeria is a multi-ethnic society has a lot of implications on the unity of the country	32	41	14	13	2.09	0.99
18.	The students background has contributed immensely to the disunity and crisis in Nigeria.	12	21	34	33	2.89	1.01
19.	The democratic form of government being practiced in Nigeria is one of the sources of crisis in Nigeria	62	31	4	3	1.46	0.67
20	With peace education in Nigeria, there is hope for peaceful co-existence in future.	43	49	6	2	1.70	0.76
	Average					1.97	0.87

The statistics presented in the table above reveals that the teaching of peace education in our schools can help in eradicating crisis in the country. This is evident from the average mean score of 1.97 and S.D of 0.87. Parts of the causes of crisis in Nigeria, as made known by the participants are: the form of democratic government being practiced in the country and the multi-ethnic nature of the society (2.09 (0.99). However, the difference in the students' background (2.89(1.01) was disregarded as being part of the causes of crisis.

Research Question 4

Is there any significant differences in the perception of male and female teachers on the influence of peace education in Nigerian Secondary Schools?

Table 4 : T-test analysis of the difference in the perception of male and female teacher on peace education.

Variables	N	Df	Mean	S.D	t-Cal	t-critical	p-value
Male teachers	80	39	32-80	3.04	0.182	2.02	0.857
Female teachers	120	39	32.95	3.91			

The results presented on the table above shows that there was no significant difference between the perception of male teachers and female teachers on the influence of peace education in the south-west Nigerian secondary schools. The t-test result of 0.812 (with p-value of 0.857(>0.05}) which is less than table value of (2.02) confirms this fact. That mean both male and female teachers have the same perception on the influence of peace education in Nigerian secondary schools.

VIII. Discussion

From the findings it was discovered that peace education is the cardinal pillar to improving human relation in schools and family settings and it is best taught through subjects like social studies, government, history, civic education and religious studies. The assertion made by UME (2002) that religious studies would guide the candidate in the acquisition of the knowledge and understanding of the tenet in the subject as contained in the Quran and Bible and the ability to apply this tenet to the context of the life in society corroborates this fact. The identification of religious studies as being parts of the subject with which peace education could be taught is seen as right gesture by the participants. However, the view of CESAC (1993) that social studies will help to transmit a body of knowledge, skill and values that aim at developing effective broadminded patrotic citizen that will bring about integration and promote national unity and progress was also in line with the findings made. It was pointed out in this study that teachers should be engaged in seminars or any activity on peace education as part of on-the-job training. Since teachers are the role models for the students, one then expects that this should take place as it is generally believed that what one does not have, one cannot definitely give out.

The findings also revealed that the teaching of peace education in classroom will help in shaping the attitude and behaviour of students. The NERDC report (2007) puts it that 9-year basic education curriculum covered current and emerging issues like value reorientation, peace and dialogue including human rights education, family and HIV/AIDS. Therefore, it cannot be argued that peace education in school will produce students of positive attitude and good character. The results further shows that peace education is unequivocal for the cultivation of save and prosperity future and will also help in improving the social well-being of the teachers and students. This is in agreement with the assertion of United Nations (2009) that peace education will function as 'peace Zone' where children are safe from violent conflict and that it will develop a climate that models peaceful behaviour among all members of the learning community.

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From the findings, it was gathered that the introduction of peace education in our school curriculum will help in eradicating crisis in the country. This goes in line with the submission made by Ajala (2003) that peace education will impact in learners all norms, values and attitudes that could bring about environment for human living. It was further highlighted by this fimdimgs that the form of democratic government being practiced in the country and the multi-ethnic nature of the society are parts of the causes of crisis in the country. This agrees with the submission made by John Galtung (2004) who after having categorized the types of violence, recognized the structural violence as deliberate policies and structures that cause human suffering and which has potential of leading to crisis in the entire system of government. However, it was clarified by the participants that students' background in school does not have any connection with Nigeria crisis. Also the position of Kadiri (2003) that in Nigeria, most of the ethnic crises are caused by no factor other than tribal sentiments, greed, selfishness and chauvinism support these findings.

The findings also elucidate that the perception of male teachers on the influence of peace education in south-west Nigerian secondary schools is not different from that of female teachers. It was their joint perception that full participation of stakeholders in education sector will help to make peace education effective and which as they said will produce peaceful nation. Little wonder then surfaces, when they agree that if peace education is properly taught in schools will help to shape the attitude of the students as well as their behavior. This agrees with the findings of Hick (1998) who identified objectives of peace education as acquisition, skill, knowledge about the issues, and development of their attitude. This also goes in line with the oyebanji (2001).

IX. Conclusion

This study found out that peace education has a lot of implication on the students of south-west Nigerian secondary schools. It was observed that peace education is central to having good human relation in not only the school, the family settling but also the society at large.

The study also established that the causes of crisis in the country are the form of democratic system of government being practiced and the multi-ethnic nature of the society. At the same time, the participants called for the attention of government to make necessary arrangement for the teachers by engaging them in seminar or other activities where peace education will be taught.

Going by the essential nature of peace education in the secondary school schools, the perception of male and female regarding its influence on secondary schools was the same. They however, jointly agreed that the involvement of all stakeholders in education sector will make the teaching of peace education effective and the country, a peaceful nation.

X. Recommendations

Based on the findings of this study, the following recommendations were made:

i. Government should arrange for teachers where they would be fully engaged in seminars and activities that relate to peace education.
ii. Peace education should be taught as a separate subject in Nigerian secondary school and should be fully integrated to the secondary school curriculum
iii. People in the society should be involved in teaching of the subject. This can be achieved by promoting 'it' in any form of adult education programme already in place
iv. Politicians should be banned from using secondary school students in their political campaign, otherwise they face the music.
v. Any students or group of students found disrupting the peace of the school community should be severely punished and made to serve as deterrent to others.

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The Implementation of Feedback in the English Classes of Bengali Medium Schools

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Abstract- This research investigated how feedback is implemented in the English language classes of the Bengali Medium Secondary Schools. In research studies, it has been shown that feedback is an essential component in all learning contexts and serves a variety of purposes including evaluation of students' achievements, development of students' competences and understanding, and elevation of students' motivation and confidence. By investigating from the perspectives of both the teachers and the students, this research attempted to find out the present conditions of teachers' feedback in the classroom setting that is trying to reduce the discrepancy between the current and desired amount of learning for the students to bridge their learning gap. This research conducted both qualitative and quantitative study that are reflected in the students' surveys and teachers' interviews which are analyzed with individual interpretation and comparison between the non – government and government Bengali medium schools on basis of the research questions.

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The Implementation of Feedback in the English Classes of Bengali Medium Schools

Josephine Roy

Abstract- This research investigated how feedback is implemented in the English language classes of the Bengali Medium Secondary Schools. In research studies, it has been shown that feedback is an essential component in all learning contexts and serves a variety of purposes including evaluation of students' achievements, development of students' competences and understanding, and elevation of students' motivation and confidence. By investigating from the perspectives of both the teachers and the students, this research attempted to find out the present conditions of teachers' feedback in the classroom setting that is trying to reduce the discrepancy between the current and desired amount of learning for the students to bridge their learning gap. This research conducted both qualitative and quantitative study that are reflected in the students' surveys and teachers' interviews which are analyzed with individual interpretation and comparison between the non – government and government Bengali medium schools on basis of the research questions. It portrayed how large classes can be a factor for the teachers in providing feedback to students and how they can increase feedback in the classrooms even in these situations.

I. Introduction

Effective feedback is an essential part of students learning and skills development in the classroom. However, large classrooms and tight class schedules can prevent teachers from providing enough of this critically needed feedback. In the context of Bangladesh, teachers generally use the lecture method of teaching and sometimes they use participatory technique within lecture method, however, the lack of feedback for students at the end of the class only increase the learning gap of the students. Recent researches have attempted to understand how teachers in the large classrooms of the secondary schools are faced with the challenge of effectively providing feedback within the class time to facilitate student learning. The study indicated whether adding immediate feedback and practice opportunities to the learning experience results in improvement for the students in the classroom (Stuart, 2004).

II. Statement of Research Problem

Educational systems in different countries use a variety of methods to encourage student learning. In many educational settings, immediate feedback is used in the classroom to provide students with information about their progress and achievement which has been regarded as an effective and an efficient means to improve their performance (Stuart, 2004; Chase & Houmanfar, 2009). Previous researches have indicated that feedback is an essential component of quality instruction and a large part of a teacher's verbal repertoire (Duke and Henninger, 2011). A number of scholars have agreed that, teacher's feedback is important in the classroom setting and students' knowledge acquisition, performance skills, and social behavior are affected by teacher feedback (Brophy & Good, 1986; Madsen & Madsen, 1983).

In the context of Bangladesh, large classes hinder the opportunity for the teachers to implement effective amount of feedback in the English language classes of secondary level students. However, teachers' ability to provide feedback and the classroom atmosphere might be taken into consideration too. Recent research showed that in an environment, where feedback is less used, the teachers focus on mass lectures due to large classroom and time constraints. In this type of setting, most of the students do not volunteer answers to questions posed in class or participate in class discussion. It is because students in this type of setting have had little exposure to immediate feedback. As Chase and Houmanfar (2009) have stated, providing some form of feedback is better than no feedback at all and students benefit more from receiving elaborate feedback from the teacher. The proposed research therefore examined how teachers are largely faced with the challenge of providing immediate feedback and practice opportunities for the students in the government schools than in the non – government schools that creates a learning gap for the students. This research will also explore how student centered and peer assessment activities can help provide meaningful and time – saving feedback and how the engagement of the teachers and students in the feedback process can promote learner self assessment, reflection and future self-learning.

III. Central Research Questions

The study provides insights on the use of feedback by the teachers in the English language classes and how they are faced with the challenges of implementing effective feedback for improving students' performance. There are a number of research questions that I have used for elaborating my research objectives:

1) How does the classroom atmosphere challenge the teachers to provide effective feedback for students in the classrooms of the secondary schools?

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2) Is it the teachers' ability and quality of instruction that affects the learning process for the students?
3) Does student – centered and peer assessment activities help provide more meaningful and time – saving feedback than the teacher's feedback to bridge the learning gap and facilitate student learning?
4) How can teachers' and students' cooperative engagement in the feedback process help promote self assessment, reflection, motivation and improvement of performance for the students?

IV. Research Literature - Conceptual Framework, Theory, Hypotheses

The theoretical background of this research considered several aspects of feedback and how teachers influence on promoting student learning using quality instruction and feedback which has been addressed by many scholarly studies. Feedback is a construct that has been extensively studied in both the psychological and educational literature. It has also been regarded as an effective and an efficient means to improve student performance (Chase & Houmanfar, 2009). Hattie and Timperley (2007) illustrated that, feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding. A teacher or parent can provide corrective information, a peer can provide an alternative a parent can provide encouragement, and a learner can look up the answer to evaluate the correctness of a response. Feedback thus is a "consequence" of the learner's performance.

Spiller (2009) stated that, studies of the impact of feedback on student learning achievement indicate that feedback has the potential to have a significant effect on student learning achievement. According to a number of scholars, assessment provides a framework for sharing educational objectives with students and for charting their progress. It generates feedback information that can be used by students to enhance learning and achievement. This feedback information can also help teachers realign their teaching in response to learners' needs. When assessment serves these purposes it is called 'formative assessment' (Juwah, Macfarlane-Dick, Matthew, Nicol, Ross & Smith, 2004). For this reason Ramsden (2003) and Black (1998) pointed out that effective and high quality feedback has been identified as an integral part of the learning process (as cited in Hatziapostolou and Paraskakis, 2010).

Stuart (2004) identified that, while learning occurs under a variety of education systems, feedback may be used effectively in the classroom to shorten the time needed to master a task. The teacher who is trained in the use of feedback can use class time more efficiently to practice skills that students have not accomplished yet. This allows the teacher to devote more classroom time to cover skills where students need practice and feedback and less classroom time to areas where feedback indicates that student learning has occurred. Dinnen and Collopy (2009) identified that teacher's instructional or descriptive feedback tells students how to improve and correctional or evaluative feedback tells students whether something is right or wrong. Previous research showed that, teachers' and students' cooperative engagement in the feedback process not only help the students to receive initial feedback information but also foster teacher – student discussion. This discussion with the teacher helps students to develop their understanding of expectations and standards, to check out and correct misunderstandings and to get an immediate response to difficulties (Juwah, Macfarlane-Dick, Matthew, Nicol, Ross & Smith, 2004).

Lipnevich and Smith (2008) argued that, the most common type of feedback that students receive in a typical classroom is grades. They showed evidence from several studies that investigated the effect of differential feedback on learning and suggested that using grades to improve learning was simply not effective and led to the inhibition of students' performance. Rather they identified that, students who received comments perform significantly better then those who received grades. Hattie and Timperley (2007) also noted that the most improvement in student learning takes place when students get "information feedback about a task and how to do it more effectively" which is clearly related to the learning goals. So, they indicated that, the impact of feedback on learning achievement is low when feedback only focuses on "praise, rewards and punishment".

According to Hattie and Timperley (2007), a key to effective feedback is to "reduce the discrepancy between current and desired understanding". They established the notion that, the "main purpose of feedback is to reduce the gap between current understandings and performance and a goal". Adding to their research, Dinnen and Collopy (2009) also interpreted that, one way to help student achievement improve is by giving effective feedback as it serves as a way in which a teacher communicates to students the difference between his or her actual level of performance with the standard or goal. Therefore, meaningful feedback nonetheless provides students with an understanding of how they can close the gap between current and expected performance and helps them trouble-shoot their own performance (Boud, 2000; Hughes, 2013; Nicol & MacFarlane-Dick, 2006; Taras, 2005). Yorke (2003) explained that, students' reception of feedback is very important as it provides them the opportunity for reflection and self – evaluation (as cited in Hatziapostolou and Paraskakis, 2010).

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Bloom, Hasting and Maudas (1971), Hughes (2013) and Sadler (1989) illustrated that, students benefit from feedback when they understand the required standard; how their existing performance compares to this standard and what they need to do to achieve a higher standard (as cited in Murtagh and Baker, 2009). While teachers give feedback related to the task and to the student, studies suggest that feedback that is focused on the task is more effective at raising student achievement than feedback focused towards the student (Crooks, 1988; Sadler, 1989). In addition, Rust, O'Donovan and Price (2005) explains that, socio-constructivist approaches to student learning and assessment also emphasize the role of peers, and there is a growing body of knowledge that indicates that peer assessment opportunities can be powerful means of engaging students (as cited in Murtagh and Baker, 2009). Also, peers are sources of external feedback and peer dialogue is beneficial to student learning in a variety of ways. For example, students who have just learned something are often better able than teachers to explain it to their classmates in a language and in a way that is accessible. Therefore, it is sometimes easier for students to accept critiques of their work from peers rather than tutors, so peer discussion is motivational (Juwah, Macfarlane-Dick, Matthew, Nicol, Ross & Smith, 2004).

Feedback can be connected to the theory of Lev Vygotsky's "Zone of Proximal Development", where the feedback helps to reduce the distance between the actual development as determined by the independent problem solving skills and the potential development as determined through the problem solving skills under adult guidance or in collaboration with capable peers. essential part of the learning process where the less competent students learn from the competent students. So, when students get the appropriate assistance and tools i.e. feedback from the teacher and the peers, it helps them accomplish achieve the learning goal. This zone of proximal development moves progressively forward as students gains new knowledge, skills and abilities from the feedback (Murtagh and Baker, 2009).

V. Research Methodology

The study attempted to find out the challenges and impediments on the implementation of effective amount of feedback in the classroom. The research methods followed a mixed approach because the data and evidences were gathered from a range of sources by using a combination of different data collection tools. Student survey questionnaire were used to follow the quantitative approach while interview questionnaire were used to follow the qualitative approach.

VI. Research Design

The research design that was be followed by the researcher was both qualitative and quantitative which provided different perspectives of the research that complemented each other. The qualitative research method gave insights into the setting of the research and provided further suggestions. The common data discussion with the teachers with individual interpretation on their analysis. On the other hand, the student survey questions were used to quantify the data and generalize results of the students' opinions.

Other research procedures that were followed by the researcher were collecting books from the library and finding scholarly articles from the educational and academic databases to use as empirical study and references. All the journal articles that were collected are published in English in online scholarly journal websites. Besides, a detailed research on literature was conducted to find the ancestral link of the additional reference articles to use for information and include for the research study.

VII. Sampling

The sampling used for the study consisted of 4 teachers and 100 students from four different government and non – government secondary schools of Bangladesh. From the 2 government schools, 2 teachers and 50 students participated in the research and from the 2 non – government schools, 2 teachers and 50 students participated in the research. The school authority, the English teachers and sometimes by the researcher to conduct the research. The students answered the survey questionnaires the teachers answered by interviews on a particular set of questions.

VIII. Instrumentation

The researcher used separate interview and survey questionnaires for the teachers and the students. There were both close – ended short questions asking about the students' opinions and open – ended questions asking about the teachers' responses and suggestions. The student survey questions 1, 3, 7 is connected to the central research question 1, 5, 8, 9, the student survey question 2 is connected to the central research question 2, the student survey question 12 is connected to the central research question 3, the student survey questions 4, 6, 10, 11, 13 is connected to the central research question 4. Similarly, the teacher interview questions 7, 8 is connected to the central research question 1, the teacher interview questions 1, 2, 3, 4, 9, 10, 11 is connected to the central research question 2, the teacher interview questions 12, 13 is connected to the central research question 3, the teacher interview questions 5, 6, 14, 15 is connected to the central research question 4.

IX. Data Collection Procedure

The data was collected from both-the students and teachers of the government and non – government

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secondary schools of Dhaka city since the field of research are in the context of Bangladesh. For the collection of the data, the researcher contacted the Bengali medium secondary schools and asked for permission to collect data and conduct interview for collecting students' and teachers' responses by submitting an application and receiving the permission from the principals of the schools.

X. Limitations

Some potential limitations of the research should be noted. First of all, this research is limited to exploring the implementation of feedback in the classrooms of the secondary schools only. Other contexts such as the primary schools, colleges and universities which could have been incorporated in the scope of study were not considered. Only the context of the Bengali medium schools was taken into account by the researcher, the English medium schools were not considered. Another limitation was that, only the government and non – government schools which are located in the area of Dhaka city was visited by the researcher, while other schools which are located in the rural areas outside Dhaka city were excluded. Therefore, the present study does not allow for inferences concerning the long-term implementation of feedback in classrooms. Besides, the political unrest and long terms holidays at the end of the year limited the researcher from collecting extensive data for the research.

XI. Data Analysis Procedure

After the collection of the data, all the survey papers of the students and recorded interviews of the teachers were thoroughly evaluated and for the analysis of the data, both qualitative and quantitative research methods were employed. All the survey questions and interview questions, linked to the central research questions, are analyzed here in details both individually and through tables to find out the average opinions of the students and the individual responses of the teachers.

All of the responses of both the teachers and the students were divided into four major subject areas which are the classroom atmosphere, teacher's quality of instruction and feedback, effectiveness of peer feedback and teacher – student engagement. They are illustrated on basis of the subject areas below:

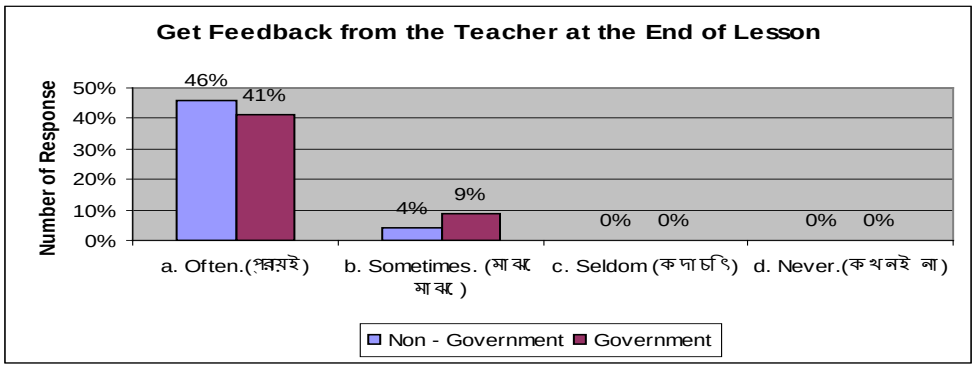
a) Classroom Atmosphere

The classroom atmosphere determines how much students participate in the class. From the research, it is seen that most of the students do not participate. Even though, students have exposure to feedback from the teacher, it is not enough, because they do not receive elaborate feedback all the time. It is because the teachers face challenges to provide feedback in the large classroom consisted of a large number of students. The large class size and restricted class time prevents teacher to provide good amount of feedback in class, but still the teachers try to increase their feedback even in these situations to facilitate the learning of the students.

The analysis of the student survey questions shows that:

Q-1: 1. Do you get feedback from the teacher at the end of every lesson in class?

	Non - Government	Government
a. Often.(প্রায়ই)	46%	41%
b. Sometimes. (মাঝে মাঝে)	4%	9%
c. Seldom (কদাচিৎ)	0%	0%
d. Never.(কখনই না)	0%	0%

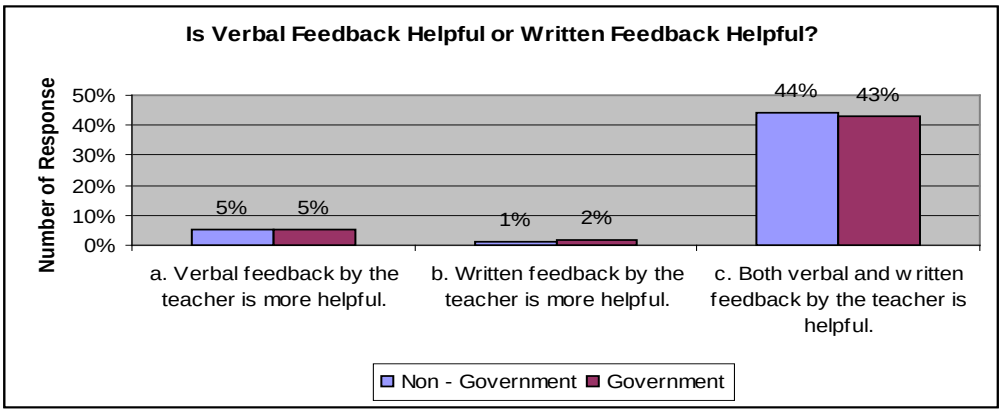


Most of the students of the government and non – government schools stated that they often receive feedback from the teacher at the end of every lesson in the class.

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Q-3: 3. Which one is more helpful to you? The verbal feedback or written feedback?

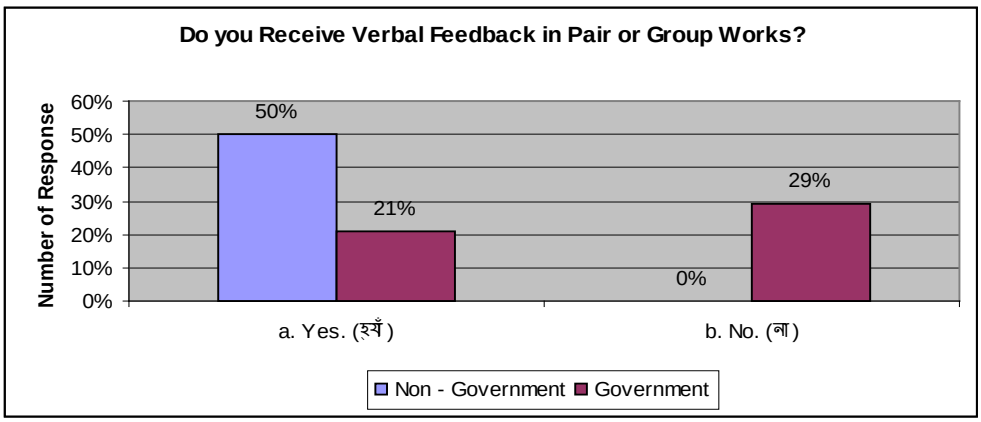
	Non - Government	Government
a. Verbal feedback by the teacher is more helpful.	5%	5%
b. Written feedback by the teacher is more helpful.	1%	2%
c. Both verbal and written feedback by the teacher is helpful.	44%	43%



Also, most of the students of the government and non – government schools said that both the verbal and written feedback is helpful for their learning.

Q-7: 7. Do you receive verbal feedback by the teacher on your pair or group works? Do you understand fully what the teacher says?

	Non - Government	Government
a. Yes. (হ্যাঁ)	50%	21%
b. No. (না)	0%	29%



In addition, the responses of the of the government and non – government school students showed that the non – government school students receive more feedback in their pair and group works, but government school students receive less feedback in their pair and group works, because they have less or no group/ pair works in class.

The analysis of the teacher interview questions shows that:

Do you face challenge to provide effective amount of feedback within the limited class time?

Non – Government Teacher	Government Teacher
1. Teacher thinks that the limited class time is a great challenge for providing effective feedback. For good students, it is enough but for weak students who understand less is it not enough. It is necessary to	1. Teacher thinks that the limited class time is a great challenge for him, because sometimes when students ask questions, the teacher cannot complete providing feedback to all within the class time. The class time is

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give more time to these students, but the teacher cannot always manage it. Sometimes, students also become tired after classes and even if teacher asks them to come with their problems, they do not come.	only 30/40 minutes and it is impossible to provide feedback to all the students within that time.
2. Within the limited class time, teacher has to face various types of questions from the students which he tries to answer.	2. Class time is 40 minutes and this class time is enough for the less number of students the school currently have. In other government schools there are 70 – 80 students so they have problem within the limited class time.

The non – government school teachers thinks that the limited class time is a great challenge for providing effective feedback. For good students, it is enough but for weak students who understand less is it not enough. It is necessary to give more time to these students, but the teacher cannot always manage it.

The government school teachers thinks that the limited class time is a great challenge because in the government schools there are 70 – 80 students and when students ask questions, the teacher cannot complete providing feedback to all within the class time.

Is large classroom a problem for providing effective amount of feedback to all the students?

Non – Government Teacher	Government Teacher
1. From the teacher's perspective, she thinks that she can manage the large classroom but actually it is tough to manage a large classroom and provide feedback to everyone. Everyone had to admit this truth.	1. The teacher thinks that, when there is problem of a large classroom, students can be divided into sections to make learning effective. In large class, when teacher instructs, students can hear them, but it becomes a little tough for them to grab the details. In this case, teacher moves around the class.
2. Teacher thinks that large classroom with a large number of students hampers the academic atmosphere.	2. Large classroom can be a problem for providing feedback and if the teacher could provide enough time for students at the end of the class for revising the lesson, it could have been better.

The non – government school teachers thinks that large classroom with a large number of students hampers the academic atmosphere and it is tough to manage a large classroom and provide feedback to everyone.

The government school teachers thinks that, in large class, when teacher instructs, students can hear them, but it becomes a little tough for them to grab the details.

b) Teacher's Quality of Instruction and Feedback

Students' learning is influenced by the quality instruction and feedback of the teacher in class. This feedback also helps the teacher to measure students' progress and take action to close the learning gap of the students so that they can progress and achieve their learning goals.

The teacher's quality of instruction and feedback depends on the teacher's ability to provide feedback in the existing classroom atmosphere.

The trained teachers are able to give effective high quality feedback to students within the limited class time efficiently.

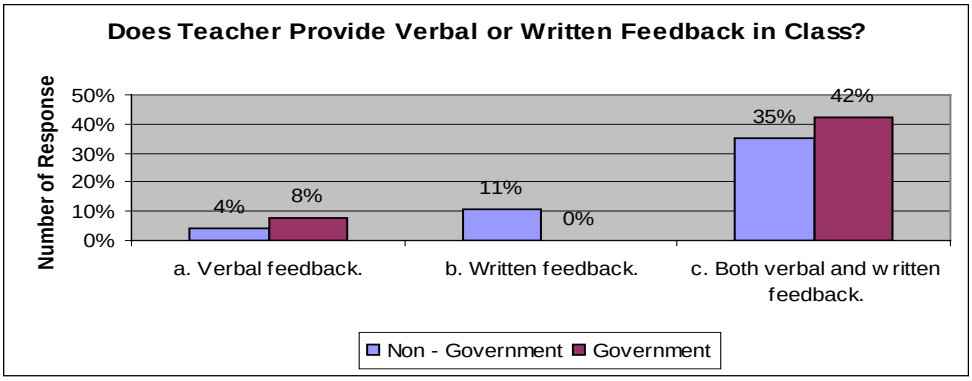
The teachers provide instructional feedback for the improvement of student performance and constructive feedback for the correction of errors and understanding what is right and what is wrong.

The analysis of the student survey questions shows that:

Q-2: 2. Does the teacher provide verbal feedback or written feedback in class?

	Non - Government	Government
a. Verbal feedback.	4%	8%
b. Written feedback.	11%	0%
c. Both verbal and written feedback.	35%	42%

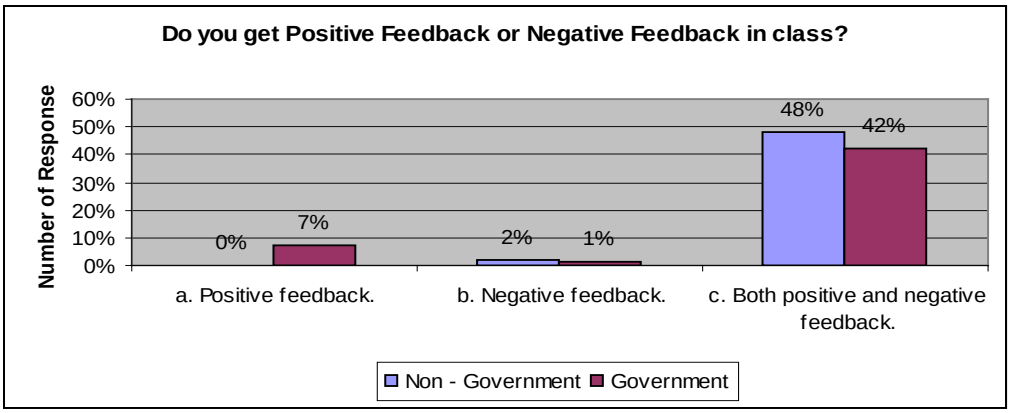
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Both of the government and non – government school students said that the teacher provides both verbal and written feedback in class.

Q-5: 5. Do you usually get positive or negative feedback from the teacher in class?

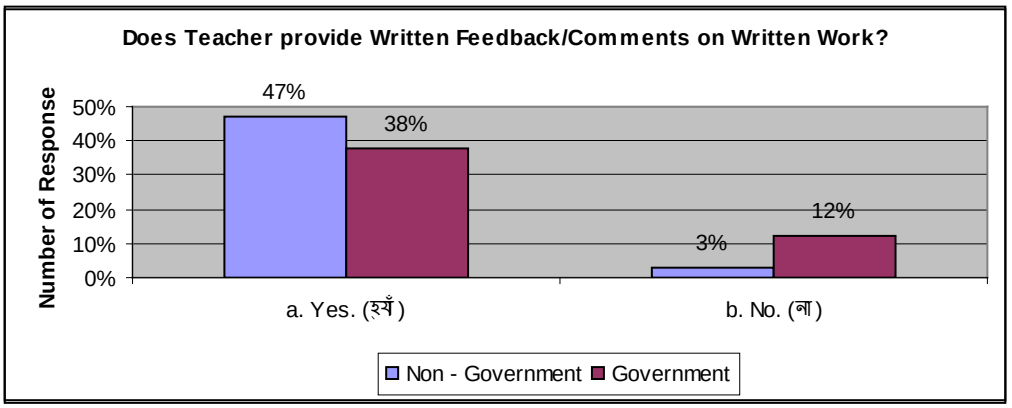
	Non - Government	Government
a. Positive feedback.	0%	7%
b. Negative feedback.	2%	1%
c. Both positive and negative feedback.	48%	42%



The responses of the government and non – government school students shows that they get both positive and negative feedback from the teacher in the class.

Q-8: 8. Does the teacher provide written feedback and comments on your written work, home work or assignment?

	Non - Government	Government
a. Yes. (হ্যাঁ)	47%	38%
b. No. (না)	3%	12%

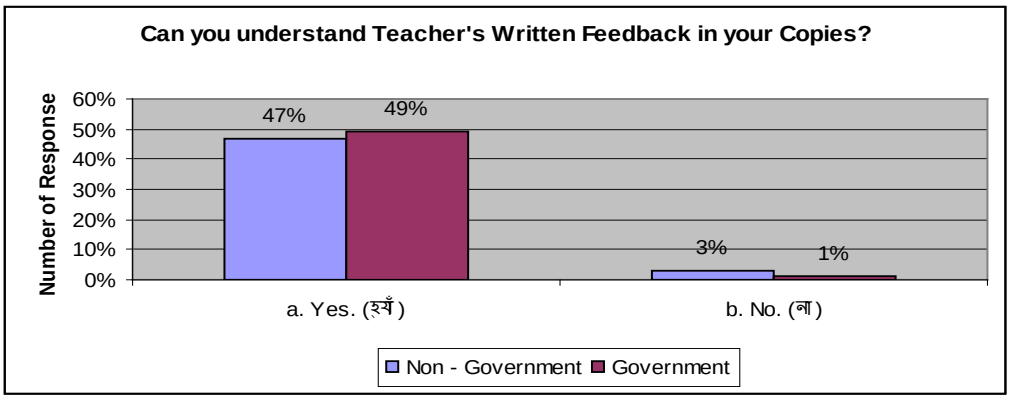


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Both the government and non – government school students said that the teacher does provides written feedback/ comments on their written work in class.

Q-9: 9. Can you understand the written comment or feedback of the teacher in your classwork or homework copy?

	Non - Government	Government
a. Yes. (হ্যাঁ)	47%	49%
b. No. (না)	3%	1%



Both the government and non – government school students said the teacher's written feedback in their copies is understandable.

The analysis of the teacher interview questions shows that:

Do you think instant feedback (during class assessments) in the class enhance student learning?

Non – Government Teacher	Government Teacher
1. Teacher thinks that when she gives a task for students in the previous class and gets responses in the next class is feedback. In order to under students' perceptions, teacher asks instant questions to students after she teaches a certain topic/ lesson.	1. When students ask question, the teacher tries to realize his students' needs and what they want to know. When students ask question on basis of their interest in learning/lesson at that moment, it might not remain later, so if they get instant answers of their questions, it becomes very fruitful for them.
2. Teacher thinks that instant feedback enhance student learning because here, the teacher gives the students extra attention.	2. Teacher said that instant feedback in class increases their concentration and attention apart from learning. It helps students become alert as they know that the teacher will ask questions.

The non – government school teachers said that, in order to under students' perceptions, teacher asks instant questions to students after she teaches a certain topic/ lesson. They think that instant feedback enhance student learning because here, the teacher gives the students extra attention.

The government school teachers said that instant feedback in class increases students' concentration and attention apart from learning. It helps students become alert as they know that the teacher will ask questions.

Do you provide feedback to students before, during or after the lesson (lecture and individual task, pair works and group activities)?

Non – Government Teacher	Government Teacher
1. According to present leaning situation, group work is a necessity. For example, teacher let students read a dialogue and then provide instructions in groups to write a new dialogue from the lesson.	1. When teacher teaches a lesson, he asks questions to students to understand how much they have realized/ understood the lesson. Teacher gives feedback on the lesson he teaches during class.
2. Teacher tries to provide feedback and thinks that it help students to promote their learning and be creative in class.	2. Teacher always provides individual feedback and sometimes group feedback. For group feedback, she gives group work once a week for students to write a paragraph with options that not only increases their interest in writing but the teacher can provide feedback effectively.

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The non – government school teachers said that they provide feedback and thinks that it help students to promote their learning and be creative in class.

The government school teachers said that they ask questions to students to understand how much they have realized/ understood the lesson. They always provides individual feedback and sometimes group feedback. For group feedback, she gives group work once a week for students to write a paragraph with options that not only increases their interest in writing but the teacher can provide feedback effectively.

Does praise and grade only work as feedback for students? Are they enough?

Non – Government Teacher	Government Teacher
1. Teacher thinks that praise and grades are not enough, instructions are also important in class because without the teacher's instruction, students cannot work.	1. When students answer teacher's questions, the teacher praises him/her. Apart from praise, teacher uses immediate feedback in class and teacher thinks it is enough for the school level students.
2. Teacher thinks that praise and grades are not enough and that teacher should provide them the opportunity to express what they have learned and give feedback on their reflection.	2. Teacher thinks praise and grades are not enough as feedback, teacher should also inform the errors of the students.

The non – government school teachers thinks that praise and grades are not enough, instructions are also important in class because without the teacher's instruction, students cannot work.

The government school teachers think that praise and grades are not enough as feedback, teacher should also inform the errors of the students. Apart from praise, teacher uses immediate feedback in class and teacher thinks it is enough for the school level students.

What kind of teacher feedback do you provide in class? Do you provide verbal or written feedback to students? Do you use instructional or correctional feedback?

Non – Government Teacher	Government Teacher
1. Teacher provides both verbal and written feedback and obtain students responses on the lesson both verbally and written. Teacher provides both instructional and correctional feedback to students. When teacher gives students to write a composition or an application, she notices the spelling mistakes but still could not deduct marks because the grading system has changed and does not allow critical correction.	1. Teacher gives instructional and correctional feedback verbally and written in blackboard. Teacher uses both L1 and L2 in class for instruction and feedback but students ask questions usually in L1 as they are not fluent in English, but teacher always encourages them to speak English. Teacher exemplified that, they speak Bengali in 11 other subjects, so they could at least try speaking English in the English classes.
2. Teacher obtains the summary of the lesson from the students, measures their learning and provides instructional or correctional feedback accordingly.	2. Teacher uses verbal feedback and written feedback during lectures, use of blackboard and checking scripts. Teacher uses instructional or correctional feedback by allowing students to illustrate what they have understood from the lesson/ topic.

The non – government school teachers provides both verbal and written feedback and obtain students responses on the lesson both verbally and written. For example, when teachers obtains the summary of the lesson from the students, measures their learning and provides instructional or correctional feedback accordingly.

The government school teachers said that they uses verbal feedback and written feedback during lectures, use of blackboard and checking scripts. Teacher uses instructional or correctional feedback by allowing students to illustrate what they have understood from the lesson/ topic.

Is there a particular style and language that you use when giving feedback?

Non – Government Teacher	Government Teacher
1. Teacher tries to make students understand in her way and checks how much output they could produce or deliver. Through active learning students reflect on what they have learned. Teacher also encourages students to increase their vocabulary so that they can understand and answer different types of questions.	1. When students ask questions, teacher answers them in English, but when students cannot understand the answers, teacher translates them into Bengali. Students who are regular and active learners in class ask more questions to teacher than the rest. When they get reply from teacher they get inspired and ask more questions. This encourages rest of the students to ask questions to the teacher.

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2. Teacher tries to follow creative ways of providing feedback to students.	2. Teacher usually provides written feedback in class by checking the written scripts of the students when there is enough time and less number of students.

The non – government school teachers tries to make students understand in their way and checks how much output they could produce or deliver. Through active learning students reflect on what they have learned. Teacher also encourages students to increase their vocabulary so that they can understand and answer different types of questions.

The government school teachers said that when students ask questions, teacher answers them in English, but when students cannot understand the answers, teacher translates them into Bengali. Students who are regular and active learners in class ask more questions to teacher than the rest. When they get reply from teacher they get inspired and ask more questions. This encourages rest of the students to ask questions to the teacher.

Does your assessment and feedback in class help improve learning, motivation and self-efficacy of your students?

Non – Government Teacher	Government Teacher
1. When students see that the teacher is trying to help them in learning, students take the endeavor as their own and teacher could see a reflection of it which is an achievement for the teacher.	1. Sometimes, students read a text and are able to memorize it, but sometimes they do not get the gist of the text even though they memorize and write it down in their notebooks. So, teacher tries to make them understand the gist of the text from different angles which help them understand the text.
2. Teacher thinks that his feedback and assessment process is the most important aspect for students' learning because students know that teacher will ask them questions about the lesson he is teaching to understand their perception of the lesson.	2. Teacher feels that her assessment and feedback process increases students' confidence to ask questions to the teacher in class.

The non – government school teachers thinks that their assessment and feedback help students see that the teacher is trying to help them in learning, so students take the endeavor as their own and teacher could see a reflection of it which is an achievement for the teacher.

The government school teachers think that their assessment and feedback increases students' confidence to ask questions to the teacher in class. Sometimes, students read a text and are able to memorize it, but sometimes they do not get the gist of the text even though they memorize and write it down in their notebooks. So, teacher tries to make them understand the gist of the text from different angles which help them understand the text.

What do you do to maximize student learning in the feedback process?

Non – Government Teacher	Government Teacher
1. Teacher encourages students to learn and repeats lecture for weak students and ask them questions to see how much they have understood.	1. In group/ pair works when students come up with a point/ questions, teacher describes it to everyone.
2. When teacher provides feedback in class to a new batch of students, it becomes hard for them to get accustomed with his feedback process, but gradually it comes easier for them to understand and they feel interested to learn more from the teacher.	2. Teacher thinks that instant feedback helps maximize student learning but teacher never indicates particular student to answer, so whoever answers the questions, other students eventually learns the answer from him.

The non – government school teachers encourages students to learn and repeats lecture for weak students and ask them questions to see how much they have understood.

The government school teachers said that, in group/ pair works when students come up with a point/ questions, teacher describes it to everyone. They think that instant feedback helps maximize student learning.

easily accept the critique of their peers and even the peers can explain better than the teacher in an accessible way. The peer feedback is more effective because peer discussion is motivational, it is time – saving and student – centered that helps to bridge the learning gap of the students.

The analysis of the student survey questions shows that:

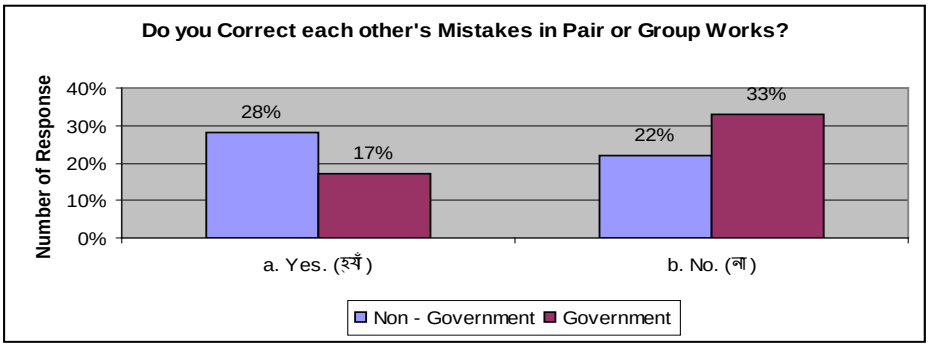
c) Effectiveness of Peer Feedback

Peer feedback is a powerful means of engaging students in the feedback process because students can

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Q-12: 12. Do you correct each others' mistakes in class through the pair or group works? Does the teacher help you do that?

	Non - Government	Government
a. Yes. (হ্যাঁ)	28%	17%
b. No. (না)	22%	33%



Most of the non – government school students said that they correct each others' mistakes in pair or group works because pair and group works are done in class. However, most of the government school students said that they do not correct each others' mistakes in pair or group works because pair and group works are not done frequently in their classes.

The analysis of the teacher interview questions shows that:

Does student – centered and peer assessment activities help provide more meaningful and time – saving feedback than the teacher's feedback?

Non – Government Teacher	Government Teacher
1. Teacher thinks than peer feedback is more effective then teacher's feedback. In group/s pairs, teacher explains a dialogue and then provides a new unseen dialogue to students so that they try to create a new dialogue through interaction in groups/pair and responses naturally come from them. Even though spelling mistakes occur, still students at least try and interact with each other.	1. Teacher promotes peer assessment in class and is it more effective and also saves time.
2. Teacher always says, "Try to think deeply to correct the mistakes yourselves" and promotes peer assessment and feedback in class.	2. Peer feedback and assessment is not applied, but they would have learned better and be interested if there was opportunity for peer feedback in class. Teacher said that, when students work together in groups and check each others' scripts, they benefit from it as their peers can notice and check their errors. Also, students could ask questions to peers which they could not ask their teachers for being shy.

The non – government school teachers said that peer feedback is more effective then teacher's feedback. In group/s pairs, teacher explains a dialogue and then provides a new unseen dialogue to students so that they try to create a new dialogue through interaction in groups/pair and responses naturally come from them.

The government school teachers said that peer feedback and assessment is not applied in class, but they would have learned better and be interested if there was opportunity for peer feedback in class. Teacher said that, when students work together in groups and check each others' scripts, they benefit from it as their peers can notice and check their errors. Also, students could ask questions to peers which they could not ask their teachers for being shy

Do you engage students in dialogue or conversation in class through pair/group works that helps promote peer feedback?

Non – Government Teacher	Government Teacher
1. When there is a listening text in the book, teacher invites two students to come in front and role play according to the dialogues in the book. If teacher	1. When students work in groups/pairs, teacher makes sure that they interact both orally and share their written works with each other.

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gives them a little bit idea of stress and intonation, it will improve their fluency and students will feel happy knowing that they have learned something.	
2. Teacher engages students in dialogue or conversation through pair/group works.	2. Teacher promotes dialogue or conversation in class between pairs when they write on a topic and discuss among themselves what they will write.

The non – government school teachers said they engage students in dialogue. For example, when students to come in front and role play according to the dialogues in the book.

The government school teachers said they promote dialogue or conversation in class between pairs when they write on a topic and discuss among themselves what they will write.

d) Teacher – Student Engagement

On basis of learner's performance, the teacher provides feedback which increase students' learning and achievement. The feedback information on their task and how to do it effectively helps to identify the learning gap, so both teacher and learners can act on feedback and reduce the discrepancy between the current learning and the desired learning.

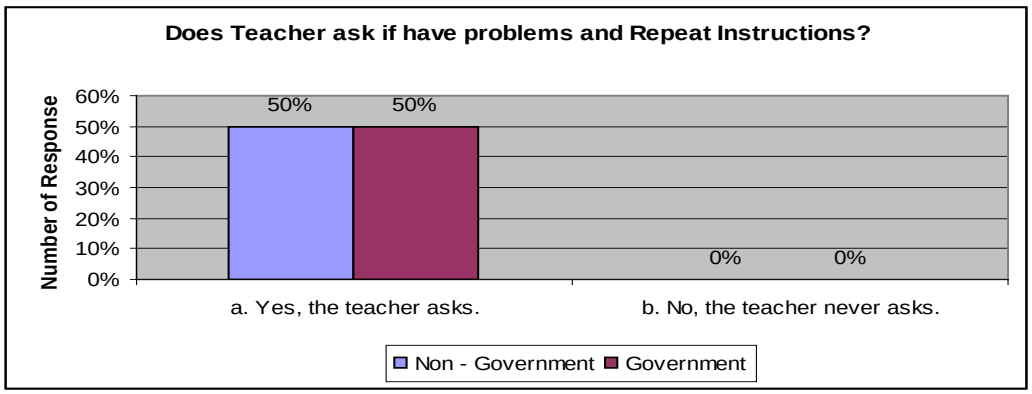
The teacher – student cooperation in the feedback process help students to receive feedback information from the teacher on their performance and it increase teacher – student engagement in the feedback progress and performance through self evaluation and teacher's assessment. Most of the teachers use the instant feedback in class to maintain the teacher – student engagement.

Through feedback information, students can chart their progress which enhances their learning, increases their motivation and improves their performance in class. The teachers also realign their teaching, evaluate students' achievement, develop competencies of students and create more feedback opportunities in class.

The analysis of the student survey questions shows that:

Q-4: 4. Does the teacher ask you if you have not understood anything in the class and repeat the instructions?

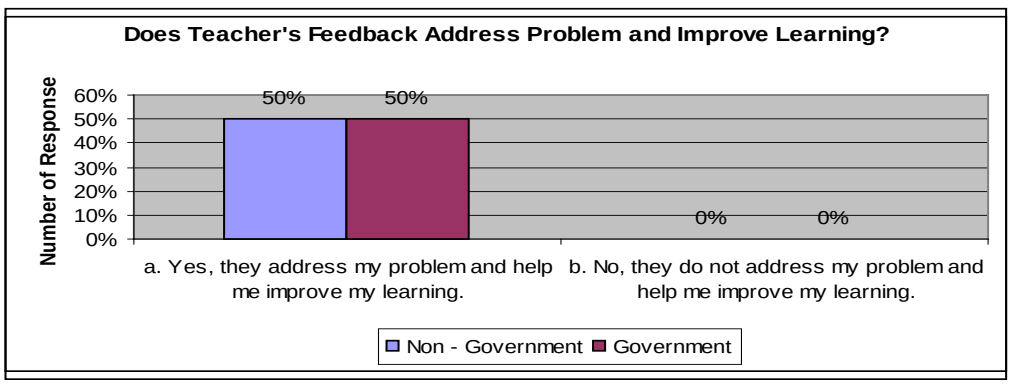
	Non - Government	Government
a. Yes, the teacher asks.	50%	50%
b. No, the teacher never asks.	0%	0%



Both the government and non – government school students said that they teacher does ask questions whether the students have understood something or not and repeat instructions in class.

Q-6: 6. Does the teacher's feedback addresses your problem and help you to improve in your learning?

	Non - Government	Government
a. Yes, they address my problem and help me improve my learning.	50%	50%
b. No, they do not address my problem and help me improve my learning.	0%	0%

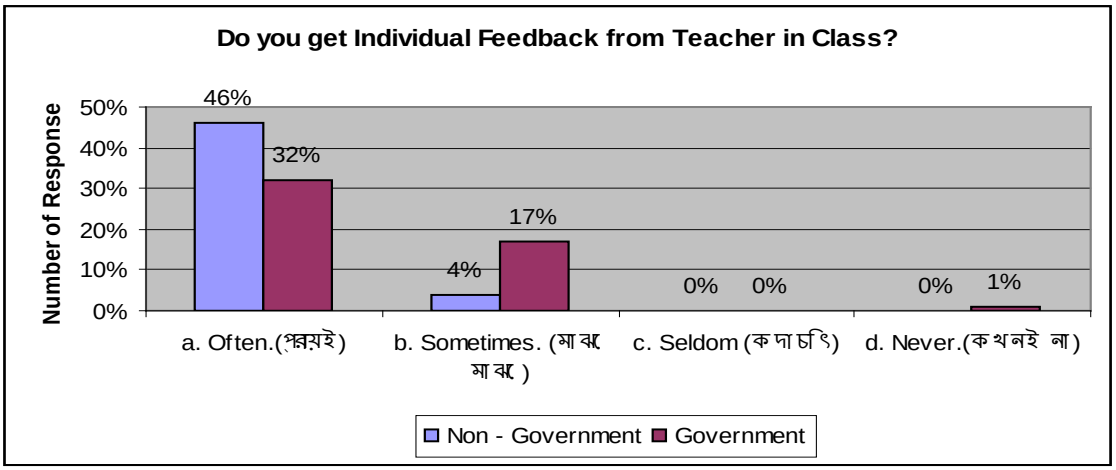


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Both the government and non – government school students said that the teacher's feedback addresses their problem and improves their learning.

Q-10: 10. Do you get individual feedback from the teacher in class?

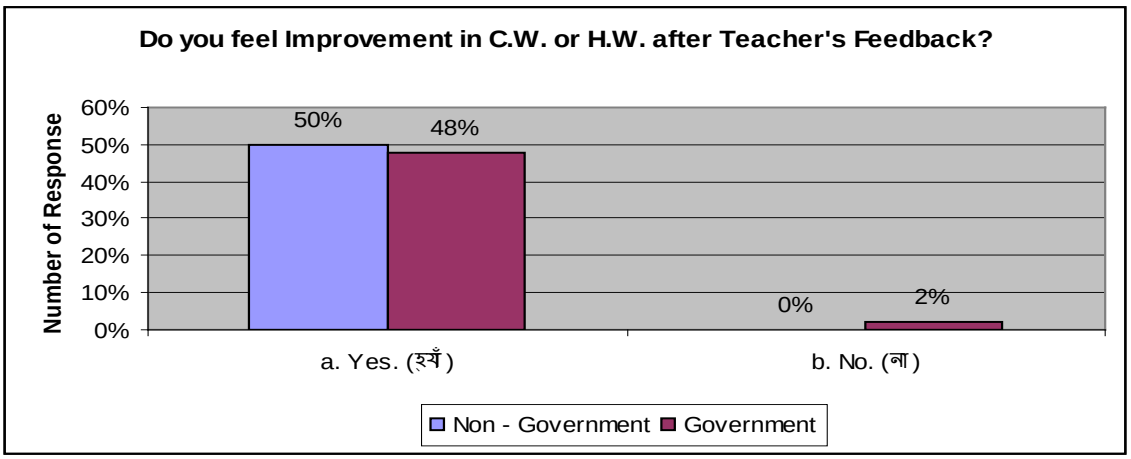
	Non - Government	Government
a. Often.(প্রায়ই)	46%	32%
b. Sometimes. (মাঝে মাঝে)	4%	17%
c. Seldom (কদাচিৎ)	0%	0%
d. Never.(কখনই না)	0%	1%



Most of the government and non – government school students said that they often receive individual feedback from the teacher in the class.

Q-11: 11. Do you feel improvement in your class work or home work after the teacher gives you feedback?

	Non - Government	Government
a. Yes. (হ্যাঁ)	50%	48%
b. No. (না)	0%	2%

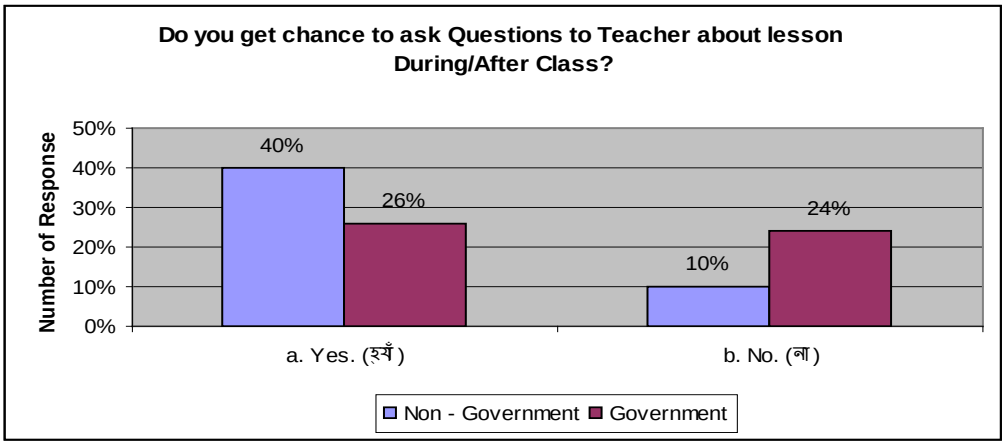


Almost all the government and non – government school students said that they feel improvement in their class work or home work after the teacher gives them feedback in class.

Q-13: 13. Do you get chance to ask questions to your teacher if you have not understood anything or need to know more about your lesson during or after the class?

	Non - Government	Government
a. Yes. (হ্যাঁ)	40%	26%
b. No. (না)	10%	24%

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Most of the non – government school students said that they get chance to ask questions to the teacher about the lesson. However, half of the government school students said that they get chance to ask questions to the teacher about the lesson and half of them said that they do not get chance to ask questions to the teacher about the lesson.

The analysis of the teacher interview questions shows that:

Do you provide detailed feedback to students on group works, pair works and assessment task? Do they help students to self-assess and self-correct?

Non – Government Teacher	Government Teacher
1. Teacher checks how much students learn through group works. Teacher divides the students as pro/cons in groups and tries to obtain responses and students come up with creative points to talk. Teacher tries as much to provide feedback of tasks in groups.	1. When teacher gives group and pair works, teacher answer questions and provide suggestions when students from groups/ pairs come up with their questions. Teacher thinks it helps them to self – assess and self – correct when they work in groups/ pairs.
2. Teacher tries his best to provide detailed feedback in group/pair works so that they can detect their own mistakes.	2. If more group/pairs works could be done in class, students would have self-assess and self-correct their mistakes, but due to the classroom atmosphere it cannot be applied. It is because many students do not come regularly in class and some students come only during the exams as they work outside to meet the needs of their families. Teacher thinks that group/pair works should be increased in class, but the government schools students are not regular as they work outside so even if teacher tries to promote group works, she will not find available students in class.

The non – government school teachers checks how much students learn through group works. They try their best to provide detailed feedback in group/pair works so that students can detect their own mistakes.

The government school teachers said that more group/pairs works could be done in class, so students would have self-assess and self-correct their mistakes, but due to the classroom atmosphere it cannot be applied. It is because many students do not come regularly in class and some students come only during the exams as they work outside to meet the needs of their families. They think that group/pair works should be increased in class, but the government schools students are not regular as they work outside so even if teacher tries to promote group works, she will not find available students in class.

Do you manage to provide feedback to individual students or do you provide feedback as whole to the entire class?

Non – Government Teacher	Government Teacher
1. Teacher particularly notices the good and the weak students in class and tries to provide individual feedback to the weak students. Teacher corrects their errors in their written scripts also.	1. Teacher tries to provide individual feedback to students, but when teacher gives them feedback there are also other students beside them who also gets the feedback additionally.
2. Teacher provides both individual feedback and whole class feedback.	2. Teacher provides both individual and whole class feedback every day depending on the lesson.

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The non – government school teachers particularly notices the good and the weak students in class and tries to provide individual feedback to the weak students. They correct their errors in their written scripts also.

The government school teachers provide both individual and whole class feedback every day depending on the lesson.

In the last two weeks, were there other types of feedback that you have given students? Was it verbal or written?

Non – Government Teacher	Government Teacher
1. Teacher revises the old lessons and provides feedback on students' written and verbal responses during that time.	1. Teacher gives students to write essays in groups and asks them after a few classes whether they can present the essay/topic orally in class.
2. In the last two weeks, teacher mostly provided verbal feedback in class.	2. In the last two weeks, the teacher mostly used the verbal feedback to review and check students' perception.

The non – government school teachers revises the old lessons and provides feedback on students' written and verbal responses during that time.

The government school teachers said they gave students to write essays in groups and ask them after a few classes whether they can present the essay/topic orally in class. They mostly used the verbal feedback to review and check students' perception.

To what extent do your assessment and feedback processes inform and shape your teaching?

Non – Government Teacher	Government Teacher
1. Teacher thinks she is learning herself by giving students feedback and it is adding to her teaching practices. She is trying her best to provide feedback to students from her own responsibility.	1. When teacher faces new group of students each year, not only teacher learns to prepare new materials and lesson plans for the new students but teacher's style of feedback also improves than the previous year which help students to learn better. He compared it to the proverb: পুরনো চাল ভাতে বাড়ে। Each study, lesson and feedback in class is affected by the way teacher learns.
2. Teacher said, the assessment and feedback process not only helps the students but also helps shapes his teaching.	2. When teacher provides feedback to students in class, it also increases her experience as she learns from her students that helps shape her teaching process.

The non – government school teachers thinks that they learn by giving students feedback and it is adding to their teaching practices. They are trying her best to provide feedback to students from their own responsibility.

The government school teachers said that when they faces new group of students each year, not only teacher learns to prepare new materials and lesson plans for the new students but teacher's style of feedback also improves than the previous year which help students to learn better. He compared it to the proverb: পুরনো চাল ভাতে বাড়ে। Each study, lesson and feedback in class is affected by the way teacher learns.

XII. Significance

This particular research topic on the implementation of feedback in the classrooms will not only contribute to knowledge in the area but will also review the condition of the application of feedback by the teachers in the practical classroom atmosphere. The findings from this research illustrated how feedback could be implemented more effectively in the classrooms and how teacher could use the peer feedback strategy and teacher – student engagement in class to promote student learning.

XIII. Conclusion

This study attempted to fill in the gap of the current understanding of the effects and implementation of feedback in the classrooms that actually helps promote students' performance, motivation and self-efficacy. It also uncovered how students of different levels and goal orientations respond differently to feedback by the teacher and how the teacher can bridge the learning gap by engaging students in the feedback process to facilitate their learning. In conclusion, the results of this study looked into how the teacher implements feedback facing the challenges in the large classrooms and how student receiving effective feedback have a significant improvement in their classroom performance and learning progress.

XIV. Recommendations

After considering both the data analysis and conclusion, we could make three recommendations for further investigation in this area of research. To make

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findings generalized, the sample size of the teachers and the students could be expanded significantly to include more participants for the research. Second, this study only looked at the classroom atmosphere, teacher's feedback, peer feedback and teacher – student engagement as part of implementing effective feedback in classrooms. So, it would be useful to analyze how the students and the teachers use feedback information to improve student performance and teacher's experience of providing feedback over time. This might reveal what forms of feedback works most effectively in the classroom atmosphere of the Bengali medium secondary schools. Third, while this research suggests types of feedback that are effective at improving student performance, there is little information on how to support the teachers for improving their quality of instruction as they learn to give effective feedback to the students in class.

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The Connected Generation

By Robisco Nathzalie
High School Paul Vincensini, France

Abstract- As there is an enormous difference between the generations, due to the internet phenomenon, and the adolescent way of life, I analyze in this paper the consequences on the education. According to the UNESCO recommendations, education must be the challenge of the 21th Century and we have to invent a new school. This will be the object of our enquiry.

Keywords: *UNESCO, internet, teenagers, school, pedagogy.*

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Keywords: UNESCO, internet, teenagers, school, pedagogy.

I. Introduction

It is a well shared idea and almost a prejudice that there are more elder persons on the planet, and less young generations. On the contrary, youth is growing, especially in emerging countries, and education is a test for us. In our societies, teens have changed, and we must provide them the education adapted to their uses. This new school will be under investigation by the aim it supposes and the means it must be given.

II. Teenagers and Adults: not in the Same World

a) A In a connected/ disconnected world

In our societies, it is an evidence that between teenagers and adults exist a big separation; we say "big", but it can be called "enormous"" in some cases. The case of the elder person, facing a young one, is emblematic. Even if we can note that since Plato, the senior speak out against the so-called "disrespect" of the young, now the misunderstanding is at its higher degree. The media have a great part of responsibility in this false representation .As teenagers like to be connected in the same network, go together to the same shows, wear the same sportswear, have the same tablet, the "tribe" Phenomenon is regularly shown on TV as a "gang" factor, and is generating anxiety towards the elder or the poorer, in suburbs.

Concerning parents, they use sometimes the same tools than their sons or daughters, but it's only in the appearance; the fact to possess a tablet or to wear in a fashionable way does not make you a teen, with the supposed connection.

Faraway from it, it is the mind which understands or not students and what they want.

In a more global way, It is a common view, and almost a prejudice, that the population will be soon lacking, because there are no enough young people to renew the generations.

b) B "Grapes of Youth "

On the contrary, according to the data of the UNESCO, youth is growing is some continents, not the richest. Africa, Asia, India, is giving birth to the generation of the 21th Century. It is in this perspective that the organism produced its report on the 21th Century Education, and what this one would be.

Thinking global is a necessity in this context. In these countries, some children will have to learn first to read and write, but also to study emergency know ledges; of course, most of these nations suffer actually of wars or natural disasters, and the youngest, children and teenagers cannot, due to this situation, have a sufficient access to school: an eager problem is the refugees; in Syria, in Turkey, in Lebanon, refugee teenagers and children become students with many difficulties.

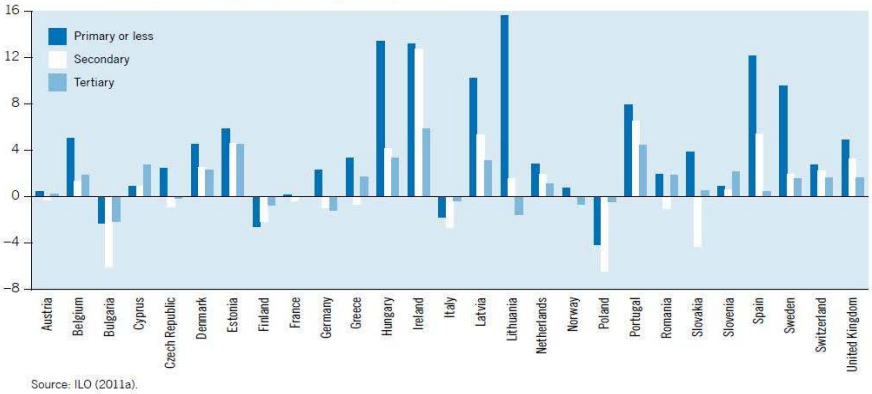
Even in "normal" situations", the main obstacles to the access to school are: the gender gap, the economical context, child marriage for girls, and soldiers' children for boys.

In the richest nations, the in adaptation of the actual high schools produces a high rate of unemployment, as illustrates

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Figure 9. Changes in unemployment rates by educational level, selected developed economies, 2000-10 (percentage points)



Source: ILO (2011a).

Figure 1



Figure 2

The analyze of figure 1, provided by the OECD, demonstrates that this high rate of joblessness in European or North American countries is due to the lack of adaptation between the school and the market work exigencies.

So , we have in one hand an access to school which is denied to some part of the youth (especially girls in MENA territories) , and on the other hand a system which in many cases let the young without an activity.

In both circumstances, precariousness and illiteracy are the fruit of this state of affairs.

III. A Broken System

In the post-agenda 2015 of the UNICEF, are defined the aims and principles of a good education for the 21th Century. In the My World Survey, Education was cited as the first priority of the new Century; in this the role of the teacher is fundamental; he must develop the skills of the students to make them able to the labor market, and creative, both:

Teachers

Effective systems for assessing learning can improve students' learning achievements, and the discussions included contributions on pedagogy. Various "inputs" and "recommended" teaching methods that are process oriented, with a focus on collaborative learning and the development of critical thinking.

The consultations highlighted teachers' central role in ensuring good-quality education and learning.

Teachers' qualifications, competence, commitment and motivation to deliver quality education are central in achieving any goal related to education. Several inputs mentioned teacher shortages at such

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levels as ECCE and secondary education. The contributions also underscored the following essentials for supporting teachers' effectiveness:

- Good conditions of employment, including duration of contracts and salaries, and prospects for career progression and promotion.
- Good conditions in the work environment, based on creating school contexts that are conducive to teaching.
- High-quality pre- and in-service training for teachers, based on respect for human rights and the principles of inclusive education.
- Effective management, including teacher recruitment and deployment.

The International Labour Organization stated that teachers are "key partners in designing performance appraisal systems that can capture quality teaching and progress towards learning outcomes." Several inputs accentuated that teachers should participate in national policy dialogue and in determining their conditions of service, as well as in defining appraisal and performance systems.

A focus on quality and learning implies changes to how teachers assess learning and the skills that students require. Several inputs point out to the need to support teachers to use assessment for improving learning. In this respect, contributions cautioned against anarrow view of assessment that could potentially encourage 'teaching to the test'. Contributions also mentioned that learner-centered teaching should involve learners as active agents in the learning process (UNICEF).

A true dialogue is the first mean: I experiment myself in my practice, it's very efficient. As the A –level exam is soon, I have realized many students didn't understand the technique of a philosophy analyze text Why? Because, they've had magisterial lessons about it; but they never explained a single one. Their own participation is reduced to nothing.

Recently, I made them understand this method by the discussion of the Calicles discourse in a Plato's dialogue. But they were active, they were the true learners; at the end of the hour, the technique was understood, and they were enabled to explicate another text on whatever issue.

Most of teachers are afraid of the internet, because their fear illegal downloads and the misuse of their own image by the teen's cellular's, transformed online. For this reason, the use of phones and tablets are forbidden in classrooms.

When they use online resources, they always have a look on what the students do, so that they don't play games, etc… They live in this adult's world we described upon. They don't belong to the digital generation, and their comportment in pedagogy is revelator of it. They don't have the master of the digital tool; the teens could easily be the teachers, and they the students, in this practice.

In the nowadays society, the internet is absolutely necessary in the labor market.

Another key is the practice of foreign languages; and the actual system is poor in this teaching. Many jobs need to speak at least two or three languages, marketing, tourism, research, journalism, and so on… But on the contrary the reforms of the syllabus tend, in many countries, to reduce the role of foreign languages. Actually, in France, German would be reduced to a quasi zero part.

It is absolutely contrary to the need of multiculturalism in the present society. In 2012, scholars from Kentucky and South Carolina wrote a research paper on the multiculturalism developed by the learning of new languages. It is worth to be cited, because now to get hired the young needs to master at least two cultures.

The level of proficiency that is the objective is: Investigation of Cultural Products & Practices (CPP) I can use my language skills to investigate the world beyond my immediate environment.

- Understanding of Cultural Perspectives (CP) I can use my language skills to recognize and understand others' ways of thinking as well as my own.
- Participation in Cultural Interaction (CIA) I can use my language skills and cultural understanding to interact in a cultural context other than my own.("The Language Educator")

IV. Conclusion

My own experience as a teacher and the reports I quoted tend in the same direction: the new school, the 21th Century school needs a strong participation of the teacher, an implication of the student in the daily activities; and, moreover, an adaptation to the reality of the present: the internet can be a tool for learning, as demonstrates the development of MOOC. As teens are fan of it, and need to learn foreign languages, Skype, for example, can be explored in teaching, as it is used in the labor market. When the student leaves the class, he must be prepared to get hired; and he will need more and more qualifications. And, as teachers, we must remember: formation is never acquired for always. We also have to perfect ourselves.

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Adaptation of the Psychological Sense of School Membership Scale to Turkish

By Mediha Sari
Cukurova University, Turkey

Abstract- *Problem Statement*: School belonging includes the extent to which students feel personally accepted, respected, included, and supported by others in the school. Although school belonging appears to play a critical role in academic and psychosocial outcomes of schooling no related study can be found in the Turkish educational landscape. Therefore, it is important to adapt the Psychological Sense of School Membership (PSSM) Scale for Turkish-language use and to investigate the Turkish students' sense of school membership in further studies.

Purpose of the Study: The purpose of the present study is to adapt the PSSM scale to the Turkish educational context and to define its factorial structure for Turkish-language use

Method: The PSSM was administrated to 238 students, attending 6th-, 7th- and 8th-grade in Adana, Turkey. To create the Turkish version of the PSSM, the scale was translated from English to Turkish with forward and reverse translation methods.

Keywords: *school belonging, feeling of rejection, psychological sense of school membership (PSSM) scale, factor analysis.*

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Method: The PSSM was administrated to 238 students, attending 6th-, 7th- and 8th-grade in Adana, Turkey. To create the Turkish version of the PSSM, the scale was translated from English to Turkish with forward and reverse translation methods. In order to examine the construct validity of the PSSM, principal components analysis with varimax rotation was performed. Psychometric evaluation of the PSSM scale and its sub-scales were assessed with the Cronbach alpha internal consistency coefficient.

Findings and Results: The Turkish version of the PSSM was found to be highly reliable and valid. Results revealed that the factorial structure of the Turkish version of the PSSM is consistent with the Chinese version of the scale. Principal components analysis produced two general measures of school belonging; 13 positive items made up a factor (School Belonging, with Cronbach alpha value of 0.84), five negative items (Feeling of Rejection, with Cronbach alpha value of 0.78) made up another factor in the structure. These two factors explained 38.49% of the total variance.

Conclusions and Recommendations: This study has demonstrated that the Turkish version of the scale is useful in finding out elementary school students' the psychological sense of school membership. Since school belonging plays a critical role in academic and psychosocial outcomes of schooling, it is clear that further studies are urgently needed in Turkish educational context.

Keywords: school belonging, feeling of rejection, psychological sense of school membership (PSSM) scale, factor analysis.

I. Introduction

The concept of belongingness is a broad one, defined variously as belongingness, relatedness, sense of community, sense of school or classroom membership, support, and acceptance (Osterman, 2000). School belonging or school membership has been defined as students' sense of belonging or psychological membership in the school or classroom, that is, the extent to which students feel personally accepted, respected, included, and supported by others – especially teachers and other adults in the school environment (Goodenow, 1993a; Goodenow & Grady, 1993). More than simple perceived liking or warmth, it also involves support and respect for personal autonomy and for the student as an individual (Goodenow, 1993b). Osterman who investigated many research in the field, emphasized the value of belongingness as an extremely important concept. According to Osterman, students who experience acceptance are more highly motivated and engaged in learning and more committed to school.

Finn (1989), in his Participation-Identification Model, emphasized the relationships between students' sense of belonging and their drop out behaviors. This model, explains dropout in terms of participation and identification with school; while identification with school, comprising both a sense of belongingness and valuing school-related outcomes, participation in school activities is also essential in order for positive outcomes, including the students' sense of belonging and valuing school. According to Finn, if students identify with the school and feel themselves as an important part of the school environment, they may become less likely to drop out. Students who feel a sense of belonging to and acceptance in school are more likely to participate in extracurricular activities and attend and actively engage in class (Adelabu, 2007). Uwah, McMahon and Furlow (2008) emphasized the reciprocal relationships between perceptions of school belonging and various educational outcomes. They stated that as students feel themselves to be valued members of the school environment, they may have more confidence in their ability to succeed in academics and, similarly, when students feel more confident and successful, they are more accepted and, subsequently, feel more of a connection to the school.

The need for belonging, social support, and acceptance takes on special prominence during adolescence, particularly during early adolescence when young people prominence consider seriously who they are and wish to be, with whom they belong, and where they intend to invest their energies and stake their futures (Goodenow, 1993a). For many students, the

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beginning of self-reflectiveness and identity exploration will lead to new intellectual interests, more self-regulated learning, and a commitment to education as a path toward the future selves they hope to be (Goodenw, 1993b). In a study on adolescents, Israelashvili's (1997) data showed a significant relationship between students' school membership (and school adjustment) and their future expectations. Also, findings of Adelabu's study (2007) on adolescents indicated positive, significant relationships among academic achievement, future time perspective, school belonging, and school acceptance. In short, a literature review show that, as stated by Anderman (2002), there is a general consensus among researchers in the field that students' sense of belonging is one of the basic psychological needs and that when this need is met, positive outcomes occur.

In summary, as stated by Nichols (2008), the emerging literature on student belonging consistently suggests that the extent to which students perceive they belong in a school setting is related to positive social, psychological, and academic orientations. However, despite of its value, little is known about students' sense of school membership in Turkish educational context. In this study it is aimed that by adapting the PSSM into Turkish, a valid and reliable measurement can be presented for researchers to investigate students' sense of school membership and its relationships with related variables such as motivation, academic achievement, school absenteeism, self-efficacy, future expectations etc.

II. Method

a) Participants

The sample consisted of 238 students in two elementary schools located in Adana, Turkey. While 86 students (36.1%) were at 6th grade, 66 students (27.7%) were at 7th grade and 86 students (36.1%) were at 8th rade; 114 (47.9%) of them were female and 124 (52.1%) of them were male students. The age range of the students was 11 to 16 years, with a mean of 12.90 years, and a standard deviation of 1.00.

b) Instrument

Psychological Sense of School Membership (PSSM) scale was developed by Goodenow (1993a) to measure students' perceived sense of belonging to school. This scale was developed for use specifically with early- and mid-adolescent students as a measure of their subjective sense of school membership. The PSSM which assesses the extent to which students feel like an accepted, respected, and valued part of their school context, has been used to assess students' sense of belonging at both the classroom level and at the whole school level (Freeman, Anderman, & Jensen, 2007). PSSM consists of 18 items that are answered on a five-point Likert scale (1 = not at all true to 5 = completely true). Negatively worded five items are reverse scored and all item values are averaged for a scale score for each student. The PSSM includes items that involve not only perceived liking, personal acceptance, and inclusion (e.g., "Most teachers at this school are interested in me", "I feel like a real part of this school") but also respect and encouragement for participation (e.g., "People here notice when I'm good at something", "Other students in this school take my opinions seriously") (Goodenow & Grady, 1993). Goodenow developed the PSSM scale through testing with both urban and suburban students. Cronbach's alpha internal consistency coefficients were ranging from .77 to .88 for different samples (Goodenow, 1993a). Followed Goodenow's studies, many researchers used the PSSM as a data collection instrument in their studies. For example in the recent studies, Cronbach alpha coefficient was 0.72 in Stevens, Hamman and Olivárez's study (2007); 0.88 in Mcmahon, Parnes, Keys and Viola's study (2008); 0.81 in Uwah, McMahon and Furlow's study (2008) and it was 0.80 in Nichols's study (2008).

PSSM scale in Goodenow's study consisted of a global factor – the subjective sense of belonging in school, while in some other studies, factor analysis results showed that the 18-item PSSM scale extracted into more than one factor. For example, Hagborg (1994) investigated the psychometric properties of PPSM and tried to extent its use to a high school sample. In the first part of this study, Hagborg conducted a principal-component factor analysis and, results of this analysis showed that the 18 items of the PSSM scale were classified into three different factors - Belonging (13 items), Rejection (3 items), and Acceptance (2 items). Hagborg stated that, the PSSM appears to offer only limited assistance in developing such a multidimensional measure given the small number of items that load on the Rejection and Acceptance factors. In the second part of the study, a unidimensional measure of school membership was created with 11 of the scale's original 18 items - the PSSM-brief. Hagborg (1998a) also examined the psychometric properties of this shortened version of PSSM and found that this unidimensional measure of school membership was demonstrated high internal consistency. Hagborg recommended researchers to work toward scale in order to create a unidimensional measure of school membership consistent with the previously described theoretical writings about school membership. In another study on students with learning disabilities and nondisabled students, Hagborg (1998b) used the 18-items PSSM as a single factor with its total scores.

The PSSM scale was adapted into Chinese by Cheung and Hui (2003). The Chinese version of the 18-item PSSM scale distributed to primary 4th, 5th, and 6th grade students in Hong Kong were extracted into two

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factors, known as school belonging (13 out of the 18 items, alpha=.88) and feeling of rejection (5 out of the 18 items, alpha=.71). The two factors explained 44.9% of the total variance (the first factor explained 37.5% and the second factor explained 7.4%). In addition, when the five negative items were changed to positive, the alpha for these 18 items found to be .89. Cheung and Hui stated that when compared to the factor analysis of the English version of the PSSM scale found in Hagborg's study (1994), the factor analysis of the Chinese version was easier to interpret and understand. In another study done by Cheung (2004) on Hong Kong and Shanghai students' psychological sense of school membership, the scale also found to have similar construct validity and reliability values to previous Chinese version. The 13 items of school belonging had an alpha value of .93 and the five items of feeling of rejection had an alpha value of .85 in this study. The five items of feeling of rejection were negative items, and Cheung (2004) stated that when these negative items were changed to positive, the 18 items could be seen as a global factor – subjective sense of belonging in school.

Nichols (2006), used a slightly altered version of the PSSM (the PSSM2, 12 items from the original PSSM were kept and six new ones were added) to make the scale more context-relevant. The PSSM2 also found to be reliable in this study (alpha=.82) and, the 18-item PSSM2 used as a single factor as a whole. Nichols created a composite PSSM2 score for each student by summing their responses over all PSSM2 items that served as a general belongingness indicator in which a higher number meant a higher sense of belonging.

To create the Turkish version of the PSSM scale in this study, first, two experts from the field who were also efficient in English translated the original 18 items of the PSSM scale from English into Turkish. Then, the Turkish form of the scale was handed to the experts to obtain their critics in terms of language (understandability), content, Turkish educational and cultural setting, and measurement and, the items were modified in the light of the their opinions. Then, in order to check the understandability of the Turkish items for students, the scale was administrated to 10 sixth-, 10 seventh- and 10 eight-grade students and, the required modifications were done on the items after this pilot study. Finally, the Turkish items were retranslated into English to verify that the meaning of the items was retained and the last form of the Turkish version of the PSSM was prepared.

c) Data analyses

In order to determine the construct validity of the PSSM a principal components analysis (PCA) with varimax rotation was conducted using the statistical software SPSS 11.5 for windows. Psychometric evaluation of the PSSM scale and its sub-scales were assessed with the Cronbach alpha internal consistency coefficient. In addition, t test was applied in order to investigate the possible differences between low-scoring and high-scoring students on the PSSM. The reliability of the scale was also tested with the split-test method.

III. Findings

The 18 items of the PSSM scale were subjected to principal components analysis (PCA). First, to performing PCA, the suitability of data for factor analysis was assessed. The Kaiser-Meyer-Olkin value was 0.80, and the Bartlett test of sphericity reached statistical significance, supporting the factorability of the correlation matrix ($X^2 = 603{,}456$, $df = 153$, $p < 0.001$).

Principal components analysis revealed the presence of five components with eigenvalues exceeding one, explaining 28.90%, 9.59%, 7.35%, 6.36% and 5.70% of the variance respectively. However, inspection of the screeplot showed that the breakpoint of the Eigen values clearly appeared on the second component. When the factor loadings on the factor matrix were closely examined, it was also seen that the factors were not representing meaningful clustering. While the fifth component consisted only one item (item 3), the other items distributed irrelatively into other components. Moreover, an investigation of the pattern of loading showed that five items should be eliminated from the scale because of high cross loadings on more than one factor. In addition, despite of the 18 items of the PSSM extracted into three factors in Hagborg's study (1994), Hagborg himself stated the limitations of its multidimensional structure because of the small number of items on two of the three factors and he tried to find a unidimensional measure of school membership. Besides that, Cheung and Hui (2003) emphasized that the two-dimensional Chinese version of the PSSM was easier to interpret and understand. Henceforth, it was decided to retain two components for further investigation of the Turkish version of the PSSM.

To aid in the interpretation of these two components, varimax rotation was performed since the correlations between subscales were below .32 (Tabachnick & Fidell, 1996, p.647). In this analysis, the pattern of loadings examined, looking for items with high loadings on the intended factor and low loadings on the other factors (the gap should be at least .20). Minimum .40 factor loading was used a guideline for considering an item to be part of a factor. The rotated solution revealed a clear presence of two-dimensional structure with Eigen values exceeding one, explaining 28.90% and 9.59% of the variance respectively. These two factors accounted for 38.49 % of the total variance (Table 1).

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Table 1 : Factor Solution for the Turkish Version of the PSSM Scale

Item Number	Factor I School Belonging	Factor II Feeling of Rejection	r[a]	t	Mean	SD
1	.65		.56	-6.46*	4.18	.77
2	.63		.56	-7.00*	4.05	1.05
4	.45		.35	-4.15*	3.13	1.13
5	.51		.41	-5.19*	3.57	1.18
7	.55		.38	-3.77*	3.60	1.38
8	.46		.41	-6.17*	3.84	1.08
10	.66		.53	-6.94*	3.43	1.26
11	.64		.55	-6.82*	3.96	1.21
13	.54		.46	-5.96*	3.87	1.11
14	.55		.47	-5.88*	3.90	1.12
15	.65		.58	-7.33*	3.66	1.10
17	.48		.48	-6.61*	4.04	1.19
18	.64	.29	.61	-7.46*	3.90	1.24
3[b]		.47	.31	-3.37*	3.59	1.23
6[b]		.58	.46	-6.52*	4.10	1.25
9[b]		.64	.47	-6.34*	4.29	1.13
12[b]		.51	.34	-3.09*	3.35	1.38
16[b]		.75	.53	-6.60*	3.77	1.45
Eigen values	5.20	1.72		Total Scale		
% of variance	28.90	9.59		38.49		
Cronbach Alpha	.84	.78		.84		

Only factor loadings 0.25 or above are shown in the table.

[a] *r: Item-total corelations; *p<.001*

Negatively worded items. These items need to be recoded when the total scores of the PSSM is calculated such that a higher score indicates a higher level of psychological sense of school belonging.

The first factor consisted the 13 positive items in the PSSM scale, the second factor consisted the five negative items in the scale. Factor loadings of the items ranged from 0.45 to 0.66 for the first factor and from 0.47 to 0.75 for the second factor. While the Cronbach's alpha internal consistency coefficient for the first factor was .84 and for the second factor was .78; for the full PSSM it was also acceptable, 0.84. The item-total correlations were calculated between items and total scores for the 18-items of the PSSM. These correlations ranged from .31 to .61 for all items. As another evidence for reliability, extreme groups' comparison method by using t-test also performed. In this analysis, participants were ordered according to the scores they obtained from the PSSM. The top 27% and bottom 27% groups were taken and their scores on each item of the test were compared with an independent samples t-test. Results of this comparison showed that the t values are significant at $p<0.001$ level for all items. The reliability of the PSSM was also tested with the split-test method. The correlation between the two parts of the scale was found as 0.88. While the alpha coefficient for each part was 0.65 and 0.73 respectively, the Gutman split test reliability was found to be 0.87.

While the correlation between School Belonging and Feelings of Rejection sub-scales was-.28, it was .91 between School Belonging sub-scale and total scores of the PSSM scale and, it was -.50 between Feeling of Rejection sub-scale and total scores of the PSSM scale. All of these correlations were statistically significant at the 0.01 level.

IV. Conclusions and Recommendations

The main purpose of the present study was to adapt the PSSM scale to the Turkish educational context and to define its factorial structure for Turkish-language use. The Turkish version of the PSSM scale was found to be reliable in this study and the reliability coefficients were consistent with previous research findings.

In adaptation of the PSSM to Turkish, principal components analysis produced two general measures of school belonging. Similar to Chinese version (Cheung & Hui, 2003), while 13 positive items made up a factor (School Belonging, with alpha value of 0.84), five negative items (Feeling of Rejection, with alpha value of 0.78) made up another factor in the structure. The internal consistency for these two factors was acceptable (Büyüköztürk, 2005; Tezbaşaran, 1996), so that these two factors are reliable in measuring two different substantive variables. However, in the related literature, while few researchers used the PSSM with its multiple-factorial structure (Adelabu, 2007; Uwah et al., 2008), many researchers used the scale as a global factor (Booker, 2004; Capps, 2003; Goodenov, 1993a,

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1993b; Goodenow & Grady, 1993; Hagborg, 1994, 1998a, 1998b; Israelashvili, 1997; Mcmahon et al., 2008; Nichols, 2006, 2008; Tao, Iong, & Wu, 2008). In this study, the items of the Feeling of Rejection sub-scale were reversed and the Cronbach's alpha internal consistency coefficient was calculated as 0.84 for the scale as a whole. As indicated by Cheung (2004) the five items of feeling of rejection were negative items, and when these negative items were changed to positive, the 18 items could be seen as a global factor. Therefore it can be said that, the PSSM can be used both as a global factor – subjective sense of belonging and as two separate factors – School Belonging and Feeling of Rejection. While a higher score meant a higher sense of belonging for the School Belonging sub-scale and for the PSSM-total scores; a higher score meant a higher sense of rejection for the Feeling of Rejection sub-scale.

An extreme groups' comparison of the top and bottom groups showed that the t values are significant at $p<0.001$ level for all items. Results also showed that, the least item-total correlation was .31. Büyüközürk (2005) stated that if the item-total correlation is .30 and above, it is a good evidence for the discriminant validity. Therefore, in direction of these results, it can be said that, 18 items of the PSSM had an acceptable discriminative power.

This two-factor solution accounted for 38.49% of the total variance. According to Büyüköztürk (2005), it is hard to achieve a high amount of total variance in behavioral sciences and, while 30% and above of explained total variance can be considered as an adequate percentage for a single-factor scale, a higher amount of total variance should be explained in multidimensional scales. Therefore, even though it is not very high, it may be said that the Turkish version of the PSSM accounted for adequate percentage of the total variance. Finally, the findings of this study indicated that the Turkish PSSM scale was a valid and reliable instrument to measure students' sense of school membership in Turkish early adolescents.

In sum, the Turkish version of the PSSM was found to be highly reliable and valid. Results revealed that the factorial structure of the Turkish version of the PSSM is consistent with the Chinese version of the scale. However, this study consisted only a group of elementary schools from 6^{th}, 7^{th} and 8^{th} grades and the generalisability of the results to other subjects of different age may not be possible. The psychometric properties of the scale may differ in different level of education and different regions of Turkey. Future investigators should try to verify the factor structure of the scale for both similar and different samples in Turkey.

A literature review showed that, students' sense of school membership has been widely investigated in other countries. However, although school belonging appears to play a critical role in academic and psychosocial outcomes no related study can be found in the Turkish educational landscape. Therefore, it is clear that further studies are urgently needed in Turkish educational context.

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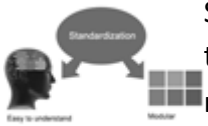


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2. Ethical Guidelines,

3. Submission of Manuscripts,

4. Manuscript's Category,

5. Structure and Format of Manuscript,

6. After Acceptance.

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- To the point depiction of the research
- Consequences, including definite statistics - if the consequences are quantitative in nature, account quantitative data; results of any numerical analysis should be reported
- Significant conclusions or questions that track from the research(es)

Approach:

- Single section, and succinct
- As a outline of job done, it is always written in past tense
- A conceptual should situate on its own, and not submit to any other part of the paper such as a form or table
- Center on shortening results - bound background information to a verdict or two, if completely necessary
- What you account in an conceptual must be regular with what you reported in the manuscript
- Exact spelling, clearness of sentences and phrases, and appropriate reporting of quantities (proper units, important statistics) are just as significant in an abstract as they are anywhere else

Introduction:

The **Introduction** should "introduce" the manuscript. The reviewer should be presented with sufficient background information to be capable to comprehend and calculate the purpose of your study without having to submit to other works. The basis for the study should be offered. Give most important references but shun difficult to make a comprehensive appraisal of the topic. In the introduction, describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will have no attention in your result. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here. Following approach can create a valuable beginning:

- Explain the value (significance) of the study
- Shield the model - why did you employ this particular system or method? What is its compensation? You strength remark on its appropriateness from a abstract point of vision as well as point out sensible reasons for using it.
- Present a justification. Status your particular theory (es) or aim(s), and describe the logic that led you to choose them.
- Very for a short time explain the tentative propose and how it skilled the declared objectives.

Approach:

- Use past tense except for when referring to recognized facts. After all, the manuscript will be submitted after the entire job is done.
- Sort out your thoughts; manufacture one key point with every section. If you make the four points listed above, you will need a least of four paragraphs.

- Present surroundings information only as desirable in order hold up a situation. The reviewer does not desire to read the whole thing you know about a topic.
- Shape the theory/purpose specifically - do not take a broad view.
- As always, give awareness to spelling, simplicity and correctness of sentences and phrases.

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This part is supposed to be the easiest to carve if you have good skills. A sound written Procedures segment allows a capable scientist to replacement your results. Present precise information about your supplies. The suppliers and clarity of reagents can be helpful bits of information. Present methods in sequential order but linked methodologies can be grouped as a segment. Be concise when relating the protocols. Attempt for the least amount of information that would permit another capable scientist to spare your outcome but be cautious that vital information is integrated. The use of subheadings is suggested and ought to be synchronized with the results section. When a technique is used that has been well described in another object, mention the specific item describing a way but draw the basic principle while stating the situation. The purpose is to text all particular resources and broad procedures, so that another person may use some or all of the methods in one more study or referee the scientific value of your work. It is not to be a step by step report of the whole thing you did, nor is a methods section a set of orders.

Materials:

- Explain materials individually only if the study is so complex that it saves liberty this way.
- Embrace particular materials, and any tools or provisions that are not frequently found in laboratories.
- Do not take in frequently found.
- If use of a definite type of tools.
- Materials may be reported in a part section or else they may be recognized along with your measures.

Methods:

- Report the method (not particulars of each process that engaged the same methodology)
- Describe the method entirely
- To be succinct, present methods under headings dedicated to specific dealings or groups of measures
- Simplify - details how procedures were completed not how they were exclusively performed on a particular day.
- If well known procedures were used, account the procedure by name, possibly with reference, and that's all.

Approach:

- It is embarrassed or not possible to use vigorous voice when documenting methods with no using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result when script up the methods most authors use third person passive voice.
- Use standard style in this and in every other part of the paper - avoid familiar lists, and use full sentences.

What to keep away from

- Resources and methods are not a set of information.
- Skip all descriptive information and surroundings - save it for the argument.
- Leave out information that is immaterial to a third party.

Results:

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The page length of this segment is set by the sum and types of data to be reported. Carry on to be to the point, by means of statistics and tables, if suitable, to present consequences most efficiently.You must obviously differentiate material that would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matter should not be submitted at all except requested by the instructor.



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Content

- Sum up your conclusion in text and demonstrate them, if suitable, with figures and tables.
- In manuscript, explain each of your consequences, point the reader to remarks that are most appropriate.
- Present a background, such as by describing the question that was addressed by creation an exacting study.
- Explain results of control experiments and comprise remarks that are not accessible in a prescribed figure or table, if appropriate.
- Examine your data, then prepare the analyzed (transformed) data in the form of a figure (graph), table, or in manuscript form.

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- Do not present the similar data more than once.
- Manuscript should complement any figures or tables, not duplicate the identical information.
- Never confuse figures with tables - there is a difference.

Approach

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- Put figures and tables, appropriately numbered, in order at the end of the report
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- You may propose future guidelines, such as how the experiment might be personalized to accomplish a new idea.
- Give details all of your remarks as much as possible, focus on mechanisms.
- Make a decision if the tentative design sufficiently addressed the theory, and whether or not it was correctly restricted.
- Try to present substitute explanations if sensible alternatives be present.
- One research will not counter an overall question, so maintain the large picture in mind, where do you go next? The best studies unlock new avenues of study. What questions remain?
- Recommendations for detailed papers will offer supplementary suggestions.

Approach:

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Methods and Procedures	Clear and to the point with well arranged paragraph, precision and accuracy of facts and figures, well organized subheads	Difficult to comprehend with embarrassed text, too much explanation but completed	Incorrect and unorganized structure with hazy meaning
Result	Well organized, Clear and specific, Correct units with precision, correct data, well structuring of paragraph, no grammar and spelling mistake	Complete and embarrassed text, difficult to comprehend	Irregular format with wrong facts and figures
Discussion	Well organized, meaningful specification, sound conclusion, logical and concise explanation, highly structured paragraph reference cited	Wordy, unclear conclusion, spurious	Conclusion is not cited, unorganized, difficult to comprehend
References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

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