



1st International Research Symposium 2021

Interdisciplinary Research in Education

Symposium Proceedings

**Faculty of Education
University of Colombo
Sri Lanka**



Faculty of Education
University of Colombo
Sri Lanka

1st International Research Symposium - 2021
Interdisciplinary Research in Education

IRSFOE 2021
PROCEEDINGS

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Interdisciplinary Research in Education
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1st International Research Symposium - 2021
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To facilitate the development of a committed professional educator with relevant knowledge, favorable attitudes and useful skills for teaching, research and service to the nation.

1ST INTERNATIONAL RESEARCH SYMPOSIUM – 2021
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Message from the Vice Chancellor



The First International Research Symposium (IRS) of the Faculty of Education University of Colombo, which is the flagship event in the faculty almanac, is of special significance this year for multiple reasons. It signifies the culmination of the yearlong centenary celebrations of the faculties of Arts and Science and of the main Library, that play an important role in the formulation of graduate teachers for Sri Lanka.

I am delighted that the Dean, Chairpersons and Coordinators of the IRS in the Faculty of Education of 2021 have aligned with the broad theme chosen for the University of Colombo ARS 2021. As a novel feature, we wish to emphasize multidisciplinary research and highlight impactful research outcomes that benefit policy development and strategic planning. This is particularly important for the field of Education, that emphasizes knowledge creation and active learning as the hallmarks of 21st century value-added learning, that also address the sustainable development goals. I am encouraged by the enthusiasm and support from all members of the Faculty of Education to have helped sustain their education-based research projects, despite encountering multiple challenges from the COVID-19 pandemic. Your able adaptation to the digital transformation helped continue with pre-planned activities. Additionally, the administrative and financial managers remained focussed to support your research activities despite the lockdowns. Our university ranking has gained substantially, with the upscaling of regional and international collaborations in research and academic partnerships, with the best of the best. I look forward to multiple gains in the coming years through your novel initiatives. I pledge the best of support from the central administration.

May you all stay safe and well, enjoy the proceedings, develop fresh ideas and networks and help take our research outreach to the next level.

Senior Professor Chandrika N. Wijeyaratne

Vice Chancellor

University of Colombo

Message from the Dean



It is with great pleasure that I write this message to the First International Research Symposium- 2021 of the Faculty of Education, University of Colombo. Although the Faculty has been holding Symposia annually to showcase the research of the academics and students during the past years, the Faculty has taken a step forward to hold an International Research Symposium this year in keeping with the theme 'Interdisciplinary Research in Education'.

Keynote addresses by two eminent scholars well-versed on Inter Disciplinary Education from University of Graz, Austria and National University of Singapore are another highlight in the Symposium of 2021. Interdisciplinary research approach that integrates two or more disciplines in the creation of new knowledge and practices is a highly recommended approach to conduct research in the field of education because Education is multi-disciplinary. Thus an interdisciplinary approach to research would be effective in identifying the unresolved issues in Education by uncovering the unidentified realities in order to uplift the present system of education in Sri Lanka.

Research findings related to various disciplines in Education by 50 to 60 researchers around the world including Sri Lanka will be disseminated at this Symposium. I strongly believe that this Symposium will provide a useful forum for novel discourse on educational research. Further it would contribute to bridge the gap of knowledge in the field of educational research by increasing the enthusiasm of the young researchers in Sri Lanka to be engaged in Education related research.

I take this opportunity to thank Senior Professor Chandrika N. Wijerathne, the Vice Chancellor of the University of Colombo for her relentless support in the development of research capacity of the academics and the students. I also extend my sincere gratitude to the Chair, Co-Chair and the Organizing Committee of the International Research Symposium of Faculty of Education for their tireless effort in making the event a success amidst the challenging epidemiological situation. On behalf of the Faculty of Education I congratulate all the researchers and presenters whose research work will be disseminated at the Symposium. Finally, I convey my best wishes for a successful International Research Symposium - 2021.

Dr. L.M. Kapila Bandara

*Dean,
Faculty of Education*

International Research Symposium Chairperson's Message



It is my great privilege and pleasure to write this message on the occasion of the First International Research Symposium of the Faculty of Education, 26th November 2021 via Zoom Conferencing. The symposium of this year has provided a new arena for both local and international academic community to disseminate and discuss research findings and contribute to enhance the quality of education and thereby achieve the society well-being.

The theme of the International Research Symposium, “Interdisciplinary Research in Education” is obviously timely as it has become an increasingly popular approach in research across the world. In an interdisciplinary research expertise two or more disciplines are combined, to jointly address an area of common concern. The symposium themes are, Educational Leadership and Management, Lifelong Education, Blended and Online Learning, Language Education, Gender Education, STEM Education, Educational Psychology, General and Higher Education, Aesthetic Education and Educational Assessment.

The first International Research Symposium is a collaborative endeavor of all members of the Faculty of Education and my task as the Conference Chair was made easy because of my committed and enthusiastic colleagues. I take this opportunity to thank the Vice-Chancellor, University of Colombo, Senior Professor, Chandrika N. Wijeyaratne for encouraging me to initiate and make the first International Research Symposium of the Faculty a great success. I extend my sincere gratitude to Professor Rudolf Egger, Dean, Faculty of Environmental, Regional and Educational Sciences, Competence Centre for Higher Education, University of Graz, Austria and Dr. Dujeepa Samarasekera, Senior Director, Centre for Development of Teaching & Learning (CDTL), Centre for Medical Education (CenMED), National University of Singapore, (NUS) for accepting our invitation to the Keynote addresses. I am thankful to Dr. Kapila Bandara, Dean, Faculty of Education for the guidance and support extended in making the event a reality. I am also very much grateful to Professor Manjula Vithanapathirana, the former Dean of the Faculty of Education and Dr. Sulochana Neranjani, the Co-Chair of the symposium for their consistent support and valuable guidance. I am indebted to all the academics, administrative and support staff who worked enthusiastically in various committees to ensure success of the Faculty of Education International Research Symposium 2021.

Finally, I thank you for your participation and wish you all a very productive and fruitful academic session in which every participant would benefit from the deliberations that are lined up in the conference program.

Dr. H.M. Lalitha Kumari

Chairperson, Faculty of Education, International Research Symposium -2021

INTRODUCTION TO THE KEYNOTE SPEAKER - 1

Dr. Dujeepa D. Samarasekera is the Senior Director, Centre for Medical Education (CenMED), Yong Loo Lin School of Medicine, National University of Singapore and the Director of the Centre for Development of Teaching & Learning (CDTL), National University of Singapore. He is the Senior Consultant (Health Profession Education) at the Ministry of Health, Singapore. He also is the Course Director of the Masters in Health Professions Education, Singapore and is the Chair Faculty Teaching Excellence Committee (FTEC) for Yong Loo Lin School of Medicine and Saw Swee Hock School of Public Health. He serves as an honorary professor and visiting Faculty at the Maastricht University, Netherlands; Tzu Chi University of Science and Technology, Taiwan and Semey State Medical University, Kazakhstan. He serves on the editorial advisory boards of many peer reviewed journals and has authored academic book chapters related to Medical Education.



* * *

KEYNOTE ABSTRACT

Dr. Dujeepa D. Samarasekera

Scholarship of Teaching and Learning (SOTL): Focussing on Interdisciplinary learning to practice

Interdisciplinary learning focusses on learning a subject or content area from multiple different angles or perspectives. This allows the student to critically evaluate the learning, identify one's own knowledge gaps and apply their learning in contextually relevant situations or synthesise new understanding about the subject leading to deep learning. (Jones, 2009). These are some of the main reasons why interdisciplinary education is embraced in higher education presently. The institutions as well as funding agencies such as governments are increasingly encouraging universities and other institutions of higher learning to develop interdisciplinary courses to effectively educate the future workforce.

However, there are several barriers to implementing interdisciplinary education in higher education institutions. The biggest challenges are the need for closer collaboration of educators from different disciplines and the resources required to implement conducive interdisciplinary learning environments. Paucity of research and evidence of best practices are other concerns for educators designing or planning interdisciplinary education. Informed decision making is crucial for successful design and deployment hence the need to systematically engage in interdisciplinary Scholarship of Teaching and Learning.

The presentation will focus on the above areas as well as the presenter's recent experience at National University of Singapore creating interdisciplinary colleges and the process of Scholarship of Teaching Learning to obtain information to create a learner conducive interdisciplinary environment at the university.

Jones, Casey (2010) "Interdisciplinary Approach - Advantages, Disadvantages, and the Future Benefits of Interdisciplinary Studies," ESSAI: Vol. 7, Article 26.

INTRODUCTION TO THE KEYNOTE SPEAKER - 2

Professor Rudolf Egger is a Professor of Empirical Learning World Research and Higher Education Didactics in the University of Graz, Austria. He is also the Dean of the Faculty of Environmental, Regional and Educational Competence Centre for Higher Education, in the University of Graz. He has served as visiting professor at Stockholm University and University of Pristina. He is the Chief-editor of the *Weiterbildung*.



* * *

KEYNOTE ABSTRACT

Professor Rudolf Egger

Learning our way out: About the necessary connection between research, knowledge and communication

Interdisciplinary research is the order of the day. The reason for this is quickly explained: A way out of today's pandemic political, economic, cultural, social and ecological crises can only be found by learning. The dominant social and environmental developments cannot be managed without increasing the individual capacity of social actors. Learning and educational processes play a crucial role here, that's why science must necessarily strengthen the connection between knowledge and communication. For this reason, all scientific disciplines must review their tasks to see whether and how they can be perceived in a supportive way in the diverse everyday world-based behaviors of people. Science must therefore be more strongly oriented towards developing common research, communication and development tasks. The following questions are central to this: How can research and science help people learn to deal with cumulative risks? What kind of scientifically oriented "storytelling" is necessary for this? How does research support people to read technical and scientific risk expertise in a participatory way, and how do they translate global hazards into regional and lifeworld contexts? How can scientific expertise strengthen democratic achievements and liberality?

FELICITATION OF THE DISTINGUISHED ACADEMICS

FACULTY OF EDUCATION



(Former Professor) Chandrapala Kariyawasam

*Department of Humanities Education
Faculty of Education*

(Former Professor) Chandrapala Kariyawasam, had been the longest serving Head of the Department of Humanities Education. He served as Head for 12 years from 1983-1989 and from 1992-1998.

He was one of the pioneering members of the Faculty of Education when it was established in 1975 by amalgamating the existing Departments of Education in the Universities in Sri Lanka. At that time he was an Assistant Lecturer in the Department of Education, Vidyodaya University. He retired in 1998 as an Associate Professor in Humanities Education.

He was a teacher well loved and admired by his students for the multi-faceted knowledge he imparted in a very interesting style. He taught most of the subjects offered by the Department both at Undergraduate and Post Graduate levels to both Sinhala and English medium students.

(Former Professor) Kariyawasam as the Head of the Department was instrumental in commencing the Post Graduate Diploma in Education (Teaching of Drama), a full time course offered by the Department.

He was a member of the Academic Affairs Board of the National Institute of Education, a long standing resource person to the Department of Examinations, National Institute of Education and the Ministry of Education. He is a well known writer on Education and published several books and journal articles in both Sinhala and English. His latest contribution is as the co-author of the chapter on Education in the centenary volume to be published by the UGC to commemorate the centenary of Humanities Education in Sri Lankan universities.



(Former Professor) Daya Rohana Athukorala

*Department of Humanities Education
Faculty of Education*

(Former Professor) Daya Rohana Athukorala can undoubtedly be placed among those who have greatly influenced the lives of many people. He joined the Faculty of Education in 1977 and brought about many changes in the Faculty and the University through his creative and innovative thinking. Serving three terms as the Head of the Department of Humanities Education until he retired in 2012, he motivated and guided the junior staff, colleagues and the students to develop a temperate personality and to pursue goals through his concept of 'Positive Thinking'.

He was admired and sought after by the staff and the students as well as the community because of his humble disposition and his ability to address complex issues of people in a simple manner. He created several landmarks characterized by his knowledge, attitudes and skills during his thirty-five years of service in the Faculty.

(Former Professor) Athukorala can be described as a 'talented teacher' and an 'influential leader' who guided his peers, colleagues and students to continuous and permanent personal development. He published several books on various disciplines to change and transform the lives of the people on various spheres of the society. He extended his talents and resources to bring out the potentials and creativity of the students by helping them to publish their creative work. The profound effect made by (Former Professor) Athukorala in the lives of the staff and the students in the University as well as in the lives of the community as a whole cannot be understated.



Emeritus Professor M.E.S. Perera

*Department of Humanities Education
Faculty of Education*

Emeritus Professor Marie Perera who joined the Department of Humanities Education in 1995 as a Probationary Lecturer, after an illustrious career retired in 2020, as a Senior Professor.

Professor Perera has held many administrative posts. She was the Dean of the Faculty of Education, Director of the National Education Research and Evaluation Centre, Director of the Staff Development Centre, and Head of the Department of Humanities Education, University of Colombo.

Professor Perera as the Dean of the Faculty was instrumental in obtaining a 30 million grant for the Faculty of Education to improve Post Graduate studies in 2013. This enabled the Faculty to develop a new MPhil leading to PhD programme which she coordinated and resulted in producing more than 20 PhDs during her period as coordinator. She was also instrumental in obtaining a four storied multi-purpose building for the Faculty and a Post Graduate Resource Centre for the use of PhD students.

Professor Perera served as a member of several senate sub committees including being a Steering Committee member for the establishment of both the Faculty of Nursing and the Faculty of Technology in 2016.

Professor Perera has served as consultant to the World Bank, ADB, GIZ and the British Council funded projects. She also served as consultant to the Ministry of Education, National Institute of Education and National Education Commission.

Professor Perera has presented more than seventy research papers and published extensively both locally and internationally.

She was awarded the Emeritus Professorship with effect from 13.05.2021 for her excellent contribution to the Faculty and the University of Colombo.



(Former Professor) Dr.H.P. Raja Gunawardhane

*Department of Educational Psychology
Faculty of Education*

(Former Professor) Dr.H.P. Raja Gunawardhane is one of the most renowned and well-known educationists especially in the field of Educational Testing and Evaluation. He has held the position of Headship in the Department of Educational Psychology and the Dean of the Faculty of Education. His positive attitude towards work was contagious and inspired every one of the faculty to give their best. He has coordinated several programs and contributed immensely towards the curriculum revisions.

He contributed to strengthen the National Education Research and Evaluation Centre (NEREC) working as the Acting Director in the year 2007. He was the Director of the Institute of Human Resource Advancement from 2003 – 2005. One of the major international contributions in his profession was to contribute as the teacher education specialist at the Department of Primary Education, Dhaka, Bangladesh. His major research interest is towards Educational Measurement and Assessment which contributed to the field immensely. He has published few books related to the same field and they were greatly appreciated by the teacher educators. He held the positions of the Secretary, Sri Lanka Association of the Advancement of Education from 2010-2012 and President, from 2000-2001, Secretary, from 1992-1993, of the Section F, Sri Lanka Association for the Advancement of Science (SLAAS).

(Former Professor) Dr. Gunawardhane has significantly contributed to other universities, the Ministry of Education, National Institute of Education, the Ministry of Cultural Affairs & National Heritage, National Education Commission, Department of Examination and numerous institutions as a consultant and a resource person.



(Former Professor) Dr. W.G. Kularathne

*Department of Social Science Education
Faculty of Education*

(Former Professor) Dr. W.G. Kularathne, joined the Department of Social Science Education of the Faculty of Education as an Assistant Lecturer in 1975. From 1996 to 1998, he served as the Head of the Department of Social Science Education and went on to become the Dean of the Faculty of Education in 1998. He had his primary and secondary education at St. Mary's College and Seethawaka Central College in Awissawella respectively. He obtained his Bachelor of Arts degree from the University of Peradeniya in 1964, Master of Education degree from the University of Colombo in 1992 and PhD from the University of Colombo in 1997.

During his tenure as the Head of the Department and as well as the Dean of the Faculty, he contributed enormously and extensively to its development. His doctoral thesis was on 'Graduate Unemployment in Sri Lanka' which made a scientific analysis of the factors which led to youth unrest in the country. One of his important Sinhala publications was 'Educational Planning' which became a textbook for students of the Faculty of Education. He has numerous articles published both locally and internationally to his credit. He was also the leader of research teams engaged in several research projects sponsored by the World Bank and conducted by the National Education Research and Evaluation Centre of the Faculty of Education.

After retirement, (Former Professor) Dr. Kularathne was appointed as a consultant in educational leadership to advise both the Asian Development Bank and the Sri Lankan Ministry of Education for their ongoing projects in education.



Mr. R.P. Karunasekara - Senior Lecturer Grade I

*Department of Social Science Education
Faculty of Education*

Mr. R.P. Karunasekara retired as a Senior Lecturer from the Department of Social Science Education of the Faculty of Education after 27 years of exemplary service to the field of education. Being a graduate of the University of Peradeniya, he holds a Postgraduate Diploma of Education and an M.Phil from the Faculty of Education of the University of Colombo. He is a renowned academic with an expertise in Comparative Education, School Organization, Economics of Education and Commerce teaching methods. Rising in the profession to Senior Lecturer Grade I, he commenced his academic career as a Visiting Lecturer of the University of Colombo in the year 1980. He is one of the experts in the teaching methods of Commerce and had extended his expertise to the National Institute of Education to develop the government commerce curriculum for school students. He has served in the capacity of a researcher in a number of studies conducted by the National Research and Evaluation Center of the Faculty of Education.

Mr. Karunasekara held a number of administrative positions during his period, mainly by coordinating M.Ed and M.Phil Degrees. Having served the Faculty of Education to his fullest potential, he now lives assisting others in spiritual endeavors. Mr. Karunasekara has authored a number of books related to Buddhism which are widely used in the country.



(Former Professor) Somasundaram Sandarasegaram

*Department of Social Science Education
Faculty of Education*

(Former Professor) Somasundaram Sandarasegaram joined the Department of Social Science Education of the Faculty of Education in 1975 as an Assistant Lecturer. He was appointed as the Head of the same department in 1990 and from there he went on to become the Dean of the Faculty of education in 2007 and served in that capacity until he retired in 2010.

He is a product of Uva College in Badulla. He obtained his Bachelor of Education degree from the University of Peradeniya in 1967 and his Master of Education from the University of Hiroshima in Japan in 1980.

Throughout his distinguished career in the discipline of education, he has served as a Visiting Professor at the Auburn University in USA and Hiroshima University - Japan. He has also been a Consultant to the Asian Development Bank and the UNESCO. He has also served as a visiting lecturer at the Jaffna and Eastern Universities and has held the position of Former Chairman of the Official Languages Commission, Sri Lanka.

Apart from his mother tongue, Tamil, he is fluent in Sinhala, English and Japanese. In appreciation to the yeoman service he had made towards local and international education, he was awarded the prestigious 'Vidya Nidhi' Presidential Award in 2017.

He is a former member of the National Education Commission and the Council of the National Institute of Education. He is a present Member of the Expert Panel of the Human Rights Commission. (Former Professor) Somasundaram Sandarasegaram currently serves in the capacity of the Vice Chancellor of ESOF Metro Campus.



(Former Professor) Dr. Markandu Karunanithy

*Department of Social Science Education
Faculty of Education*

(Former Professor) of Education Dr. Markandu Karunanithy joined the Department of Social Science Education of the Faculty of Education, University of Colombo in 1991 and retired in the year of 2014. He mainly taught the Tamil medium undergraduate and post graduate students specializing in Comparative Education, Sociology of Education and some Methodology courses.

(Former Professor) Dr. Karunanithy was appointed as Director of National Education Research and Evaluation Centre (NEREC) with effect from 2008 to 2014 where he commissioned several research projects pertaining to Sri Lankan education sponsored by the World Bank, Asian Development Bank and GIZ. He excelled in the discipline of Educational Research Methodology as a result of several research studies conducted by NEREC. He sought the involvement and corporation of the academic staff of the Faculty of Education to conduct these researches which held them to gain experience to undertake research and promote a research culture in the faculty.

(Former Professor) Dr. Karunanithy has participated in more than 20 National level research studies conducted by NEREC which helped the educational policymakers and education authorities to formulate the future policies pertaining to the Sri Lankan education. It is pertinent to mention that he became proficient in Sinhala language and he brought out several Sinhala works in to Tamil for the benefit of the Tamil reading publics. In addition, he authored nearly fifteen books during his tenure.

(Former Professor) Dr. Karunanithy has participated in several international seminars in countries such as Italy, Germany, London, Thailand and France where he presented his case studies pertaining to Sri Lankan education. Further he has contributed enormously to the curriculum revision processes undertaken by the Faculty of Education from time to time.



Dr. Anula Hettige

*Department of Social Science Education
Faculty of Education*

Dr. Anula Hettige was a Senior Lecturer in the Department of Social Science Education at the Faculty of Education, University of Colombo, where she has been since 1996. She obtained her B.Ed. degree in 1977 from the University of Colombo. Subsequently, she earned a PGD in Educational Management from the National Institute of Education in 1994. She received the M.Ed. and M. Phil. degrees from the University of Colombo in 1992 and 1998 respectively. In 2008, she received her Ph.D. for the profound research titled as A Critical Study of the Effective Schools in Sri Lanka.

She has made an immense contribution to the Department and the Faculty through her multi-faceted knowledge, organizational skills, and her energy to probe into abstruse issues. As a Faculty member of Gender Issues (2015-2018) and a member of the Students' Welfare Society (2003-2005), she has given her full potential to the Faculty. From 2006-2016, she served as the Coordinator for B.Ed. and M.Ed. degree programs.

Her research interests and expertise center in the areas of educational administration, management, planning, and problems of school situations. For her research efforts, she was awarded a leadership course at Assumption University of Thailand in 2009. She has been funded for the HETC Project-QIG window03 by the World Bank. She has for her credits many collaborative research studies, and projects with NEREC (1999-2004) in relatively less explored areas in the field of Education in Sri Lanka. Much of her publications focus on school effectiveness, principals' leadership, and school management. Dr. Anula Hettige has made numerous scholarly contributions by presenting journal articles and conference papers for the improvement of national level education during her outstanding career.



(Former Professor) Dr. Ananada Jayawardana

*Department of Social Science Education
Faculty of Education*

(Former Associate Professor) Dr. Ananada Jayawardana worked in the Department of Social Science Education at the Faculty of Education, University of Colombo, from 1990 till his retirement in 2018. He got his MPhil degree from the University of Colombo in 1985, and his PhD in Education from the University of Colombo and the University of London in 1990, through a Post Graduate Program co-organized by the University of Colombo and the University of London. He then enrolled in a teacher training programme at the University of London, taking his professional talents to the next level.

Before joining the Faculty of Education, he served as a Teacher Training Coordinator for the Ministry of Education and he was appointed as Dean of the Siyane National College of Education in 1987. He served as Head of the Department of Social Science Education, Faculty of Education, at the University of Colombo from 2008 to 2015.

He has made significant contributions to many areas of education, but he is best known as an education researcher for his work on the development of education for children from low-income families. He is also well-versed in comparative education, educational law, education and child rights, and education and human rights. He is a devout follower of Dr. C.W.W. Kannangara's philosophy. He also writes in order to share his knowledge with the rest of the country. He has published numerous journal articles, and books on educational policies, educational philosophy, and educational reforms.



Mr. Siripala Galagamage- Senior Lecturer Grade I

*Department of Social Science Education
Faculty of Education*

Mr. Siripala Galagamage retired as a Senior Lecturer from the Department of Social Science Education of the Faculty of Education after 26 years of exemplary service to the field of education. He holds a BA in Sociology from the University of Peradeniya, two Postgraduate Diplomas of Education from the National Institute of Education (NIE) and the Faculty of Education of the University of Colombo, Postgraduate Degrees of M.Ed and M.Phil from the Faculty of Education of the University of Colombo. He is a renowned academic well versed in the Sinhala Language with an expertise in Sociology of Education, Comparative Education and History. Rising in the profession to Senior Lecturer Grade 1, he started his career as an Assistant Teacher, school Principal and a Visiting Lecturer of the University of Peradeniya. He is one of the pioneering authors in writing books on Sociology of Education in the Sinhala language, which are extensively referred by undergraduate and postgraduate students and other interested professionals in the related fields. His expertise in the field of education is further distributed through research articles he has published in many journals during his tenure.

Mr. Siripala Galagamage held a number of administrative positions during his period, mainly by coordinating undergraduate and postgraduate Diplomas and Degrees. His service to student-teachers is well recognized in the manner he handled the Postgraduate Diploma in Education in the capacity of a coordinator. Mr. Siripala Galagamage thus, has left an unforgettable, revered mark in the Department of Social Science Education of the Faculty of Education.



**(Former Professor) Munidasa Wickramasinghe Warnabarana
Dissanayake**

*Department of Science & Technology Education
Faculty of Education*

(Former Professor) M.W.W.Dissanayake obtained his Bachelor of Arts (Honours) degree from Vidyodaya University in 1963 and the MPhil from University of Colombo, in 1981.

He was recognized and commended as an eminent Lecturer in Curriculum Organisation and Development who contributed an exemplary service not only to the Department of Science & Technology Education, but also to the Faculty and to the whole university (1974-2002). His services as the Head of the Department of Science & Technology Education (1987-1989) and (1997-2002), Coordinator of the PGDE program (1997-1999), a member of the curriculum revision committee for BEd and PGDE courses were incredible. (Former Professor)Dissanayake played a key role in organizing residential workshops for staff of the University of Colombo. He was also a Student Counsellor of the University of Colombo from 1974 to 1981.

His academic involvements at the National level include a coordinator and lecturer in Curriculum Development and Educational Methodology at the External Services Agency, University of Sri Lanka (1976-2002), a Visiting Lecturer at the National Institute of Education (NIE) and the Open University of Sri Lanka (OUSL), and a Consultant in syllabus committee of both at NIE and OUSL. (Former Professor) Dissanayake's consultancy was also prominent in GCE (A/L) History curriculum development committee of the Ministry of Education. His leadership in carrying out many projects under ADB Secondary Education Development Projects at the Ministry of Education was also greatly appreciable.

(Former Professor) Dissanayake's research contribution was mainly in the instructional design pertaining to the school system.



Mr. Nainagala Vidanalage Karunasena
Senior Lecturer Grade I

Department of Science & Technology Education
Faculty of Education

Senior Lecturer Nainagala Vidanalage Karunasena obtained his Bachelor of Education (Honours) degree from the University of Colombo in 1981 and the MPhil from the same University in 1995.

Mr. Karunasena was recognized as an eminent Lecturer in Science Education and Teaching Methodology who contributed a commendable service not only to the Department of Science & Technology Education, Faculty of Education but also to the whole university (1994-2014). He served as the Head of the Department of Science & Technology Education from 2009-2014.

As the Chief Coordinator of MEd Program (2004-2010), Mr. Karunasena's contribution in revising MEd By laws and the curriculum was commendable. He played a pioneer role in initiating the MEd in Science Education programme not only at the Faculty also in the Masters of Chemistry Education and Physics Education Faculty of Science

Mr. Karunasena's consultancy was also prominent at the national level in the curriculum development committee of the Ministry of Education, particularly in the Science curriculum. He contributes as a well-known writer on science Education, Teaching Methodology and Research Methodology. His leadership in carrying out many studies in the World Bank funded Education Development Projects at the Ministry of Education was also greatly appreciable.

Mr. Karunasena's main research contribution was in uplifting the scientific literacy and Science Curriculum Development where his contribution in bringing the practical value to the Science curriculum was prominent.

Mr. Karunasena's main research contribution was in putting the theory of instructional design into practice through humanistic management within the school.



Wickramasinghe Mudiyanseelage Pragnadarsana
Senior Lecturer Grade II

Department of Science & Technology Education
Faculty of Education

Senior Lecturer Wickramasinghe Mudiyanseelage Pragnadarsana obtained his Bachelor of Science (Honours) degree from the University of Ceylon in 1974 and the MPhil degree from the University of Colombo, in 1996.

Mr. Pragnadarsana was recognized as an eminent Lecturer in Mathematics Education, Educational Technology and Curriculum Development who contributed a commendable service not only to the Department of Science & Technology Education, Faculty of Education but also to the whole university (1987-2019). He served as the Head of the Department of Science & Technology Education from 2006-2012 and from 2014-2015 and 2017-2018.

As the Coordinator of the PGDE Program (1997-2019), he made a significant service for its smooth functioning with a high level of academic quality. Mr. Pragnadarsana also contributed as a member of the curriculum revision committee for BEd and PGDE courses to the Faculty of Education. His ability in critical judgment played a key role in organizing professional development workshops for BEd and PGDE student teachers of the Faculty.

Mr. Pragnadarsana's consultancy was also prominent at the national level in curriculum development committee of the Ministry of Education, particularly in Mathematics curriculum. With his subject expertise in Statistics he contributed to carrying out many national level examinations of the Department of Examination. His leadership in carrying out many studies in the World Bank funded Education Development Projects at the Ministry of Education was also greatly commendable and invaluable.

Mr. Pragnadarsana's main research contribution was in the Mathematics Education and Curriculum Development and his contribution in bringing the quality to the Mathematics curriculum of the state school system is also greatly appreciated.

TECHNICAL SESSIONS

Panel 01 – Theme: Language Education & Online Education

Venue: MLH 1			
Panelists	Professor Emeritus Marie Perera (Session Chair) Ms. R.D.C Niroshinie, Ms. Shiranthi Rajendram		
Session Coordinator: Ms. I. Kinkini			
Technical Officer: Mr. Manju Sri Weerasena, Ms. Nishani Costa			
Ref. No	Research Title	Author/s	Presentation Time
Introduction			1.00 p.m. to 1.10 p.m.
IRSFoE 44	The social status of Sri Lankan English: A study based on English majoring undergraduates in Sri Lanka	<i>S.R.Dilhara, H.M.D.N. Herath</i>	1.10 p.m. to 1.35p.m.
IRSFoE 52	Student perspectives on improving the ESL experience: A needs analysis conducted at a public university	<i>E.P.M.E. Ekanayake, D.M.M.S. Dissanayake</i>	1.35 p.m. to 2.00 p.m.
IRSFoE 49	Restraints on application of principles of humanistic education in online education	<i>G.B. Ekanayake, D.R. Lecamwasam</i>	2.00 p.m. to 2.25 p.m.
IRSFoE 48	An analysis of the usage of code switching in the process of teaching and learning in English as a second language in the university: Tertiary level	<i>P.P.S. Pathirana</i>	2.25 p.m. to 2.50 p.m.
IRSFoE 53	Learning English online: Students' perception on collaborative learning	<i>R.W.D.N.K.Rajapakse, K.G. Wijesuriya</i>	2.50 p.m. to 3.15 p.m.
IRSFoE 47	Deviation as self-assertion: A study on 'heteronormativity' through <i>Amulet</i> by Punyakante Wijenaik	<i>J. Wannisinghe</i>	3.15 p.m. to 3.40 p.m.
IRSFoE 65	A syntactic analysis of academic writing: A survey of first-year undergraduates	<i>H.S. Jayasinghe</i>	3.40 p.m. to 4.05 p.m.
Plenary Session: Ms. R.D.C. Niroshinie			4.05 p.m. to 4.30 p.m.

Panel 02 – Theme: Educational Leadership & Management

Venue: MLH 2			
Panelists	Senior Prof. Lalitha S. Fernando (Session Chair) Dr. H.M. Lalitha Kumari, Dr. Lanka Wedikandage		
Session Coordinator: Ms. T. Indigahawela			
Technical Officer: Ms. H.M.H.S. Herath, Mr. Ishan De Silva			
Ref. No	Research Title	Author/s	Presentation Time
Introduction			1.00 p.m. to 1.10 p.m.
IRSFoE 71	Educational achievements of female students in middle class and working-class families	<i>H.M.C.J. Herath, L. Wedikandage</i>	1.10 p.m. to 1.35 p.m.
IRSFoE 10	A case study on the uniqueness of principal leadership style practices in effective small schools	<i>N.S. Dissanayake, T.W.V.Indigahawala</i>	1.35 p.m. to 2.00 p.m.
IRSFoE 21	Curriculum traditions and foundations of education reforms in Sri Lanka: From 1944 to 1981	<i>L. Wedikkarage</i>	2.00 p.m. to 2.25 p.m.
IRSFoE 23	The teachers' perception of principals' instructional leadership practices: A case study of the Northern Province Tamil medium secondary schools	<i>K. Manimarrphan, L. Wedikkarage</i>	2.25 p.m. to 2.50 p.m.
IRSFoE16	School-based planning and the contribution of stakeholders in developing the re-opened schools	<i>S.P. Pihillegedara, H.M.L. Kumari</i>	2.50 p.m. to 3.15 p.m.
IRSFoE 60	Classroom management efficacy of trained teachers with reference to in-service and pre-service trained teachers	<i>A.F. Rahman</i>	3.15 p.m. to 3.40 p.m.
IRSFoE 04	Examining the teachers' perception of the school-based professional teacher development programs	<i>K.M.J. Wijekoon, H.M.L. Kumari</i>	3.40 p.m. to 4.05 p.m.
Plenary Session: Dr. H.M.L. Kumari			4.05 p.m. to 4.30 p.m.

Panel 03 – Theme: Educational Leadership & Management

Venue: MLH 3			
Panelists	Professor. Arosha S. Adikaram (Session Chair) Dr. Lakshman Wedikkarage , Ms. Jeevani Herath		
Session Coordinator: Ms. Dulani Priyadarshanie			
Technical Officer: Ms. Nyanie Gamaethige			
Ref. No	Research Title	Author/s	Presentation Time
Introduction			1.00 p.m. to 1.10 p.m.
IRSFoF 17	A study on instructional supervision by principals in Type 2 and Type 3 schools in the Colombo District, Sri Lanka	<i>H.M.L. Kumari</i>	1.10 p.m. to 1.35 p.m.
IRSFoE 12	Principal’s instructional leadership: Effect on teacher’s self-efficacy in student engagement in scientific inquiry activities	<i>D.V.K.P. Seneviratne</i>	1.35 p.m. to 2.00 p.m.
IRSFoE 58	Corporal punishment and its impact on students’ human rights: A case study	<i>M.A.S.P. Manchanayaka</i>	2.00 p.m. to 2.25 p.m.
IRSFoE 50	Gender as a factor influencing lifelong learning in Sri Lanka	<i>E.A. Sirisena, K.K.N.N. Kariyawasam</i>	2.25 p.m. to 2.50 p.m.
IRSFoE 57	The impact of resource management on job satisfaction of teachers (A study based on the teachers of secondary schools in the Jaffna District)	<i>P. Rajeswaran , J. Rasanayakam, N. Kengatharan</i>	2.50 p.m. to 3.15 p.m.
IRSFoE 38	Senior secondary students’ right to participation in school administration; theory, policy and practice	<i>S.N. Jayasinghe</i>	3.15 p.m. to 3.40 p.m.
IRSFoE 67	Factors prompting students’ preference for online learning under the Sri Lankan higher education system	<i>U. Latha, I.M. Lakshman</i>	3.40 p.m. to 4.05 p.m.
Plenary Session: Dr. Lakshman Wedikkarage			4.05 p.m. to 4.30 p.m.

Panel 04 – Theme: Science and Technology Education & Curriculum Development

Venue: MLH 4			
Panelists	Senior Prof. Devaka Weerakoon (Session Chair) Dr. D.V.K.P. Seneviratne, Mr. P.K.J.E. Nonis		
Session Coordinator: Ms. Anuruddhika Siriwardena			
Technical Officer: Mr. Samith Dias			
Ref. No	Research Title	Author/s	Presentation Time
Introduction			1.00 p.m. to 1.10 p.m.
IRSFoE 18	Factors affecting learning-teaching process of mathematics (Based on the feedback from teachers of Type II schools in the Jaffna District)	<i>V. Balamurali, S. Athirathan</i>	1.10 p.m. to 1.35 p.m.
IRSFoE 11	Status of students' performance in geometry in the secondary schools in Sri Lanka	<i>N. Prashanthan, P.K.J.E.Nonis</i>	1.35 p.m. to 2.00 p.m.
IRSFoE 15	The techniques used in group learning method	<i>N.V.D.P. Priyadarshani</i>	2.00 p.m. to 2.25 p.m.
IRSFoE 14	Activity based learning to promote Sustainable Development Goals among G.C.E. Advanced Level students	<i>H.D.A. Seneviratne, D.V.K.P. Seneviratne</i>	2.25 p.m. to 2.50 p.m.
IRSFoE 05	Enhancing students' Higher Order Cognitive Skills (HOCS)	<i>J.P.R. Malkanthi, H.M.L. Kumari</i>	2.50 p.m. to 3.15 p.m.
IRSFoE 29	Student teachers online training for microteaching and internship programmes during the pandemic: A review	<i>T. Pradeep Kumar</i>	3.15 p.m. to 3.40 p.m.
IRSFoE 08	Online gaming: Impact on the academic performance of the secondary students in Sri Lankan schools.	<i>R.Vijayatheepan</i>	3.40 p.m. to 4.05 p.m.
Plenary Session: Dr. D.V.K.P. Seneviratne			4.05 p.m. to 4.30 p.m.

Panel 05 – Theme: Educational Psychology & Assessment

Venue: Board Room, Department of Educational Psychology			
Panelists	Prof. Iresha Lakshman (Session Chair) Prof. Chandradasa Wannigama, Dr. Samudra Senarath		
Session Coordinator: Ms. Udeshinie Perera			
Technical Officer: Ms. Kanthi Amarasinghe			
Ref. No	Research Title	Author/s	Presentation Time
Introduction			1.00 p.m. to 1.10 p.m.
IRSFoE 19	Role of teachers in bringing out hidden skills of slow learners in the regular classrooms. (Study based on the Type II Tamil medium schools in the Colombo Central Education Division, Sri Lanka	<i>S. Athirathan</i>	1.10 p.m. to 1.35 p.m.
IRSFoE 20	Preconceptions of authentic assessment in graduate trained teachers: A fact-finding study for a journey towards more authenticity in assessment	<i>C. Chandrakumara</i>	1.35 p.m. to 2.00 p.m.
IRSFoE 39	Applying thematic analysis to analyse qualitative data: A researcher's experience	<i>K.D.R.L.J. Perera</i>	2.00 p.m. to 2.25 p.m.
IRSFoE 25	Identify reasons for passive behaviour of Asian students during collaborative work	<i>P. Somaratne</i>	2.25 p.m. to 2.50 p.m.
IRSFoE 70	Needs analysis to design a flipped experiential interactive museum learning activity.	<i>S.H. Halili, N.A.B. Hamzaid A.A Rashid</i>	2.50 p.m. to 3.15 p.m.
IRSFoE 24	Contribution of parents on students' academic achievement (A study based on the secondary schools in the Maruthankerny educational division)	<i>P. Sivananthan</i>	3.15 p.m. to 3.40 p.m.
IRSFoE 54	A comparative study on history syllabuses of Cambridge IGCSE and Ordinary Level in Sri Lanka	<i>V.E. Rajapakshe, K.K.N.N. Kariyawasam, E. A. Sirisena</i>	3.40 p.m. to 4.05 p.m.
Plenary Session: Dr. Samudra Senarath			4.05 p.m. to 4.30 p.m.

Panel 06 – Theme: Adult and Continuing Education

Venue: Board Room, Faculty of Education			
Panelists		(Former Professor) T. Thanaraj (Session Chair) Dr. L.M. Kapila Bandara, Dr. S.Athirathan	
Session Coordinator: Mr. Chandrajith Gamage			
Technical Officer: Ms. Nadeera Rajapaksha, Ms. Nadee Gamaethige			
Ref. No	Research Title	Author/s	Presentation Time
Introduction			1.00 p.m. to 1.10 p.m.
IRSFoE 02	School Based Teacher development programmes; readiness to face challenges	<i>S.Abeynayake</i> <i>E.S. Neranjani</i>	1.10 p.m. to 1.35 p.m.
IRSFoE 61	Students’ engagement in self-directed learning: A case of the Wilgamuwa Education Zone	<i>A. Bandaranayake</i>	1.35 p.m. to 2.00 p.m.
IRSFoE 28	The higher education curriculum development process in public and private universities in Pakistan.	<i>F. Deebea</i>	2.00 p.m. to 2.25 p.m.
IRSFoE 26	Resurfacing the lost: Academic identity for the public good in Sri Lanka	<i>H. Pradeepkumar,</i> <i>D.Z. Belluigi</i>	2.25 p.m. to 2.50 p.m.
IRSFoE 41	Informal and non-formal education for empowerment of female home-makers: A case study of a women farmers’ organization in the Western Province	<i>J.M.R.D. Jayakodi,</i> <i>S.A.S.K. Perera</i>	2.50 p.m. to 3.15 p.m.
IRSFoE 68	New normalcy in higher education: A systematic analysis of challenges developing employability skills during COVID-19	<i>O.K. De Silva</i> <i>Ariyabandhu</i>	3.15 p.m. to 3.40 p.m.
Plenary Session: Dr. L.M. Kapila Bandara			3.40 p.m. to 4.05 p.m.

Panel 07 – Theme: Adult and Continuing Education

Venue: Board Room, Dept. of Humanities Education			
Panelists		Dr. S.A. Kularathna (Session Chair) Dr. E.S. Neranjani, Dr. S.S. Dahanayake	
Session Coordinator: Ms. Sithari Thilakarathna			
Technical Officer: Ms. Surani Jayasekara, Ms. Indunika Gunadasa			
Ref. No	Research Title	Author/s	Presentation Time
Introduction			1.00 p.m. to 1.10 p.m.
IRSFoE 37	Physical to virtual: Job satisfaction of teachers during COVID-19	<i>L.P.D. De Silva, A.M.D.S. Jayawardhana</i>	1.10 p.m. to 1.35 p.m.
IRSFoE 03	English medium science teacher education in the national colleges of education; theory and practice	<i>KAM Peiris, E.S. Neranjani</i>	1.35 p.m. to 2.00 p.m.
IRSFoE 07	Meeting competency requirements for school leadership through school based management in Sri Lanka: a case study on schools in the Jaffna District of Sri Lanka	<i>V. Vijayabaskar, L.M.K. Bandara</i>	2.00 p.m. to 2.25 p.m.
IRSFoE 30	Autonomy and academic freedom in Indian private universities	<i>S. Angom</i>	2.25 p.m. to 2.50 p.m.
IRSFoE 32	The role of faculty members in peace education instruction: Understandings, pedagogies, and practices in Sri Lanka.	<i>S. Ladd</i>	2.50 p.m. to 3.15 p.m.
IRSFoE 66	The importance of peace education as a theory of transformative learning	<i>D. Tennakoon , B. Thomas, K.A.Thomas</i>	3.15 p.m. to 3.40 p.m.
IRSFoE 33	Sustainability on employability skills of public university students in Malaysia: Systematic literature review	<i>F. Nasreen, S.H.B. Halili, R.B.A. Razak</i>	3.40 p.m. to 4.05 p.m.
Plenary Session: Dr. E.S. Neranjani			4.05 p.m. to 4.30 p.m.

Panel 08 – Theme: Aesthetic Education

Venue: ELH 1			
Panelists	Dr. Indika Ferdinando (Session Chair) Dr. Pulsara Liyanage, Dr. Kumuduni Maddumage, Mr. Chinthaka Chandrakumara		
Session Coordinator: Mr. Chamika Hathlahawatta			
Technical Officer: Ms. Wasantha Kumari			
Ref. No	Research Title	Author/s	Presentation Time
Introduction			1.00 p.m. to 1.10 p.m.
IRSFoE 55	A reflection of online dance teaching in Sri Lanka during the COVID-19 pandemic	<i>V.D.D. Aluthge</i>	1.10 p.m. to 1.35 p.m.
IRSFoE 63	Music beyond an art form: Importance of making music a career oriented subject in the Sri Lankan education system.	<i>R.H. Dilrukshi</i>	1.35 p.m. to 2.00 p.m.
IRSFoE 42	Effectiveness of drama therapy on conduct disorders and its comorbidities among adolescents in the Western Province, Sri Lanka	<i>P.P.K. Ekanayaka, J.S. Wijesekara, I.E. Gunaratna</i>	2.00 p.m. to 2.25 p.m.
Plenary Session: Dr. Pulsara Liyanage			2.25 p.m. to 3.00 p.m.

PROGRAMME

9.20 am	Opening of the Ceremony
9.30 am	Lighting of the Traditional Oil Lamp & National Anthem
9.40am	Puja Dance
9.45 am	Welcome Address Dr. Kapila Bandara <i>Dean, Faculty of Education, University of Colombo</i>
9.55 am	Introduction to the Chief Guest
10.00am	Address by the Chief Guest Senior Professor Chandrika N. Wijeyaratne <i>Vice Chancellor, University of Colombo</i>
10.10 am	Introduction to the Key Note Speaker 1
10.15 am	Keynote Address 1 Dr. Dujeepa Samarasekara <i>Senior Director, Centre for Development to Teaching & Learning, Centre for Medical Education, National University of Singapore</i>
10.55 am	Introduction to the Key Note Speaker 2
11.00 am	Keynote Address 2 Prof. Rudolf Egger <i>Dean, Faculty of Environmental, Regional and Educational Sciences, Competence Centre for Higher Education, University of Graz, Austria</i>
11.40 am	Felicitation of the Distinguished Academics – Faculty of Education
12.20 pm	Vote of Thanks Dr. H.M. Lalitha Kumari <i>Head, Department of Social Science Education Chairperson, International Research Symposium</i>
12.30pm	Break
1.00 pm	Virtual Panel Sessions
4.30 pm	Conclusion

School Based Teacher Development programmes; readiness to face challenges

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Abstract

School Based Teacher Development (SBTD) programmes were introduced to schools in Sri Lanka in 2009 with the aim of the continuous development of the professional skills of the teachers in the classroom setting. However few studies have been conducted to this date to investigate the outcome of this programme. Thus the objectives of this study were to investigate the suitability of the existing SBTD programme to address the needs of the teachers in the dynamic society by identifying the strengths and drawbacks of the existing SBTD programme in-order to propose effective practices to produce a competent teacher, equipped with knowledge, skills and attitudes for continued professional development amidst challenges. The study was conducted as a survey on a sample of 100 Teachers, 25 Principals and five Education officers in the Uva Province. Data were collected using documentary survey, questionnaires and interviews and analyzed using both quantitative and qualitative methods. Key findings of the study were; SBTD programme has been identified as an effective teacher development tool by teachers and the principals; existing SBTD programme focused on the development of knowledge but not practice; Teachers were not equipped to adapt to unforeseen situations; majority of the teachers did not have computer literacy and this was not addressed in the SBTD programmes. Collaboration between teachers and professionals had not been established although it was an aim of the SBTD; Teachers did not have positive attitudes towards professional development; Support received by the teachers from the Education authorities was inadequate. Therefore the existing SBTD programmes should be re-visited and updated to equip teachers with skills for self-development and computer literacy. A sound mechanism should be introduced to establish and strengthen collaboration between teachers and professionals in the field of Education who could support in the continuous development of individual teachers within and outside the school.

Keywords: *School Based Teacher Development, Computer Literacy, Effective Practices*

Introduction/Background

Research studies have highlighted that an inspiring and informed teacher is the most important school related factor influencing student achievement (Elliott, 2015). Recognizing this fact, many programmes have been introduced in Sri Lanka to produce competent teachers to the general education in Sri Lanka. These programmes can be categorized as pre-service and in-service Teacher Development programmes at various duration levels starting from three months to four years. Main pre-service Teacher Development programmes are offered by the Colleges of Education, National Institute of Education and Faculties of Education in Sri Lanka. In-addition, the teachers who have already been recruited without professional teaching qualifications have been given training in the Training Colleges and by the National Institute of Education.

However, Education is a dynamic process that requires to be updated frequently and pre-service Teacher Development programmes or In-service Teacher Development programmes offered only one time in the teaching career of a teacher are not adequate to produce a teacher who has the capacity to face the challenges of the 21st Century world. National Education Commission Report of 2003 highlights the necessity for a major turn in the Teacher Development as; *“Despite the efforts made since the introduction of the reforms, it is clear that a massive effort has to be made in re-orienting the curriculum and teaching methodologies in teacher education institutions, Teacher Centres and other in-service training programmes to transform the learning - teaching process in schools”* (pp 206).

Thus, the teacher should be constantly exposed to the process of learning and development throughout his or her career through on-going teacher development programmes. On-going Teacher Development programmes enhance the skills and knowledge of the teacher on new trends of learning and emerging technology tools for the classroom (Edutopia, 2008). School Based Teacher Development (SBTD) programmes have been identified as more successful than the other teacher development programmes because SBTD contributes towards achieving two goals of using the service of the teacher to the school while the teacher is being professionally developed (Imig, Wiseman and Imig, 2011).

Realizing the above need, Ministry of Education in Sri Lanka introduced SBTD programme in 2005 to facilitate on-going teacher development within the school premises by using the available resources within the school. The aim of this programme was to develop the teaching-learning process in the school through the development of the professional teaching

skills of the teacher. The programme was implemented in the stages of; identifying the development needs of the teacher; identifying activities to address the above needs; planning the implementation procedure of the identified activities; implementing the activities continuously in a collaborative environment; evaluating the outcome of the programme (MoE, 2019). Each school had its unique implementation procedure according to the specific needs of the school.

Although this programme has been in operation for over a decade, very few research studies have been carried out to investigate whether the expected outcomes have been achieved through this programme. A research study was carried out by the Department of Education, University of Peradeniya (Sethunga, 2007) to examine the institutional arrangements required for the effective function of SBTD that contributes to school quality improvement and teacher development.

The key findings of the study were; the schools have a culture to identify student learning achievements; student learning achievements as well as well as teacher professional development can be improved through parent teacher discussions regarding the abilities and disabilities of the students; new methods are not utilized to measure changes in student achievements; the small schools did not have the capacity to manage human and financial resources for school improvement; small schools do not have institutional arrangements to support SBTD programmes.

A review carried out by Bandara (2018) to identify effective methods applied in the SBTD programme in Sri Lanka has identified action research and SBTD programmes conducted at outside locations as effective methods used in the SBTD programmes in Sri Lanka. He has emphasized the need of Information Communication Technology for both teachers and students in Sri Lanka and states that the prospective teachers in Sri Lanka do not have opportunity for ICT education which is an essential need in the ever-changing global economic society.

Therefore, with the prevailing epidemiological situation around the world from 2020, it is important to examine the extent to which SBTD has facilitated in the development of the teaching-learning process in the classroom and find out how the teacher can be equipped through the SBTD programme to effectively adapt his/her teaching to face unforeseen challenges.

Against this background the objectives of this study are given below.

Objectives

1. Identify the strengths and drawbacks of the existing SBTD programme
2. Examine the challenges faced by teachers in the teaching-learning process in the classroom.
3. Propose practices to produce a competent teacher through SBTD

Research Design/Materials and Methods

The study was conducted as a survey to identify overall strengths and drawbacks of the SBTD programme that has been implemented in the general Education in Sri Lanka and to identify challenges faced by the teachers when engaged in the classroom teaching and learning process. Both qualitative and quantitative methods were used in the data collection and in the analysis of data.

Sample

Sample for the study was selected from the state schools in the Uva Province by using the stratified random sampling method. Uva Province was selected because it was convenient for the researcher to collect data from this province and also because there were many outline schools in the Uva Province of which the teachers had many issues related to teaching and learning in the global epidemiological circumstances that prevailed from 2020. The state schools in the Uva Province in which SBTD programme had been implemented were selected for the study using the stratified sampling method. 10 teachers were selected from each school using the random sampling method that amounted to 100 teachers.

In-addition Principals from 25 schools and 5 Education officers as well as teachers from selected schools were interviewed to collect in-depth information on the implementation procedure of the SBTD and the issues faced by teachers in their teaching practice.

Data Collection and Analysis

A documentary survey was carried out by examining the policies, proposals, circulars and research on the SBTD programme in Sri Lanka to examine the implementation procedures of SBTD in Sri Lanka. The strengths and drawbacks of the programme implementation were identified by administering a questionnaire to the teacher sample. Data gathered from the

documents and the questionnaire were verified through interviews with selected teachers, Principals and the Education officers and issues specific to each school was identified through in-depth analysis of data collected from the interviews.

Data collected from the questionnaires were analyzed quantitatively while the data collected from the documentary survey and interviews were analyzed qualitatively using descriptive data analysis methods.

Results/Findings

Aim of the SBTD was for it to be integrated to the school curriculum as a daily professional practice of the school but the programme has functioned in isolation as an extra-curricular activity for teachers.

Although the SBTD has been in operation over a decade, no study has been conducted to evaluate the outcome of the programme.

All the teachers as well as Principals agreed it to be a successful tool to develop the teaching-learning process in the school but they had not given adequate attention to the effective functioning of the programme. Method of implementation adopted by majority of the school was to organize special lectures by specialists in the field of Education on the themes of institutional activities, lesson planning, ethical practices and attitude development.

Darvin (2011) describes SBTD as a well-planned implementation of theory in the actual classroom practice. Although the teacher in the Sri Lankan classroom was equipped with knowledge of the SBTD, she/he was not given support or guidance for actual practice in the classroom. No programmes had been conducted to develop the skills of teachers for innovative hands on experiences in the classroom teaching and learning process.

Eighty percent of the teachers had received pre-service or in-service Teacher Development during their career. There were B.Ed graduates, National Colleges of Education Diploma holders and Teacher Training Certificate holders but majority of them practiced traditional teaching methods of knowledge impartation and knowledge development in the classroom.

Unforeseen epidemiological situation that affected the whole world in 2020 had great impact on the teachers who were not ready for the transmission of on-line teaching. In spite of Sri Lanka being a part of the global society and the country being exposed to technology over many decades many teachers had not developed the essential computer literacy skills to conduct teaching on their own.

There was no collaboration between the experienced teachers and novice teachers within the school in the sharing of knowledge and experiences that could have enabled the development of skills of both groups. Majority of the Principals and senior teachers did not have adequate knowledge and experience to help in the professional development of a novice teacher especially when it involved computer technology. Many teachers were dissatisfied with the professional support and guidance they received within and outside the school.

Studies have revealed that the teacher who works collaboratively with one or more professional/s in his or her field continuously over a period of time had shown remarkable development in the skills, attitudes and classroom practice (Hammond, Hyler and Gardener, 2017; Imig & Wisdom, 2011) However, such links had not yet been developed in the schools of Sri Lanka.

Majority of the teachers expressed their concern over adapting to on-line teaching. Development of online teaching skills was their priority in the prevailing situation but this issue has not yet been addressed.

Dasta, Chalchisa and Lemma (2013) have identified peer discussions, self-assessments and portfolios as successful techniques of teacher development but the teachers in Sri Lanka have not been used to such practices because majority of the teachers were not motivated for continuous learning and development if it did not involve incentives or personal benefits to them such as salary increment, promotion or a certificate of qualification. Further the teachers who had a desire for change and development did not pursue it due to the overloaded timetables in the school.

Conclusions and Recommendations

SBTD is an effective programme for career development at school level because it provides opportunity for self-learning and development that is essential for the 21st Century dynamic society. Successfully implemented SBTD programme equips the teachers with skills and practices that enhance student learning. A teacher will be empowered with modern knowledge and techniques of teaching.

However, in-order to achieve these outcomes, the senior teachers and administrative authorities should be equipped with the required knowledge, skills and attitudes to support the novice teachers. The existing SBTD programme is not adequate to address the demands of teaching to be on par with the rapidly changing environmental, economic and social atmosphere that have a great impact on Education.

TICKIT (Teacher Institute for Curriculum Knowledge about Integration of Technology) Model introduced by Ehman, Bonk and Yamagata (2005) would be a good model to be incorporated into SBTD programmes in Sri Lanka. This model integrates technology with individual and group activities in the school setting. In this model teachers share their experiences with their colleagues, the university staff and postgraduate students in the universities. A teacher is provided with toolkits of updated knowledge, techniques and strategies for classroom teaching and learning. Mentoring, workshops in the school premises, directives from the school leadership have been included as supporting elements. Mentoring was defined as counseling and supportive relationship between a novice teacher and an experienced teacher in the school.

Hammond, Hyler & Gardener (2017) have identified seven elements of effective professional development that are suitable to be adapted in the SBTD programme in Sri Lanka. The elements are; content focus; active learning; collaboration; use of models and modeling; coaching and expert support; feedback and reflection; and sustained duration.

Content focus equips the teacher with teaching strategies associated with specific curriculum content and strengthens the understanding of the teacher of how to teach the content productively. Active learning that is based on an adult learning theory provides opportunities for the teacher to get hands-on experience on designing and practicing new teaching strategies. Collaboration is either one to one or small group collaboration within the school and with other professionals outside the school. Models and modeling provide the teacher with a clear vision of what best practices are by providing the teacher with models of lesson plans, student work, observations of peer teaching videos and case studies. Coaching and expert support address individual professional needs of the teacher through one on one coaching in the classroom and group workshops. A link is established with remote mentors using technology to communicate with the educators. Teachers make changes to their practice by using the reflections of their own teaching and by reflecting on the feedback they receive. Through sustained duration teachers are provided with adequate time to learn, practice, implement and reflect upon new strategies that facilitate changes in their practice.

The existing SBTD programme can be developed for successful results in the 21st century by including the seven elements described above.

SBTD programme in Sri Lanka is an effective tool to develop the teaching and learning process in the school by addressing the professional needs of the students. Thus the

programme should be re-visited and developed to suit the needs of the teacher by developing positive attitudes in the teachers for self-learning and development. It is essential to include the use of technology in the SBTD programme and establish links for collaboration between the teachers within the schools and with the professionals outside the schools for the teachers to get help and advice in their individual professional needs.

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A reflection of online dance teaching in Sri Lanka during the COVID-19 pandemic

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Abstract:

After the COVID-19 pandemic, there have been various attempts to teach dance online by different individuals and institutions, like other subjects in schools. This research aimed to review the online dance education in Sri Lanka during the COVID-19 pandemic crisis, mainly focusing on the 2nd and 3rd waves that hit the country between 2020 and 2021. In this study, the researcher asked whether online dance teaching could achieve what was expected from dance education as it involved qualitative aspects of learning. Apart from the researcher's observations as a dance teacher, a survey was conducted with 14 students of Risikala Aesthetic College in Kandy. The theoretical framework for this study was adapted from the work of education philosophers Howard Gardner and John Dewey. The study showed that the young generation's familiarity and attraction towards new technology helped online dance teaching. Moreover, since online teaching allows teachers to use multi-media such as images, sounds, videos, animations, graphs, it helps students with different learning abilities. In addition, since online teaching materials recorded through videos are retrievable and easily shareable, it is advantageous for dance teaching. However, the study also identified serious limitations in online dance teaching. The digital divide created by socio-economic disparities in the country separates who gets to learn dance and who misses it. Although online learning provides some support for the theoretical components of the dance curriculum, the practical components and educational goals are severely affected. It becomes impossible to provide bodily training in dance, drumming, and singing. Online dance teaching hinders the education goals such as developing multiple intelligence, teacher-student collaboration, informal educational activities, experiential learning introduced by education philosophers such as Howard Gardner and John Dewey.

Keywords: *Online Teaching, Dance, Videos, Practice, Pandemic*

Introduction/Background:

With the COVID-19 Pandemic, the Sri Lankan school education system and students had to face enormous challenges. The classroom teaching was not possible due to the need for social distancing. As an alternative, school teaching had to be adapted to both synchronous and asynchronous online teaching modes. Although for some subjects, online teaching is successful, for others, it poses many challenges. Dance is one such subject as it involves training the body. This study attempted to review the online dance education in Sri Lanka during the COVID-19 pandemic, particularly focusing on the 2nd and 3rd wave of the pandemic that hit the country between 2020 and 2021. According to the Epidemiology Unit of the Ministry of Health of Sri Lanka, the following are the dates of the COVID-19 pandemic spread in Sri Lanka as of June 2021: First wave - 27.01.2020 - 03.10.2020, the second wave - 04.10.2020 - 14.04.2021, and the third wave started on 15.04.2021 (*Covid -19 Epidemiology Sri Lanka: Monthly Summary Report - June 2021*, 2021).

During the 1st wave, various individuals have created YouTube videos that could help dance students. These individuals included school dance teachers, professional dancers, young dancers, even amateur dancers. While there were few quality materials, some of these videos did not focus on appropriate learning outcomes. Some online dance teachers and demonstrators tried to demonstrate their advanced skills to the video without considering the students' skill level and skill level required by that particular student.

Videos with practical exercises uploaded during the 1st wave of the pandemic sometimes confused students' left-right orientation when they practiced. Traditional dance is taught through the imitative method where the teacher performs in front of the class, turning the back to the students while students imitate the teacher. However, in most online videos, teachers/demonstrators perform to the front-facing camera. Therefore, when the students attempt to learn from a video, often they are confused about whether they have to use the right leg or the left leg. However, during the 2nd and 3rd waves, dance educators have started to address some of these issues in their online videos.

Objectives:

The objective of this study was to find out whether online dance teaching could achieve what was expected from dance education as it involved qualitative aspects of learning. The researcher argued that while there were some advantages of online dance teaching, it was impossible to achieve certain learning outcomes in dance without face-to-face learning and

physical classroom experience where students required physical guidance from the teacher, mainly for the practical component of dance.

Research Methodology:

Apart from the researcher's observations as a dance teacher/facilitator, a survey was conducted with 14 students of Risikala Aesthetic College in Kandy. The sample included both male and female students aged between 18-19 years old. The study was conducted over six months. After the observation, students were given a survey. In this survey, students were asked to identify the advantages and disadvantages of online dance teaching based on their personal experiences. This analysis was based on YouTube video materials created for online dance teaching. YouTube videos created targeting the school dance curriculum by different individuals, and art academies were analyzed. Those materials were created using various software and technology such as Adobe Premiere, Movavi video editor, PowerPoint, Zoom. The researcher also used own experience in creating online dance teaching materials individually and through the Kandy Zonal Education Office, E-thaksalawa (by Ministry of Education), and presenting in Chanel NIE (by National Institute of Education). The theoretical framework for this study was adapted from the work of education philosophers Howard Gardner and John Dewey.

Advantages of Online Teaching:

The young generation's familiarity and attraction towards new technology help online teaching. The younger generation is very advanced in choosing new tools and software and adapting them to their learning experience. Online dance teaching will enhance the digital literacy of both dance teachers and students.

Multi-media used for online dance lessons will help students with different learning abilities. Online dance lessons contain different media such as images, videos, sounds, and animations, which help students learn. In face-to-face learning, we do not often consider this and use traditional dance teaching methods.

Online teaching materials recorded through videos are retrievable. Therefore, students can watch the materials repeatedly and clarify certain points. Even if students are absent, they can get the lesson later, unlike face-to-face learning. Since different teachers and institutions contribute to online teaching material repositories through platforms like YouTube, it enriches the available material collection for students. Being able to share these materials

easily through WhatsApp and other means is also an added advantage. Regardless of these advantages, some serious issues and challenges are tied with online dance education.

Difficulties/ Challenges

The digital divide seriously decides who gets to learn dance. Because internet and digital devices are not equally distributed in the country, there is inequality. Therefore, while high-income-based, urban students get more benefits from online dance education, lower-income-based and rural students become under privilege. Notably, this situation is drastically impacting the students coming from up-country Tamil communities. Therefore, the educational and technical facilities available to children studying dance education from these different social strata are not the same. According to the Department of Census and Statistics, by the first six months of 2020, Sri Lankans had a computer literacy rate of 32%. Only 22.2% of the population of the household owns a desktop or a laptop computer. While digital literacy in urban areas is 65%, it is only 47.6% in rural areas, and among up-country communities, it is only 23.1 (Department of Census & Statistics, 2020). Therefore, it is unfortunate that resources are not evenly distributed despite the advantages of online teaching in dance education. Therefore, children who do not have suitable digital devices, good internet, and data are severely affected. Thus, although the country's computer and digital literacy have increased relatively, the results do not seem to be the same for children from different walks of life.

Inability to Reach the Educational Goals Highlighted by Educational Philosophers

Although online learning provides some support for the theoretical components of the dance curriculum, the practical components and educational goals are severely affected. Dance is a practical subject that often involves physical training, singing, and drumming. Drumming and singing are essential elements of Sri Lankan dance, and it is also a skill that crafts the body. When students have to do it at home, online, without a teacher with them, they may embody unhealthy and incorrect bodily practices. It is hard for dance teachers to evaluate how the children receive their training, especially through a camera, and all the technical and technological difficulties on both sides. Students also have difficulty performing the proper movement expression since they cannot have live drumming essential in Sri Lankan dance. Not having live singing and drumming also contribute to these unhealthy and incorrect bodily practices.

Without singing and drumming, maintaining students' motivation in the lesson is also an issue. Singing and drumming bring life to the dance, and it connects students with the teacher. Since teachers often do not know what is happening on the receiving end and the child's preparedness, it is not easy to maintain the right mindset for both students and teachers.

Howard Gardner, an American educational psychologist, and philosopher emphasizes the importance of a holistic approach to teaching through multiple intelligence theories (H. Gardner, 2011). He also demonstrates the necessity of practical activities and practical intelligence (H. Gardner et al., 1994). He introduces art as a subject that serves multiple intelligences. For example, when a song or dance is performed, a child who recognizes the singing or dancing style develops musical intelligence, kinetic intelligence, and the ability to create new creations.

Gardner emphasizes that the role of the teacher is also vital in nurturing students with multiple intelligences in the classroom. There is a strong correlation between teacher-student collaboration and the success of the teaching-learning process. This teacher-student collaboration through online teaching may be possible to some extent in other subjects. However, in dance, where the body is the primary tool, creating a successful teaching experience without teacher-student face-to-face connections is almost impossible. Online dance teaching cannot focus further on students who need special support and students with special needs.

Gardner also emphasizes the importance of not only formal education but also informal education activities for successful education. Gardner also points out that one of the main ways students learn discipline is through various activities in their cultural environment. In addition to learning in the classroom, children learn and develop the discipline required for dance through extra-curricular art festivals such as "Kala elimangallaya", and all-island competitions. The discipline that comes with these activities cannot be achieved through online dance teaching.

According to American educationist and philosopher John Dewey, educators need to understand education as a continuous process rather than focusing on predetermined goals. Dewey points out that the educational process allows educators to move forward with their past experience, revising subject content and methods. Accordingly, he points out the value of learning methods such as learning in groups, learning through activities, explorative

methods, and problem-solving. In his book *Experience and Education*, Dewey (2007) shows experiential learning as an essential part of education. Therefore, he emphasizes the importance of providing students' learning opportunities outside of the classroom than in the school. Dance students learn ancillary art such as stage makeup, costumes, and accessories from experience-based activities outside the classroom. When they perform on stage, they learn the length and breadth of the stage and the use of space. However, none of these is possible through online dance education.

Although Gardner's theory suggests the design of multiple learning modalities allowing learners to engage in various ways (Gardner, 2008), current online dance teaching has not achieved that; or could not achieve it due to conceptual and technological constraints. On the other hand, current online dance teaching in Sri Lanka does not satisfy what Dewey emphasized as social constructionism (Hickman et al., 2009) in the education process where teaching and learning become a complex interactive social phenomenon between teachers and students. Learning is a social activity. Dewey believed in educating the whole child, physically, mentally, socially, and not just on dispensing facts and information (Gunter & Gunter, 2014, p. 272). Although ideally, dance education is supposed to do what Dewey suggests here, online dance education in Sri Lanka fails to achieve the physical, mental and social aspects of teaching.

Conclusion

Like other subjects, some parts of dance can also be taught online. However, unlike most other subjects, since dance involves the body, the capacity of online teaching for dance in a country like Sri Lanka should be reviewed. This study demonstrated some advantages in online dance teachings, such as the young generation's familiarity and attraction towards new technology help online dance teaching. With online teaching, teachers were able to go beyond traditional teaching tools and aid and used multi-media. This helps students on many levels. Like other subjects, dance education was also benefited by the capabilities given by digital media, such as retrievability, shareability. However, the study also identified serious limitations in online dance teaching. Online dance teaching works for theoretical components of dance. However, it is difficult to teach students practical components as it cannot create the proper educational experience. It becomes impossible to provide bodily training in dance, drumming, and singing. Socio-economic disparities in the country create a digital divide between various communities. This digital divide affects who gets the online dance education

and who does not. Dance education is not just covering topics in the classroom. It involves various outside the classroom activities and experiential learning proposed by education philosophers Howard Gardner and John Dewey. Although these practical components are crucial in developing multiple intelligence, teacher-student collaboration, informal educational activities, experiential learning, these goals cannot be achieved via online dance teaching.

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Autonomy and academic freedom in Indian private universities

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Abstract

Today, in India the issues relating to university governance has been debated and discussed in various forums. Granting autonomy to educational institutions based on their performance has been a new mechanism for the government to improve quality of higher education institutions. Quality education of an institution is directly linked to the curriculum and teaching learning methods being provided by the institution besides having good governance and other infrastructure facilities. While talking about the academic autonomy, a private university enjoys full autonomy to decide their own method of admission, own method of evaluation, fixes intake capacity, introduces and designs courses of their choice, etc. without any formal approval from the government. Furthermore, a teacher in private university enjoys academic freedom in designing the course, delivering the content and evaluation of the learning outcomes. In this backdrop, the paper aimed firstly, to understand the relationship between university autonomy and academic freedom, and, secondly, to explore the extent of autonomy enjoyed by the private universities in practice.

The paper was based on the findings of empirical study conducted by the author to understand autonomy and regulations of Indian private universities. The study adopted mixed method approach by using both primary and secondary data. The findings confirmed that private universities in India were self-funded, so they enjoyed autonomy in aspects of academic, administrative and financial from the government. They were free from political influence, however, the academic autonomy or freedom of mind was not ensured in most of the case. Overall, there has been a lack of surveillance and monitoring of self-financing university in the country. The paper recommended that to control business motive, to ensure quality education addressing equity and to be able to oversee the functioning of the private universities effectively; having proper regulatory mechanism both at the centre and state towards private universities has been the need of the hour. Further, private universities should have clearly set rules and regulations for the staffs so that teacher's academic freedom can be best protected.

Keywords: *Private University, Autonomy, Teacher's Academic Freedom*

Introduction/ Background

The concept of autonomy has been frequently used in higher education contexts worldwide. Autonomy has been defined as the power of the higher education institution to govern itself without control from outside agency/control (CEPES, 1992). As a concept, autonomy has to be distinguished from academic freedom and the academic freedom may be best protected in an institution enjoying a great deal of autonomy. Academic freedom may also be guaranteed by a government organisation which nevertheless imposes a heavy set of controls on a higher education institution. Autonomy is also a concept which permits variation and the autonomy of a higher education institution can vary depending on local conditions and circumstances and it can also vary in time. University autonomy is a highly complex and multidimensional concept which covers a range of aspects related to university operations: from academic matters-such as autonomy in curriculum design or teaching methodologies-to freedoms and responsibilities in internal financial management and strategic planning by universities (Iwinska and Matei, 2014). Among other things, university autonomy also refers to the relationship between higher education institutions and the external world (state regulations, public and private funding organizations, partnerships with industry or non-governmental organizations, with international organizations, etc.). As such, university autonomy relates to both freedom and to responsibilities and accountability. It is important to note here that the understanding of the concept of university autonomy and its implementation in practice are usually influenced by factors such as regional diversity of higher education systems, historical and cultural contexts, higher education traditions or sometimes even economic circumstances.

In the Indian context, autonomy has been endorsed in various national policy documents. The New Education Policy (NEP), 2020 (GOI, 2020) also reflects on the importance of granting institutional autonomy to higher education institutions. As per the Central Advisory Board of Education (CABE) Committee report (GOI, 1992, pg-2), university autonomy should be considered an essential pre-requisite for ensuring academic excellence and development. The acts of the university should be designed as to strengthen the autonomous character particularly in administrative and academic matters and prevent external interference. University should have accountability in financial matters since they are not gaining their own resources. Further, the committee recommends (GOI, 1992, pg-15), that the state government should normally perform the role of a partner in the promotion of higher education and not that of exercising the control. The university should have complete

autonomy in academic and administrative matters. In financial matters too, they should also have financial autonomy within the approved budget/ post of the university. For any expenditure which is outside the approved budget, the prior approval of state/central government would be required as per guidelines formulated by the UGC/State Councils of Higher Education and agreed upon by the universities and government.

Many scholars expressed that autonomy as a concept is quite complicated one and it has to be distinguished from academic freedom. The academic freedom of individual scholars is their freedom to pursue truth in teaching and research activities wherever it seems to lead, without fear of punishment or termination of employment for having offended some political, religious, or social orthodoxy (Ashby, 1966).

Academic freedom is also considered as the privilege of university teachers and/or researchers. Further, it is also a condition that does not vary: it either exists or it does not exist. As a concept, therefore, autonomy has to be distinguished from academic freedom. It is also believed that academic freedom may be best protected in an institution enjoying a great deal of autonomy. This may not be true in all settings. Academic freedom may also be guaranteed by a government organisation which nevertheless imposes a heavy set of controls on a higher education institution.

University autonomy is also considered as an important pre-requisite for the universities to be able to develop institutional profiles and to deliver efficiently on their mission. In the context of Indian Private Universities, there are debates and discussion around university governance and autonomy across the country in different contexts as a response to diverse issues and challenges. As a result, there is a need to understand the kind of autonomy enjoyed by the private universities. In this backdrop, the present study tries to understand autonomy of an institution in the context of private universities as well as the academic freedom being enjoyed by the faculty in private universities.

Objectives of the study

1. To understand the relationship between university autonomy and academic freedom
2. To explore the extent of autonomy enjoyed by the private universities in practice

Methodology

The paper was based on the findings of empirical study conducted by the author to understand autonomy and academic freedom of Indian private universities. This was undertaken as a part of national level project on Private Universities in India. The study adopted mixed method approach. For secondary research, university acts, rules and other pieces of legislations were studied to highlight the scope for autonomy. The key findings from the secondary research were corroborated through primary research involving consultation with the officials of the sample universities and sample state government; and with the teachers from the sample universities. The samples of the study were eight private universities situating in the states from five regions. Universities were chosen purposively. The actual sample of the study consisted of 16 officials of the universities and 10 per cent of total teachers from each studied private university. For this, convenient sample method applied. Besides, the administrative head of the State Education Department in each state as well as Chairman of Council/Committee of Private Education Regulatory Body or Chairman of State Higher Education Council have been selected for gathering the required information.

Questionnaires and unstructured interviews were used as tools for data collection. Questionnaire for teachers contained questions of both the open-end and close-end types (multiple choices). Besides, an unstructured interview was also held to obtain specific information from certain categories of respondents such as teachers, administrators and state government representatives. Both qualitative and quantitative methods of analyses were used. Content-based analysis was majorly used for analysing the provisions of the university acts and also for analysing information gathered through interviews or group discussions. The questionnaire responses, received from the teachers have been entered systematically by using SPSS. Quantitative analysis was done by using simple statistical analysis like percentages, cross tabulation and frequency.

Major Findings

1. Unlike public universities, private universities in India were non-affiliating, unitary and were the self-financing ones, and could be for-profit or not-for profit organisations (Angom, 2019). They are established by state act, however, the financing and management was purely done by the founders (private firms or private body or family or private companies). As per the provisions in their respective acts, they were more autonomous and self-regulated to a certain extent. However, the degree of autonomy

enjoyed by the private universities varied due to variation in the state policy (Angom, 2021). As the private universities enjoyed no funding from the state government, the founder or the sponsoring body had full autonomy in management of the institution. It was also learnt that the state government played only the supervisory role over the private universities. It is important to note that the degree of control by the state government over the private universities varied from state to state. For instance, in a state like Gujarat, private universities had to strictly follow the state government regulations or norms for admission of students and fixation of fees for the technical and professional courses. This has limited the autonomy of the university to charge a fee as per the financial needs for further growth of the institution. State admission reservation policy for technical courses further restricts the autonomy of the university to admit students from other parts of the country. Whereas in case of a State like Arunachal Pradesh, there was no proper regulation at the state level for admission as well as fixation of the fees for the private universities to follow.

2. 76.7 percent of respondent considered that a private university had a greater autonomy in terms of academic, financial and administrative matters than a public university. They gave various reasons for considering this way. One notable reason was due to less control of bureaucratic hierarchy of the government, a private university has been able to formulate rules as per convenience and benefit. This also enabled the universities to be able to make fast decisions, take prompt action, correction, and could arrive at decisions which affect the wellbeing of the students and teachers in at short notice without taking suggestions. Further, financial autonomy provided a private university to introduce any new program or course without any delay as any permission or formal approval to sanctioned money for introducing a new program is not needed from the government unlike a public university. This showed that there is freedom to work on programs and curricular.
3. 68.9 percent of the total number of respondent felt that they have enjoyed better freedom in the private university as compared to teachers in other universities in various ways like administrative work, academic freedom, authority to reschedule class if required, to conduct extra classes, freedom to express, initiate, full freedom to excel in research/teaching/lab development or any other matter. One of the respondents further expressed that other universities run by government may have good salaries but not the freedom and cultural integration of work with colleges and students etc.

4. It was evident by analysing teachers' responses to the question, "What kind of academic freedom did they enjoy in the university?", that they were free to take their own decision for settling or solving any departmental issues; they were free to follow their own teaching style of teaching and supervise students; they were able to design the curriculum and they could follow their own method of evaluation; and they were free to express their own ideas or suggestions on academic matters of the department. Further, it was also learnt from their responses that they had their voice on any important decision making of the university but this was only possible by becoming a member or convener of the university bodies namely, Board of Studies, Academic Council, Training & Placement Cell, NAAC Accreditation Committee, Anti-ragging committee, Library Committee, Unfair Means Committee, Women Empowerment Cell/Committee, School of Development Curriculum Review Committee etc. However, this has not been the case for every private university as another faculty reveals that in his university, there was no teacher representation as a member in the important bodies of the university. So, no voice of the faculty in important decision making process of the university. This may directly affect in making proper promotion rules of the staff. Another faculty from a private university of Western India expressed that a teacher could present the ideas for up-grading of the curriculum by presenting in the Board of Studies as a member.

5. 57.8 percent of respondents said that most of the time the university's administration considered the opinions of the faculty about matters that directly affect them. While 34.4 percent of respondents rated the university's administration as above average in terms of involving the instructional staff in the development of university policy which affects their work as well as in terms of providing frequent recognition for high performance among the faculty. 58.9 percent of the respondents reveal that most of the time their concerns as teaching staff were being taken into account in the decision made by the university administration.

In the light of the above discussion on academic freedom, an attempt has been made to understand the relationship between university autonomy and academic freedom by answering the questions - What privileges a university teacher enjoys? Do the private university teachers pursue truth in teaching and research activities without fear of punishment for termination of employment for being offended? Is the academic freedom being protected in a private university enjoying great deal of autonomy?

Based on the findings from both questionnaire and interviews, academic freedom of a faculty in a private university is being conceptualised as the privilege one can enjoy. Firstly, in most of the case, a private university teacher enjoys freedom to decide and construct curriculum, transaction method and evaluation method. Secondly, a teacher can also have the privilege to attend the conferences abroad twice every year without affecting their term of teaching within the limited budget sanctioned (reported by a Registrar of a Private university). However, this privilege was not enjoyed by every faculty in a private university where there is no proper salary structure or no timely increment or no proper equipment of teaching learning and no bearing of cost for any research work. This is being revealed by a faculty from another university of the North Eastern part of the country. Taking the example of those private universities where there is no practice of teachers being involved in decision making of the university, it is evident that the privilege of being involved in decision making of the university is not enjoyed by all private university teachers. In such cases, the main duties of the teacher remain only to control the students, scheduling the class, making course structure, evaluation, paper setting etc. Thirdly, in most of the cases, a teacher in a private university can be hired or fired anytime for any act against the will of the management. Thus, it is well understood that a private university enjoys better autonomy from an outside agency or the Government but the academic freedom of the faculty is not best protected in most of the cases especially in those universities where there are no proper rules and regulations like a proper recruitment and promotion process, leave rules, salary structure etc.

Conclusion and Recommendations

The overall discussion of the paper provides a better understanding about the extent of institutional autonomy enjoyed by the private universities in aspects of organisational, staffing, academic and financial matters. Private universities are established by the state acts and function within the regulatory framework as enforced in the state legislature. As per the provisions in the acts, they are more autonomous and self-regulated to a certain extent. However, the degree of autonomy enjoyed by the private universities does vary due to variation in the state policy. Regarding academic freedom enjoyed by the individual faculty also found that it varies from university to university due to variation in the policy of the individual institution created by the founders. Private universities are self-funded and do not depend on government and may be free from political influenced or having financial autonomy from the government, however, the academic autonomy or freedom of mind is not ensured in most of the cases. Moreover, though a private university enjoys better autonomy

from an outside agency or the Government but the academic freedom of the faculty is not best protected in most of the cases. At the institution level, private universities have freedom but it is subjected to market interest. As the universities enjoy no funding from the state government, the founder or the sponsoring body has full autonomy in management of the institution and the state government plays only the supervisory role over the private universities. Overall, there is lack of surveillance and monitoring of the self-financing university in the country. Some of the important policy recommendations are:

1. To control business motive, to ensure quality education addressing equity and to be able to oversee the functioning of the private universities effectively; having proper regulatory mechanism both at the centre and state towards private universities is the need of the hour.
2. Private universities should have clearly set rules and regulations for both teaching and non-teaching staff. Rules and regulations should be related to clear service conditions of teachers, rules for probation and promotion, etc.
3. Every state should set up a regulatory body for monitoring the functioning of the private universities. This body should ensure that unwanted or illegal activities of the private universities are under control by the state government on unbiased manner, and make sure that quality education is provided.
4. The private universities need to regulate and control based on merits. Decontrolling concept is very much appropriate only for good private universities.

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**Role of teachers in bringing out hidden skills of slow learners in the
regular classrooms
(Study based on the Type II Tamil medium schools in
Colombo Central Education Division, Sri Lanka)**

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Abstract

Education is a fundamental human right. Everyone has the right to develop potential knowledge, skills, and attitude through education. Approximately 13% of students are likely to fall in the low regular range intellectually in regular classrooms (King, 2006). Nearly one out of five children are slow learners in every regular classroom. In the existing typical classroom setting in Sri Lankan schools, most of the teachers aim their academic course work for the average learners. Against this background, the study was conducted in the Tamil medium schools of Colombo Central Education Division. The main objective of this study is to identify the teacher's role in bringing out hidden skills of slow learners who are attending the regular classrooms. The study adopted a descriptive survey design and used a mixed method. Fifty teachers were selected as the sample using the Simple Random Sampling Technique from ten Tamil medium schools in Colombo Central Education Division. In addition, ten principals and five in-service advisors were selected using the same techniques. Data and information were gathered using a Google form, interviews via the phone and classroom observation. Data and information were analyzed descriptively. Major findings of the study are; over fifty per cent of classrooms are not organized properly for collaborative learning activities. Lack of knowledge and training of teachers were another major barrier to handling slow learners. The majority of teachers (72%) opined that the allocated time for subjects (40 minutes) was not sufficient to teach, focusing on slow learners in the regular classroom. Exam-oriented teaching was another major challenge in bringing out hidden skills of slow learners. Teachers who taught in ordinary classrooms were especially focusing on talented students. The majority of the teachers felt that spending much time with slow learners affected the best performances of the classes as well as their reputation. Teachers did not pay enough attention to the students who were learning slowly, due to this problem exacerbated by the fact that they are subject to neglect and developing negative self-image at the classroom. Female teachers were teaching slow learners in a friendly manner than male teachers. Sixty per cent of teachers did not implement effective initiatives to develop the self-confidence of the slow learners. A vast number of teachers (68%) did not carry out specific activities suitable for the slow learner who should develop logical thinking skills. The majority of teachers (78%) conducting remedial teaching were rare.

Keywords: *Slow Learners, Hidden Skills, Teacher Role, Regular Classroom*

Introduction

Slow learners are not children with special needs, but they need special instructional techniques and care. Slow learners tend not to fall into any formal psychometric categories recognized in special education programming (Alberta Education, 2010; Cooter & Cooter, 2004; King, 2006). According to Jenson (1980) students having IQ levels from 80 to 90 are considered slow learners. The following are some of the characteristics of slow learners: Short attention and concentration span is less, slow reaction time, limited powers of self-direction, limited ability to work with abstractions, slowness in forming an association between words and phrases, failure to recognize familiar elements in new information, habits of learning very slowly and forgetting very quickly, very local point of view, inability to set up and realize standard or workmanship, lack of originality and creativity and lack of power to use the higher mental processes (Dasaradhi. et. al., 2016). In the inclusion school setup at least about 1 out of 5 children were Slow Learners in every regular classroom. Slow learner educational progress could be positively influenced when teachers' pay attention to these learners. If the teacher could find the strengths and inner talents of a slow learner, it would help to positively reinforce and make them think about their studies for betterment in their progress, otherwise, they may lose their confidence and ability. Further, they might drop out from school. Usually, in the traditional classroom slow learners try to sit on the backbenches. If teachers try to improve the slow learners' education by providing educational opportunities, then they would be successful learners. Several studies found that the abilities and talents of slow learners can be improved by professional manners and care of the teachers. Their educational progress can be positively influenced when teachers' pay attention to these learners. Slow learners' learning improvement depended on teachers' care, support, and their facilitation role.

Aim and objectives of the study

The aim of the study is to identify the role of teachers in bringing out the hidden skills of slow learners.

1. To identify the nature of learning of slow learners in the main stream classes.
2. To study the attitude of teachers towards slow learners.
3. To study the efforts taken by teachers towards slow learners.

Methodology

The study adopted a descriptive survey design and used mixed method. The population of the study was teachers who were working in the Tamil medium Schools in Colombo Central

Education Division. Fifty (50) teachers were selected as a sample using the Simple Random Sampling Technique from ten Tamil medium schools in the Colombo Central Education Division. Further ten principals and five in-service advisors were selected using the same techniques. Data and information were gathered from fifty teachers using a Google form, conducted interviews with ten principals and five in-service advisors via a phone call, and classroom observation (very few classrooms were observed in the new normal). Data and information were analyzed descriptively.

Results and discussion

Nature of teaching for slow learner

More than fifty per cent of classrooms were not organized properly for collaborative learning activities. Students who were slow learners were silent members in the learning groups in regular classrooms. There was no sufficient opportunity for slow learners to interact with their peers. According to the teachers' responses, five to ten slow learners were in every regular classroom. In addition, nearly 80 per cent of teachers were teaching them without having any special training towards teaching slow learners. Whilst teachers were teaching in regular classrooms they were especially focusing on the talented students. They did not pay enough attention to the students who were learning slowly, which was exacerbated by the fact that they were subjected to neglect and got a negative self-image in the classroom. The majority of teachers' (72%) opinion was that the allocated time for subjects (40 minutes) was not sufficient to teach focusing slow learners in the regular classroom. Huge number of teachers (88%) were teaching fully focusing on the exams. Female teachers were teaching slow learners in a friendly manner than their male colleagues. The majority of teachers (68%) did not carry out specific activities which were suitable and could develop logical thinking skills in slow learners. Teachers taught in ordinary classrooms especially focusing on the most talented students. Further, this was one of the major factors for the increase in school dropout rate.

Remedial teaching

Remedial teaching is an alternate approach for the regular classroom teacher in instructing the slow learner. However based on the teacher responses, the majority of teachers were (78%) conducting remedial teaching very rarely, some major reasons for this were lack of knowledge towards remedial teaching and lack of time.

Working closely with parents of slow learners

Working closely with parents was one of the key mechanisms to bring out the hidden skills of slow learners. Only thirty per cent of teachers interacted with parents of slow learners towards developing their skills and competency. On the other hand seventy per cent of teachers were interacting with parents very rarely.

Special guidance beyond school hour

The slow learners needed special attention beyond school hours. If the teacher allotted some extra time for the slow learners, then definitely they would improve. However, based on the teachers response very minimal (09%) number of teachers were guiding their slow learner students after school time.

Encourage through small achievement

The greatest factor for the success of the life of the study was the encouragement given to these slow learners. If we tried to find out the factors resulting in slow learning, we can concentrate on those areas of the weak student

Create self-confidence

The teacher should observe the students and must try to understand the areas of interest to students without asking directly. Some of the slow learners might be interested in extra-curricular activities (Metsäpelto & Pulkkinen 2012). Teachers should enhance the self-confidence level, implementing various kinds of activities. In this study, nearly sixty per cent of teachers did not implement effective initiatives to develop the self-confidence of the slow learners.

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Factors affecting learning-teaching process of mathematics (Based on the feedback from teachers of Type II schools in Jaffna district)

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Abstract

The learning-teaching process plays an important role, among a variety of factors that influence students' achievement. In the process, not only schools but also teachers face various challenges. The above challenges are one of the reasons for the learning-teaching activities to become ineffective. Mathematics is an important subject in the secondary level of the school curriculum in Sri Lanka. Unfortunately, the student achievement level in Mathematics was not satisfactory in Type II schools in Jaffna District. There had been no studies done on learning-teaching process of Mathematics in Type II schools in the Jaffna District so far. The objective of this study was to investigate the view of mathematics teachers on the factors affecting the learning-teaching process of Mathematics in senior secondary grades in Type II schools in the Jaffna District. Survey research design and Quantitative dominant mixed method were adopted. Thirty schools were selected as the sample by using the Systematic Random Sampling technique from 83 Type II schools that had G.C.E Ordinary Level in Jaffna, Valikamam and Thenmarachchi education zones. Data were collected by questionnaire from 52 teachers who were teaching Mathematics at senior secondary grades in the selected schools, and by focus group discussions with teachers who were teaching Mathematics at senior secondary grades in three selected zones. The Data were analyzed by a factor analysis. The results revealed that the domain factors which affected the learning-teaching process of Mathematics were family background, lecture (teaching) method, 5E method, detection method, compiler and inference method, programmed learning, using teaching aids and technical instruments, school based professional teacher development, teacher's motivation and non - government organizations.

Keywords: *Factors, Affecting, Learning-teaching, Mathematics*

Introduction/Background

Education for all policy (EFA) was launched at the World Conference in 1990 as a universal commitment that provided quality basic education for all children, youth and adults. Quality education was the foundation for the development of any country (Madani, 2019). Quality of education depended on the quality of teaching staff, on the governance of educational institutions, on the capacity and willingness of students to learn, and on the quality assurance of educational services. Teachers were essential resources for effective implementation and delivery of educational policies and classroom objectives. Maintaining and enhancing educational standards was only possible through teachers (George, Victoria & Monica, 2018).

South Asian countries faced significant challenges in providing quality education to all their children. In many areas, learning methods were teacher-centric (UNICEF, 2014).

The biggest challenges to the quality of education in Sri Lanka were: shifting teacher attitude from teacher-centred to learner-centred pedagogies, exam-oriented competition and pressure, many children move to the next level without mastering expected competencies, lack of a specific national policy framework for primary education which had not been sufficiently prioritized compared to secondary education (Brinkmann, 2017).

Classroom learning had not changed much from the old traditional knowledge delivery model. Students carried out their learning activities centred on the exam. However, the results of the examination were not satisfactory. After 11 years of schooling, a significant number of students fail in the G.C.E. (O/L) exam. The basic skills required for the workplace were insufficient among the students, and there were also problems of discipline among the students (NEC, 2016).

The ratio between the number of students and the number of teachers in Type II schools in the Jaffna District, compared to the whole Sri Lanka is less.

Table 1.1: Gross student-teacher ratio by type of school-2017

	Type 1AB	Type 1C	Type II	Type III	Overall student/teacher ratio
Sri Lanka	21	17	13	18	17
Jaffna District	16	12	9	14	13

Source: Census report-2017, Statistics Branch, Ministry of Education (Retrieved on 27.03.2020)

Consequently, the achievement of the Jaffna District schools should be high compared to the whole of Sri Lanka. But the reality is the opposite.

Table 1.2: Percentage of qualified students for A/L

	2013	2014	2015	2016	2017	2018
Sri Lanka	66.67	69.02	69.33	69.94	73.05	75.09
Jaffna District	66.57	64.43	62.59	61.98	67.77	71.76

Source: [https://doenets.lk/documents/statistics/G.C.E.\(O.L.\)2018.pdf](https://doenets.lk/documents/statistics/G.C.E.(O.L.)2018.pdf) (Retrieved on 28.03.2020)

According to NEC (2016) classroom in reality; the teaching-learning process is not student-centred and activity-oriented, leading to students' full development. The teaching-learning had become a lifeless process. The malicious attitudes of some teachers lead to social distance between students and teachers.

According to the NEREC study the achievement of the grade 8 students (2016) performances of Type II and 1C schools were lower than the performances of Type III and 1AB schools in Sri Lanka.

According to the research unit of the Northern Province (2017) 20% of Type II Schools in the Northern Province were in low level at learning and teaching process. The learning and teaching process of Type II schools in the Jaffna District were ineffective. In this background, achievement of the students was too low in these schools.

According to NEC (2014), 20 per cent of teachers in government schools lack professional qualifications in teaching. According to the National Committee (2009), for formulating new acts on general education, teaching methods used in teaching were boring to some students. As some teachers were using ineffective methods in teaching more students lack interest in learning.

Schools and teachers faced various challenges. As a result, day-to-day learning and teaching activities were ineffective. As a result, the student achievement level was not satisfactory. The reason for the lower achievement of students in Mathematics and Science in Ordinary Level is the lack of teacher training (Educational Review of Northern Province, 2014).

Students who are learning in small or backward schools are especially coming from Marginal Groups. Therefore, these kinds of schools must enhance the quality of learning and teaching. In this background, this study was conducted based on the aim to investigate the view of mathematics teachers on the factors affecting the learning-teaching process of Mathematics in senior secondary grades in Type II schools in the Jaffna District.

Objectives

1. Identify the teacher-related factors affecting the learning-teaching process of Mathematics.
2. Identify the student-related factors affecting the learning-teaching process of Mathematics.
3. Identify the school-related factors affecting the learning-teaching process of Mathematics.
4. Identify the department-related factors affecting the learning-teaching process of Mathematics.
5. Identify the home and social-related factors affecting the learning-teaching process of Mathematics.

Research Design

The study of *Factors Affecting Learning-Teaching Process of Mathematics (Based on the feedback from teachers of Type II Schools in the Jaffna District)* was carried out by using survey design. The survey design was found to be most appropriate because of the need to measure various attributes, such as teachers' subjects, educational qualifications, professional qualifications, appointment type, appointment subject, service period in teaching Mathematics, the appropriateness of teaching methods, and the opinions and attitudes of the teachers, students and principals.

Materials and Methods

The quantitative dominant mixed method was used in this study (of the heading) *The Views of Mathematics Teachers on the Factors Affecting Learning Teaching Process of Mathematics (Study Based on Type II Schools in the Jaffna District)*.

30 schools were selected as the sample by using Systematic Random Sampling technique from 83 Type II schools which had G.C.E Ordinary Level in Jaffna, Valikamam and

Thenmarachchi Education zones. Data were collected by questionnaire from 52 teachers who were teaching Mathematics at senior secondary grades in the selected schools and by focus group discussions with Mathematics teachers in three selected zones. The data were analyzed by a factor analysis by using SPSS-25.

Results/ Findings

KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.510
Bartlett's Test of Sphericity	Approx. Chi-Square	1220.252
	Df	595
	Sig.	.000

Kaiser-Meyer-Olkin Measure is an index which defines sampling adequacy. The KMO test value is 0.510, which can be considered acceptable and valid to conduct a data reduction technique.

The Bartlett's Test of Sphericity helps a researcher to decide, whether the result of factor analysis is worth considering and whether s/he should continue analysing the research work. Bartlett's Test of Sphericity significant to a level of significance is less than 0.001 which shows that there is a high level of correlation between variables, which makes it adequate to apply factor analysis.

Communalities

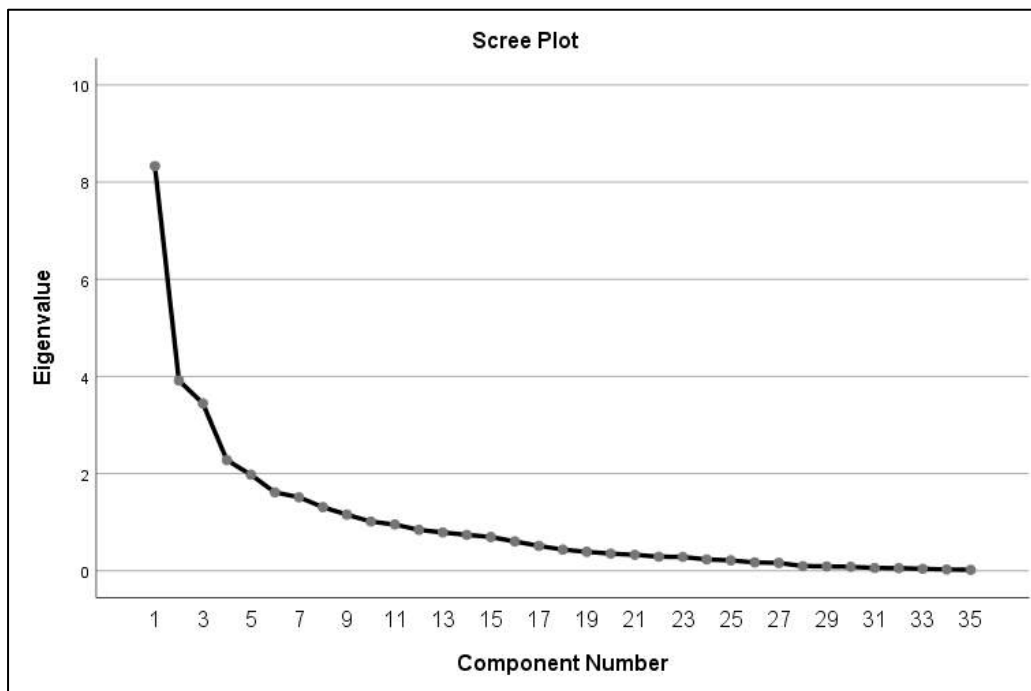
Every variable in the communality initially is expected to share 100% variance. Hence initially every item is having a value of 1.00 which mean 100% variance shared by each item. The extraction value is ranging from 0.597 to 0.856 which shows that the minimum variance share of the item after extraction is 59.70% and the maximum variance share of the item is 85.60%.

According to this analysis, all the factors contributed more than 50% and all the factors were subjected to subsequent analyzes.

Total Variance Explained

Total variance contributed by the first component was 23.804, by the second component was 11.190, by the third component was 9.841, by the fourth component was 6.504, by the fifth component was 5.649, by the sixth component was 4.612, by the seventh component was 4.323, by the eighth component was 3.741, by the ninth component was 3.299, and by the tenth component was 2.893.

Scree plot



The Scree plots show the components as the x-axis and the corresponding Eigen values as the Y-axis. The first ten components with Eigen values of 8.331, 3.916, 3.444, 2.276, 1.977, 1.614, 1.513, 1.309, 1.155 and 1.013 were considered. Since all these ten factors were having Eigen values greater than 1 and share the maximum variance, they were essential in the present study.

Component Matrix^a

Component Matrix^a										
	Component									
	1	2	3	4	5	6	7	8	9	10
Family Background	.823		.357							
Resource distribution and guidance of Department	.791									
Curriculum Management of School	.760		-.369							
Planning for Teaching	.739		-.349							
Teacher Development programme of Department	.734									
Self-learning of students	.671		.495							
Support of friends & relations	.664		.537							
Private tuitions	.646		.493							
Student Development programmes of Department	.621						-.494			
Students' Attitude	.620			-.410						
Other Institutions	.603		.560							
Students' Knowledge & Skills	.578									
School Based Professional Teacher Development	.575			.508					.392	
School Facilities	.534	-.437								
School Management's Motivation	.526			.371			.316			
School Classroom Psychological Environment	.522	-.398			.382			.331		
Students' Motivation	.489	-.336		-.447	.307					
Teacher's Motivation	.476	.331		-.301	-.327			.345		
Programmed Learning		.685								-.314
Method of Analysis		.651	.321							
Project Method		.642	.360					.316		
Problem Solving Method		.529		.470	.328					
Ideological Method		.514					-.329			
Detection Method		.493					-.371		.429	
Handover Card System		.437	.327		.331			.313		
Teacher's Subject Management	.435	.351	-.590							
Teacher's Knowledge & Skills	.472		-.565						-.316	
Teacher's Attitude			-.478	-.334		-.329				
Activity Method				.457						
Remedial Teaching for Slow Learners	.348				-.603					
Five-E Method				.350	-.515		.471			
Lecture Method	.337					.584				.402
Teacher's Ability of Handling Technical Instruments		.462			.309	.527				
Usage of Teaching Aids & Teaching Instruments		.391			.407	.482				
Compiler and Inference Method				.398	.363					.508
Extraction Method: Principal Component Analysis.										
10 components extracted.										

The following 10 factors were identified as the main factors contributing 75.855% to the teaching and learning process of Mathematics out of the 35 factors subjected to factor analysis. They were family background, programmed learning, other institutions, school based professional teacher development, using teaching aids and technical instruments, lecture method teaching, 5E method teaching, teacher's motivation, detection method teaching, compiler and inference method teaching.

Recommendations

The following suggestions are presented by the researcher from the results of this study to improve the Mathematics learning-teaching process. They are:

- 1) Teachers should select the appropriate teaching methods and carry out the teaching of Mathematics using the appropriate teaching aids, especially the use of modern technological devices.
- 2) Students should be appropriately motivated in the learning-teaching process.
- 3) Teacher and school management should maintain contacts with parents regarding the transformation of students' family backgrounds in favour of student learning.

The researcher believes this study will have a significant contribution to upgrading the learning-teaching process of Mathematics. It could be also used as initial work for those who are interested to forward further studies in this area.

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Students' engagement in self-directed learning: A case of the Wilgamuwa Education Zone

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Abstract

Self-directed learning was identified as an effective approach for learning. Even though there were many opportunities and tools for self-learning, the extent to which the students were engaging in this learning mode was questionable. The objective of the study was to examine the nature of the use of self-learning kits provided to students and analyze the trends in the self-directed learning process of students who were scheduled to sit for the G.C.E Ordinary Level examination. Research problem of this study was "What are the current trends of the self-directed learning process of the Wilgamuwa Zone?" The study was conducted with the participation of 612 Grade 11 students in the zone. Survey methodology was used to collect the primary data and descriptive method was used to analyze data. It was observed that the percentage of students who engaged in self-learning exercises with the assistance of parents or someone else was relatively low. The majority of students were less interested in using the internet and other study sources for self-directed learning. It was clear that students were not interested in engaging in self-directed learning in Mathematics, Science and English, which had a relatively low pass percentage in the Wilgamuwa Education Zone.

Keywords: *Self-directed Learning, Wilgamuwa Zone, GCE Ordinary Level, Self-learning Exercises, Trends*

Introduction /Background

With the closure of schools in the wake of the COVID-19 pandemic, mode of teaching and learning was transformed to distance education methods. In this context, the majority of the teachers applied a teacher centered approach while few others followed student centered methods in their teaching learning process. In this situation, self-directed learning was identified as an effective approach for learning.

The Wilgamuwa Education Zone included both the Laggala Pallegama and Wilgamuwa Divisional Secretariats and the main livelihood of the people in this area was agriculture. Both these Divisional Secretariats did not have an urban population and more than 95% of the population was rural (Matale District Secretariat, 2019). With the closure of schools, the Central Provincial Department of Education provided self-study kits to Grade 11 students who sat for the examination. The objective of this study was to examine the nature of the use of these self-learning kits provided to students and analyze the trends in the self-directed learning process of students who were scheduled to sit for the G.C.E Ordinary Level examination. Research problem of this study was “What are the current trends of the self-directed learning process of the Wilgamuwa Zone?”

Theoretical Framework

According to Moore (1986), it is the learning of the person who is able to establish a learning goal when faced with a problem to be solved, a skill to be acquired, information that is lacking. He described that self-directed learners set their goals and defined criteria for their achievements. Independent learners were characterized as analytical, socially independent, inner-directed, individualistic, and possessed of a strong sense of self-identity. Witkin (1969) stated that such learners were presumed to be found most commonly in open, democratic societies, which emphasized self-control and autonomy.

Boyd (1966) and Knowles (1970) stated that autonomous learning as a special characteristic of learning in adulthood. Strong (1977) and Chent (1983) pointed an important one: It was simplistic for us to conceive of self-direction solely in terms of command of self-instructional techniques.

Garrison (1997) presented a theoretical model related to the self – directed learning concept. The proposed model integrated self-management (contextual control), self-monitoring (cognitive responsibility), and motivational (entering and task) dimensions to reflect a

meaningful and worthwhile approach to self-directed learning. Explicating the cognitive and motivational dimensions of self-directed learning was identified as an area requiring further research.

Methodology

There were 612 students in Grade 11 and this study was conducted with the participation of the total number of students in the Wilgamuwa Education Zone. Here, the study focused on the nature of the use of self-learning kits developed by the Central Provincial Department of Education and the factors that supported self-directed learning, in order to continue the academic activities of students during the COVID-19 pandemic.

In this study the survey methodology was used to collect the primary data and in order to collect secondary data, the reports issued by the Matale District Secretariat, the Zonal Education Office and the results analysis reports issued by the Provincial Department of Education were used. Descriptive data analysis techniques like graphs and tables were used to analyze the data.

Analysis of Data and Results

It was observed that the percentage of students who engaged in self-learning kit exercises with the assistance of parents or someone else was relatively low. For the seventeen subjects taught in the G.C.E Ordinary Level, only 20 percent of the total number of students have received parental support. The study found that more than 50% of students sought help from others for self-directed learning activities for the subjects with high practical application, such as design and construction technology.

In addition, more than 20% of students received support from parents and others for self-directed learning for subjects such as Buddhism and Health Science.

The Internet and other books were the main learning sources that could be used for self-directed learning. The following trends were observed in the analysis of information on the use of the Internet and other academic resources for the self-directed learning of students who were the focus of the study. It was revealed that even the students studying Information and Communication Technology were less interested in using the internet for their self-directed learning activities. It was identified that the internet and academic sources were mostly used for subjects like Buddhism and History. The percentages of students who used them

were 18.6% and 17.2% respectively. However, eleven of the subjects taught in Grade 11 had less than 10% use of the Internet and other learning resources. According to this study, the majority of students were less interested in using the internet and other study sources for self-directed learning in the Wilgamuwa Education Zone.

Overall, 98% of the students had engaged in doing at least one exercise in those sets and the average percentage of students who did not do even one of the self-study exercises was 2%. Out of these data, it was observed that 11% of the total students, who were studying the Art subject, did not perform any of these exercises. In subjects like English, Citizenship Education, Mathematics and Science, it was less than 40% who had completed the self-learning exercises.

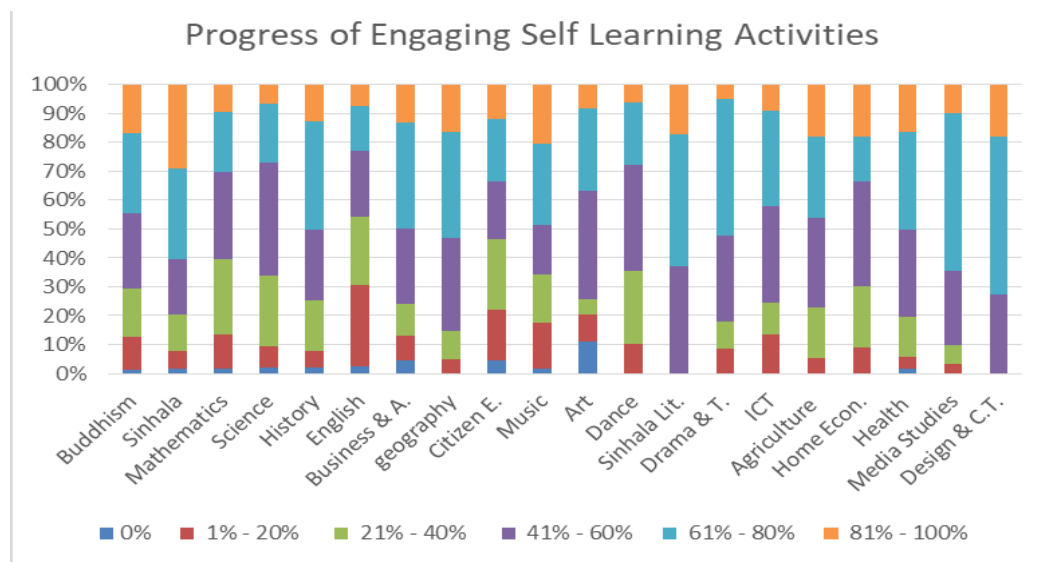


Figure 01: Progress of the engagement in self-learning activities

It was clear that the students were less interested in engaging in self-directed learning in Mathematics, Science and English, which had a relatively low pass rate in the Wilgamuwa Education Zone. Accordingly, the percentage of completion of self-learning exercises in those subjects was very low in the 81% - 100% completion groups.

Conclusion

Based on the practice of self-study kits provided to students who sat for the G.C.E Ordinary Level (2021) 2020 examination, the use of internet facilities and other study resources for self-study in all subjects was 9.8%, which was a low rate. There were many difficulties in accessing the internet in this education zone and it was necessary to take action to provide required facilities. In addition, steps should be taken to encourage students to use external

books for self-study as well as to expand knowledge and to create a culture of reading among school children. Through this the students would become accustomed to learning. Recently, Regional Learning Centers were established by the Zonal Education office with the collaboration of the Ministry of Education to promote distance education. The government should provide all internet and other facilities and promote these regional learning centers as self- study learning hubs in rural areas.

Also, the education authorities should focus on alternative sources that could help children to engage in self-directed learning, as most of the population in the region was engaged in agriculture-related employment activities and parents' educational qualifications were low, which made them less confident in home - based learning. Due to this reason, the self-directed learning of students in the English language was at a low level and the pass percentage of this region was also low. Therefore, action should be taken to change the teaching methodology of English subject learning and teachers should play the role of a facilitator. Policy makers, principals and teachers should encourage self-directed learning and staff needed to prepare learning materials which would give learners more freedom to be self-directed.

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Preconceptions of authentic assessment in graduate trained teachers: A fact-finding study for a journey towards more authenticity in assessment

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Abstract

Authentic assessment is one of the recognized approaches that enable the enhancement of life skills students need for their future. In the variety of assessments implemented by teachers, it is questionable how much authenticity is embedded in these assessments. This paper presents the awareness of the concept of 'Authentic Assessment' (AA) and 'Authenticity of the Assessment' of the Post Graduate Diploma in Education (PGDE) qualified teachers and the readiness for improving the authenticity of classroom assessments. The study used a quantitative dominant mixed method. A fact-finding survey using Google forms was administered to 110 teachers in the Colombo District selected based on a simple random sampling method. 11 interviews were done with a random sub-sample. Descriptive and inferential data analysis methods were used to analyse the data. Research has shown that the majority of teachers felt that their awareness of the two concepts, "AA" and "Authenticity of the Assessment" was unsatisfactory. No association is found between gender and the understanding of the 'AA' concept. Chi-square values revealed that there was no significant relationship between the PGDE awarding institutions and teachers' understanding of the above concepts. One of the most positive findings of the study was that the vast majority of the teacher sample will be highly interested in the future spread of 'AA' methods in the system (98.18%). There was no significant relationship between teachers' understanding of 'AA' and willingness to implement 'AA' methods in the classroom. However, the majority of teachers believed that the facilities in the school system were not adequate to update the assessment process. The study revealed that teachers lack a sufficient understanding of 'AA' and related concepts, although they had completed professional development programs. The high level of interest among teachers and students for this approach can be an indication to begin well-planned small-scale interventions to build up teacher awareness and practices in designing AA and improving authenticity in assessments.

Keywords: *Authentic Assessment, Authenticity of the Assessment, Teacher Education*

Introduction/ Background

Assessment methods have a significant influence on student learning approaches. Postgraduate Diploma in Education (PGDE) is an in-service teacher education program conducted in universities and institutions of Higher Education. Trainees after completing the theoretical course work which includes a course unit on Educational Measurement and Assessment, embark on a supervised ten-week teaching practicum in the schools where they attempt to apply the theoretical knowledge into hands-on practice. Trainee teachers are expected to have a clear understanding of the learning outcomes of their relevant subjects and to use appropriate authentic assessment (AA) methods. They are expected to reflect on their pedagogical practices, including assessment practices during teaching practice.

‘Teacher competency and classroom assessment play a vital role in teaching and learning processes’. ‘Assessment in education is a formal attempt to determine the student’s status with respect to education variables of interest’ (Popham, 2008). According to Chatterji (2003) the meaning of educational assessment as ‘Whatever exists at all existed in some amount. To know it thoroughly involves knowing its quantity as well as its quality’. (Sawary, S.S., 2013. P; 90).

A meaningful link should exist between the teaching-learning process and the assessment process in classroom teaching. Authentic assessment is one of the recognized approaches to improving essential skills for students moving forward. The diversity of assessments carried out by teachers raises the question of the extent to which these are authentic. No one can expect a competent teacher to be deprived of good theoretical and practical training in educational assessment.

This paper presents the awareness of the concept of ‘Authentic Assessment’ and ‘Authenticity of the Assessment’ of the Post Graduate Diploma in Education (PGDE) qualified teachers and the readiness for improving the authenticity of classroom assessments.

Objectives of the study

1. Identify the awareness of the concept of ‘Authentic Assessment’ of the Post Graduate Diploma in Education qualified teachers.
2. Identify the awareness of the concept of ‘Authenticity of the Assessment’ of the Post Graduate Diploma in Education qualified teachers.

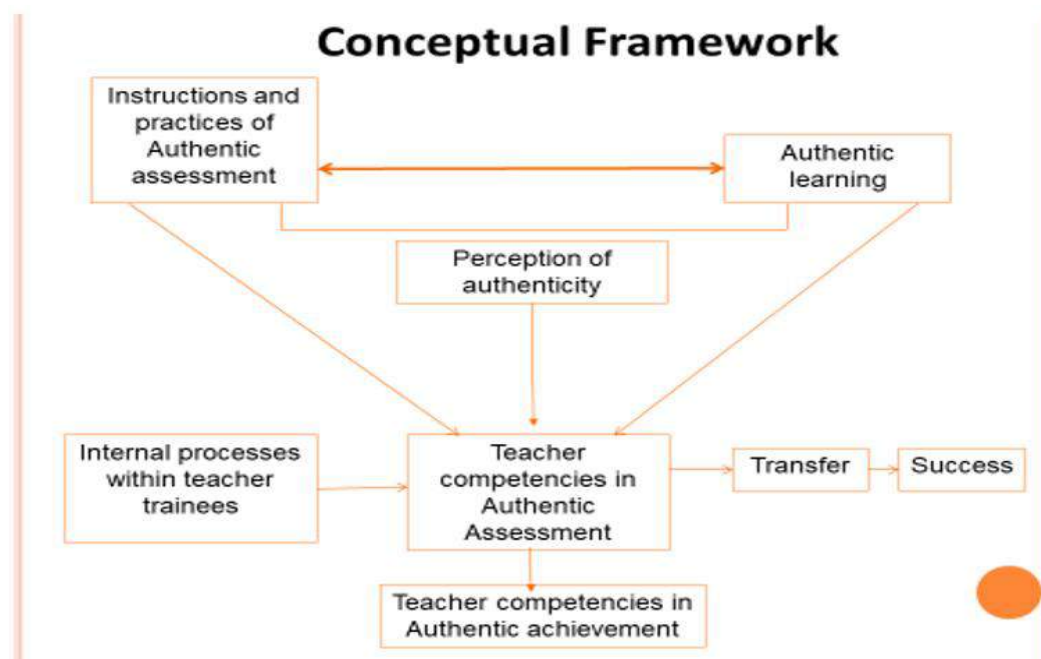
3. Discover the state of readiness of qualified teachers of the Postgraduate Diploma in Education programmes to enhance the authenticity of classroom assessments.

Literature review

Assessment is central to the teaching and learning process in formal education. It is a process to gather information about students' learning process. The information is needed to make decisions regarding students' learning abilities, their placement in appropriate levels or groups and their achievement (Kankam, 2015).

Most of the expertise and researchers in the educational assessment field highlight the importance of using authentic assessment methods in teaching and learning process, as there is a need for more holistic approaches for evaluating students. Traditional assessment methods fail to assess an overall ability of students because it focuses on knowledge rather than skills (Zaim & Refnaldi, 2016).

Gulikers, Bastiaens, and Kirschner (2004) define authentic assessment as: An assessment requiring students to use the same competencies, or combinations of knowledge, skills, and attitudes that they need to apply in the criterion situation in professional life. If more authentic assessment methods can be introduced in formal education, it will be useful to develop a balanced citizen in a country.



(Gulikers, Bastiaens, and Kirschner, 2004. P; 70)

Teachers should be given a basic understanding of authentic assessment in teacher training programmes. At the same time, they should be given the basic skills needed to make high quality assessments. The result is a better relationship between instruction and practice of authentic assessment and authentic learning. It is also directly influenced by the teacher's perception of authenticity. The end result of all this is the proliferation of assessments that develop the skills needed for the student's future life, and through which a successful learning transition takes place.

Mueller (2006) suggests that the rationale for using authentic assessment usually springs from the idea that graduates should be 'proficient at performing the tasks they encounter when they graduate'. Therefore, their assessment should require them 'to perform meaningful tasks that replicate real world challenges'. It means that graduate trained teachers should also be able to transfer the concept of AA and develop their assessment competencies within the training programmes.

There is a fundamental characteristic of good assessment practice which call authenticity and students usually value it highly. Five dimensions of authentic assessment were distinguished: (a) the assessment task, (b) the physical context, (c) the social context, (d) the assessment result or form, and (e) the assessment criteria. These dimensions can vary in their level of authenticity. Each of the above five dimensions can resemble the criterion situation to a varying degree, thereby increasing or decreasing the authenticity of the assessment (Gulikers, Bastiaens, and Kirschner, 2004. P; 70).

Research design

The study used a quantitative dominant mixed method. Questionnaires and interviews were data collection methods adopted. A fact-finding survey using Google forms was administered to 110 graduate trained teachers in the government schools in the Colombo District. Due to the prevailing situation of COVID-19 pandemic, the researcher had to select the random sampling method for data collection process. 78 (70.9%) female teachers and 32 (29.1%) male teachers were selected for the sample. 11 interviews were done with a random sub-sample.

Respondents were asked to mention their understanding level by selecting one of the responses as follows in Table 1. 01-05 point system was used to allocate numeric values to understanding level. The point system is as follows:

Table 1: Point system

Understanding level	Marks
No Idea	0
Very Weak	1
Weak	2
Average	3
High	4
Very High	5

Both descriptive and inferential statistical methods were used to analyze the data. Frequency tables were used to analyze the distribution of teachers, according to the different perception levels. The significance of the findings was tested using chi-squared tests. Further to that ‘Mean’ and ‘Standard Deviation’ were calculated to identify the level of perceptions of teachers in different aspect of the AA concept.

For the interpretation of the understanding the levels of the concepts, using the following criteria based on the marks allocated to the scale.

Table 2: Interpretation of the understanding level of the concepts

Mean Value	Levels of Understanding
0.00-0.99	Very Poor
1.00-1.99	Poor
2.00-2.99	Average
3.00-3.99	Good
4.00-5.00	Very Good

Findings

Assessment experts believe that it is very important to maintain a high degree of authenticity in the assessment process. Basically, teachers need to have prior knowledge of authentic assessment and other related concepts to achieve this goal. The table below presents the teacher's preconceptions about their level of familiarity with the concept of AA.

Table 3: Preconception of the concept of Authentic Assessment

Gender	Understanding of the concept of Authentic Assessment						Total
	No Idea	Very Weak	Weak	Average	High	Very High	
Female	28.18% (31)	01.81% (02)	04.54% (05)	30% (33)	04.54% (05)	01.81% (02)	70.9% (78)
Male	15.45% (17)	00% (00)	01.81% (02)	11.82% (13)	00% (00)	00% (00)	29.1% (32)
Total	43.63% (48)	01.81% (02)	06.35% (07)	41.82% (46)	04.54% (05)	01.81% (02)	100% (110)

Mean - 1.67 Std. Deviation -1.563 df – 5 Asymp. Sig. (2-sided) - .461

The teachers' preconception of their understanding of the concept of AA was unsatisfactory. Although they already meet all of the PGDE qualifications, 51.79% of the teacher sample included unsatisfactory levels (No Idea + Very Weak + Weak). Mean value (1.67) also proved the low level of understanding (1.00-1.99 Poor). There were no significant gender differences, based on the results of the chi-square test.

The majority of the sample of teachers were not able to identify the correct definition of the concept of authentic assessment.

Table 4: Understanding of the definition of Authentic Assessment

Status of the answer	Frequency	Percentage %
No Idea	49	44.5
Wrong Answer	20	18.2
Correct Answer	41	37.3
Total	110	100

62.7% of the sample were unable to determine the exact definition contained in the questionnaire (No Idea + Wrong Answer). The reasons should be re-examined to see whether the level of knowledge of the PGDE qualified teachers was low, as all the four reputed PGDE Certificate providing Institutions in Sri Lanka are represented in this sample.

Teachers were asked at the qualitative data collection stage why they did not have a good understanding of authentic assessment and the authenticity of the assessment even though they had completed the PGDE courses. The main point was that most of the courses cover the above concepts at a very low level, especially the theories which were discussed a little but in practice they were not given much attention.

The results also showed that the majority of teachers felt that their preconceptions of the concept of ‘Authenticity of the Assessment’ were inadequate.

Table 5: Preconception of the concept of Authenticity of the Assessment

Gender	Preconception of the concept of Authenticity of the Assessment						Total
	No Idea	Very Weak	Weak	Average	High	Very High	
Female	36.36% (40)	0.9% (01)	02.72% (03)	25.45% (28)	04.54% (05)	0.9% (01)	70.9% (78)
Male	14.55% (16)	0.9% (01)	01.81% (02)	10.9% (12)	0.9% (01)	00% (00)	29.1% (32)
Total	50.9% (56)	01.81% (02)	04.54% (05)	36.36% (40)	05.45% (06)	0.9% (01)	100% (110)

df – 5 Asymp. Sig. (2-sided) - .902

Only 42.71% of the sample felt that they were sufficiently familiar (Average + High + Very High) with the above concept. Awareness of the concept of authenticity is very important when developing classroom assessment tools. Without prior knowledge of the above concept, there can be no expectation that a quality assessment tool will be provided by teachers.

The following table illustrates teachers' awareness of the definition of authenticity.

Table 6: Understanding of the definition of Authenticity of the Assessment

Status of the answer	Frequency	Percentage %
No Idea	57	51.8
Wrong Answer	25	22.7
Correct Answer	28	25.5
Total	110	100

This finding also indicated a low level of understanding of the definition of the authenticity of the assessment. Only 25.5% of the sample determined the correct definition as stated in the questionnaire.

The randomly selected teacher sample has included those who completed the PGDE programme in all four reputed PGDE offering higher education institutes in Sri Lanka (Faculty of Education, University of Colombo. Open University of Sri Lanka. University of Peradeniya. National Institute of Education). Chi-square values revealed that there was no

significant relationship between the PGDE awarding institutions and teachers' understanding of the above concepts.

One of the most positive findings of the study was that the teacher willingness to implement Authentic Assessment methods in the classroom is on a very favourable level (Extremely like-72.72% and Like-25.45%). The other positive finding was that the vast majority of the teacher sample will be highly interested in the future spread of 'AA' methods in the system (98.18%) and furthermore, the vast majority of teachers believed that students will also be very fond of these methods.

There was no significant relationship between teachers' understanding of 'AA' and willingness to implement 'AA' methods in the classroom. However, the majority of teachers felt that the school system had inadequate facilities to update the assessment process.

Conclusions

The study revealed that teachers did not have an adequate understanding of the "AA" and related concepts, even though they had completed professional development programs. The high level of interest among teachers and students for this approach can be an indication to begin well-planned small-scale interventions to build up teacher awareness and practices in designing AA and improving authenticity in assessments.

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Physical to virtual: Job satisfaction of teachers during COVID-19

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Abstract

In the wake of Corona Virus Disease (COVID-19), the entire world was transformed in different ways. As a result, Sri Lankan government-imposed lockdowns to mitigate the risk of being contaminated. Hence, employees were encouraged to work from home. This new normal work environment was a different experience for many industries producing unique challenges in engaging employees and ensuring their satisfaction. It was particularly challenging for teachers who were used to the conventional education system based on the face-to-face classroom interactions where the work environment and relationship with the students significantly influenced their job satisfaction. Therefore, the objectives of the study were to determine the challenges faced by the teachers towards their job satisfaction while teaching online and to explore the ways to mitigate the negative effects, if any. Qualitative approach was used in the study with a sample of thirty secondary teachers from ten private schools in the Western Province of Sri Lanka. Purposive sampling was used with nine male and twenty-one female teachers being interviewed. Due to the lockdown situation, telephone interviews were conducted to gather in-depth data, and they were analyzed using thematic analysis in line with Herzberg's Two Factor Theory. Interestingly, the study could explore both optimistic as well as pessimistic views on online teaching. After a thorough analysis, the researchers could identify two main themes relating to satisfiers and dissatisfiers of online teaching with sub-themes derived for each of the main themes. Thereby, working conditions, work-life balance, relationships with students, and personal growth were emerged to be the satisfiers of online teaching while unsatisfactory working conditions, virtual relationships, lack of parental support and lack of quality supervision were identified as the dissatisfiers of online teaching. Although the teachers who opposed conventional teaching for online teaching were less, most of the teachers expressed a strong correlation between positive job satisfaction and the conventional classroom teaching.

Keywords: *Teaching Online, Job Satisfiers, Job Dissatisfiers.*

Introduction/Background

Like many countries that responded to the COVID-19 pandemic, the government of Sri Lanka lifted nationwide lockdown restrictions as of March 2020 and urged people to adhere to all the given health guidelines to mitigate this outbreak. Furthermore, the government recommended specific industries to facilitate their employees with work-from-home arrangements to minimize the mobility of people since this is an airborne virus. As a result of these new normal practises, all schools in the country were closed down for twenty months during the last two years. Though this seems only to interrupt the education level of the students at the surface level, it also created adverse impacts on the country across various aspects. "School closures impact not only students, teachers, and families, but have far-reaching economic and societal consequences" (Mustafa, 2020, p.1).

The closure of schools and universities has been discovered to affect more than 1.5 billion students worldwide (UNESCO, 2020). Therefore, the entire education sector, including primary, secondary, and higher education, had to adopt virtual learning through online teaching methods to maintain an uninterrupted learning flow for the students. Schlosser & Simonson (2006) have defined virtual learning as the learning that occurs in a fully computer-generated environment without the physical classroom methods. Under ordinary circumstances, the conventional teaching method (physical classes) was used where all is set up and is conducive to teaching students, which is the traditional teaching method. Hence, shifting from physical classes to virtual classes was a significant challenge for both teachers and students.

Pitkoff (1993) has stated that educators' job satisfaction is essential as it has a direct impact on student's achievement and their future career (as cited in Topno, 2019). Hence, the success of the overall education system depends on the committed engagement of satisfied teachers. In the study by Muhammad et al., (2015), there is a solid and positive relationship between the work environment and teachers' satisfaction, proving that the teacher-student relationship significantly impacted teachers' job satisfaction. Shifting to a completely different work environment from a classroom with limited physical interactions might create unique challenges to the teachers' job satisfaction. But given the ambiguity of finding a thorough cure for the COVID-19 pandemic, distance education might be here to stay in Sri Lanka for an unforeseeable future. It is essential to understand whether the teachers are satisfied despite the unique challenges under these phenomena.

Objective of the study

The key objective of this study was to emphasise how the change in the work environment impacts the level of satisfaction of the teachers in the secondary education sector of Sri Lanka amidst the COVID-19 pandemic. Thereby, the researchers expect to explore the teachers' challenges due to the change in the work environment and by taking into account of whether they accept or dislike the challenges in the process of transforming learning methods to satisfy the new normal.

Methodology

Qualitative method was used in this study to gain in-depth information about the discussed phenomena. It was found to be one of the best ways to gain insight into the targeted teachers as it can support a progressive flow, precisely determine which actions lead to outcomes, and find beneficial reasons. Thirty secondary school teachers were selected as the sample from ten private schools in the Western Province of Sri Lanka. This was done as it was convenient for the researcher as the respondents were conveniently available to participate in the study. The individual-level was used as the unit of analysis. Purposive sampling was used as the sampling strategy covering nine male and twenty-one female teachers. Due to the prevailing situation in the country, conducting face-to-face interviews was not practical. Hence, telephone interviews were conducted with a standard guideline while recording them with their permission. A reasonably open framework was provided for the teachers with semi-structured questions letting impromptu questions and answers emerge during the interviews.

Thematic analysis was used as the analytical strategy of the study and Herzberg's Two Factor Theory was used as the theoretical lens. Thereby, the views expressed by interviewees were categorised into themes using the theory and were coded corresponding to specific interview questions. By repeatedly summarising and coding, 'satisfiers' and 'dissatisfiers' were identified as two main categories impacting the teachers' satisfaction with online teaching. Coding persisted until all viable alternatives for themes had been derived. As a result, sub-themes were identified as areas of concern. Thereby, working conditions, work-life balance, relationships with students, and personal growth were emerged to be the satisfiers of online teaching. While unsatisfactory working conditions, virtual relationships, lack of parental support, and lack of quality supervision were identified as the dissatisfiers of online teaching for the teachers during the 'teach from home.'

Results and Discussion

Using Fredrick Herzberg's Two Factor Theory (1957), researchers was able to explore the underlying factors that have impacted teachers' job satisfaction through teaching online. The theory highlights two factors; hygiene and motivators that influence an employee's job satisfaction providing the basis for the current study. The researchers could then classify the identified factors into two areas, satisfiers and dissatisfiers of teaching online, by analysing the extent to which the teachers have achieved hygiene and motivation factors while working from home.

Satisfiers of Teaching Online

Researchers were able to reveal four significant factors that have caused the teachers to enjoy teaching online and yet have satisfied them in the new normal classroom.

Working Conditions

Almost all teachers enjoyed 'teach from home' due to the less mobility via getting the freedom to be comfortable in their own spaces. As reported, these positive ergonomics have created satisfaction for teachers to teach online. Many teachers agreed that no commuting was a major satisfier as they can save a considerable amount of time wasted for commuting. Consequently, it was highlighted that teachers were better satisfied with the shift in their working atmosphere.

Work-Life Balance

Teachers expressed to be enjoying a work-life balance as a result of the shift to online teaching. This feeling of satisfaction was even stronger among the female teachers who were married and have got children, as they can spend more quality time with their families. This is more beneficial to teachers appointed across distant districts allowing them to maintain a proper balance between their career and family.

Relationships with the students

Interestingly, 8% of respondents found a better interaction with students when teaching online compared to the conventional classroom.

"Surprised to see interactive students who were silent in the physical classroom in school" [Female, 44y].

A prime satisfier recorded as per the teachers was to experience interactive students. Respondents have noticed that the students who were not interactive in the classroom were uninhibited when learning online. Thereby, on the other hand, teachers tend to feel more engaged in the online classes.

Personal Growth

Teachers expressed an ultimate satisfaction in having to learn new technology although teaching online was a new challenge forcing them to work outside their comfort zone.

"I experience a technological revolution within myself converting into a techsavvy "
[Female, 44y].

The respondents highlighted themselves to have progressed when teaching online with new skills and techniques that were not necessary in the physical classroom.

Dissatisfiers of Teaching Online

In contrast to the above reasons, most teachers were not happy with teaching online due to several factors. As reported, unsatisfactory working conditions, virtual relationships, lack of parental support, and lack of quality of supervision were the prioritized reasons which lead towards their dissatisfaction.

Unsatisfactory Working Conditions

The work atmosphere of most teachers significantly impacts the successful demonstration of their ability to do the job. The researchers explored a considerable number of teachers experiencing unsatisfactory work conditions when working from home including technical failures, physical issues, distractions, stress, and lack of resources for the teacher and the student (i.e., lack of devices at home). There were common cases of connection issues that interrupted the smooth flow of teaching. Also, female teachers expressed their concerns about the inability to fulfill the expected level of family commitments during work from home, which has created a stressful atmosphere.

Virtual Relationships

Interrelationships between teacher and student cannot be overemphasised since the bond that is formed between the two is beneficial for the students.

"We were used to put a lot of effort in keeping the students obedient and engaged during the physical classroom. Now we need to force them to talk!" [Female, 52y].

Accordingly, many teachers are dissatisfied having to fail in maintaining a strong relationship with their students as they used to do in the classroom due to the lack of participation, inability to visualize the student and to identify if they had grasped the lesson's intent.

Lack of parental support

Interestingly, teachers expressed strong views on parental support being critical to success, especially in online teaching. Since students cannot be monitored directly, some responsibilities of the teachers have shifted to parents to monitor the activities of students on the teacher's behalf. Although, the parents have a role in the monitoring process, it was not accounted for in the students' progress, letting the teacher be responsible for the whole improvement. On the other hand, respondents reported inconveniences caused by the unwanted interferences of the parents beyond their responsibilities.

Lack of quality supervision

Unlike other industries in which "employees' satisfaction does not always rely on customer satisfaction," in the education sector, teachers' satisfaction depends on the students' performance. Without a proper way of personally observing whether the student is participating in the lessons, teachers were unsure of their effectiveness while teaching online. Teachers had no way of ascertaining whether the students were grasping the study or not. Sometimes, the students were not visible to the teachers, and even if so, it was tough to observe their body language.

"Some students log into the system only to mark the attendance, but there is no way to physically confirm whether they are in the class" [Male, 65y].

Interestingly, several teachers were surprised to witness some students having very low grades in physical exams, yet their marks were higher online.

"As an English teacher, I find no practical way to measure students' objective standards. Their mistakes will be corrected automatically in M.S. Word and software like Grammarly" [Female, 32y].

Without having a proper way to evaluate the student's comprehension, teachers lose the interest, leading to have a low job satisfaction. In general, they found that working from home is incompatible with providing students a quality education.

Conclusion

Utomo (2018) has concluded that “the working environment affects teachers' satisfaction, and their motivation can be enhanced by satisfying their needs.” Through this study, it was evident that there is a relationship between the work environment and the satisfaction level of teachers. Similar to the study done by Duraku & Hoxha (2020), it was found that COVID-19 has adversely affected teachers, parents, and children while the negative aspects outweigh the positives in the shift from the physical to the virtual classroom. Teachers stated that their satisfaction was derived from the level of interactions between students and themselves. Various circumstances due to alterations of education has affected teachers engagement. The current study reveals that even after the work environment changes, satisfaction depends on the fulfillment of both the hygiene-factors and motivators. Thereby, Two-Factor Theory was applied to recognize the extent where the teachers have received hygiene and motivating factors in an online classroom to be satisfied with their job. According to the findings, teachers' motivation mostly depended on hygiene-factors such as relationships with students and working conditions rather than motivators. Some students proved to be quite engaged while learning online, but this was not the same with the majority of students. Due to poor technology, such as lack of devices, poor Internet services, and power disruptions, teachers could not determine whether their students understood the lessons in the virtual class. In contrast to the study done by Shareena & Mahammad (2020), this study revealed that more teachers were not willing to work from home during the lockdown. Although, some parents try to supervise their children, quality supervision is lacking in most cases. With the advent of the Internet, students could get all the answers to their tests through the Internet. The culmination of these actions deprived the teachers of their satisfaction.

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New normalcy in higher education: A systematic analysis of challenges developing employability skills during COVID-19

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Abstract

Digitalization of higher education due to COVID-19 pandemic produced a new set of challenges in higher education. Increasing employability skills of graduates too became a significant challenge due to the distance learning pedagogies adopted during the pandemic. Increasing graduate employability is one of the primary objectives of higher education. Hence, higher education institutions make special emphasis on developing holistic employability skills, both explicit and tacit. Tacit skills such as, communication, leadership, interpersonal skills and team work are employability skills students usually acquire through physical university experiences. Graduate recruiters globally identify such skills as vital for employment. Skills gained through experiences like interactions with peers, faculty, organizing activities, internship opportunities etc. are defined as tacit skills because they are not explicitly taught or trained but learnt through experience. With COVID-19 pandemic, learning from experiences have been dampened, limiting students with one option - distant virtual interactions. The two main research questions this study aims to address are: what are the challenges students in higher education have encountered during the pandemic? and, how have these challenges impacted employability skills of students in higher education? The research objective of this study is to analyse how COVID-19 pandemic has impacted tacit employability skills in undergraduate students. To achieve this objective a systematic analysis of eight studies published between 2020-2021 were conducted using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses PRISMA 2020. Study revealed three main findings. First, sharing explicit knowledge, was challenged due to difficulties in accessibility, affordability and adaptation to online teaching and learning as online education became a new phenomenon for both educators and learners. Second, acquisition of tacit employability skills of undergraduate students has significantly deteriorated due to issues of socialization. Third, employability skills required by industry recruiters changed due to the pandemic. Thus, it is evident that COVID-19 pandemic has made significant impact on higher education and employment across the world.

Keywords: *Employability, Tacit Skills, Higher Education, Online-Education, COVID-19*

Background

COVID-19 was declared a pandemic in March 2020 (Cucinotta & Vanelli, 2020), challenging human lives to adapt to a new normalcy. New normalcy for higher education meant adapting to distance learning such as online education. This digitalization itself caused much challenges for both students and teachers to engage effectively in higher education. Challenges have been mostly on accessibility, affordability and adoptability to distance learning, specifically online learning. Due to these challenges imposed by the COVID-19 pandemic, higher education institutions have struggled to achieve its primary goals of disseminating knowledge and increasing employability of graduates (Chan, 2016). Students' higher education experiences were confined to online classes with minimal/no interactions from which they could have gained employability skills. Knowledge and skills students gain from higher education are of two types - explicit and tacit. Tacit employability skills such as communication, problem solving, entrepreneurship, negotiation skills and interpersonal skills are intangible and unquantifiable skills which students learn through their experiences rather than being taught through a lecture (Insch et al., 2008). Tacit skills are not written in a book or instructed, it can only be acquired through the experiences one may gather (Kruss, 2004). These skills are considered vital by graduate recruiters signifying that graduates need to have both explicit skills and tacit skills to increase employability in today's demanding and evolving labour market.

With the COVID-19 pandemic, there have been two significant unforeseen changes that happened in higher education. First, the nature of higher education delivery changed from the traditional physical classrooms to digital platforms (Gautam & Gautam, 2021). Second, the digital delivery left students in higher education with little/no opportunity for physical interaction with peers, faculty and others they could have been interacting otherwise (Mukhtar et al., 2020). These changes have significantly impacted students' opportunities to acquire both explicit and tacit skills that will significantly impact their employability upon graduation.

Employability of graduates is determined by both explicit knowledge and tacit knowledge. Explicit knowledge includes the quantifiable knowledge that can be easily taught and easily learnt due to its defined and structured nature (Collins, 2010). Data skills, depth of knowledge about subject content and technical skills of the discipline are taught in classrooms where students are able to listen to a lesson or read a book and follow a structured

and systematic procedure of acquiring knowledge. Despite the difference in lesson delivery, online education is able to deliver the explicit knowledge through digital platforms. This however, is not the same with tacit knowledge. Tacit knowledge is uncodified knowledge that is only possible to acquire through socialization (Nonaka, 1994). Therefore, students need to engage and interact with peers and other stakeholders of higher education. Interacting with potential recruiters through job interviews, industry professionals through internships, faculty and staff through events, research and discussion will facilitate the acquisition of tacit knowledge by sharing their experiences and learning from each-others' interactions, reactions, expressions, ideas, and communications. Students thus will gain tacit knowledge that increases and enhances their employability through skills such as communication, problem solving, creativity, negotiation skills and interpersonal skills.

However, with the COVID-19 pandemic, travel restrictions, lockdowns and switching to online education, students' higher education experiences have been challenged especially in acquiring tacit skills. The main research problem identified is the knowledge gap on the challenges in developing employability skills of undergraduates during the COVID-19 pandemic due to digitalization of education. Although there are numerous studies on developing employability skills of undergraduates, this study focuses on how the pandemic period specifically has challenged developing employability skills with a special emphasis on tacit employability skills. The two main research questions this study aims to address are - first, what are the challenges students in higher education have encountered during the pandemic? and second, how have these challenges impacted employability skills of students in higher education? This research uses a systematic review of literature to analyze the existing literature and address the main research problem.

Theoretical Framework

The educational psychologist Albert Bandura introduced the Social Learning Theory stating that people learn through observations, imitations and interactions they may have with others in the society (Bandura, 2006). Therefore, students in higher education too learn through interactions they have with each other. They are able to acquire knowledge and skills by learning through their own experiences. This is called tacit knowledge. As Michael Polanyi defined tacit knowledge, we may know much more than we may possibly be able to articulate in words (1966). Hence, learning through experiences play a vital role in acquiring knowledge. Nonaka's Knowledge Creation Theory too states that knowledge is both explicit

and tacit; it is created through socialization, externalization, combination and internalization (1994). Interacting with each other and socializing is found to be the only way in which tacit knowledge can be transferred from one to another. Therefore, socialization in higher education is a vital part of knowledge sharing as it allows students to acquire tacit knowledge and employability skills useful for employment upon graduation.

To further the understanding of employability skills, the CareerEDGE model of Pool and Sewell (2004) can be used to identify the diverse skills required to be employable. Employability skills are both explicit and tacit. The CareerEDGE model identifies five essential components of employability; career development learning, experience (work and life), degree subject knowledge, understanding and skills, generic skills and emotional intelligence. This model solidifies the need for graduates to be strengthened with both explicit and tacit knowledge to be better employable. Therefore, knowledge sharing in higher education can be holistic only if it enables the acquisition of both explicit and tacit knowledge.

Furthermore, The Pedagogy for Employability also identifies essential employability attributes that graduate recruiters seek. These attributes include, “independent working/autonomy, working in a team, ability to manage others, ability to work under pressure, good oral communication, communication in writing for varied purposes/audiences, numeracy, attention to detail, time management, assumption of responsibility and for making decisions, planning, coordinating and organizing ability” (The Pedagogy for Employability Group, 2004). Apart from attributes such as oral and written communication and numeracy that can be taught explicitly by an instructor, all other attributes are learnt through interactions and socialization where the students acquire these skills through their experiences. Hence, it is evident that socialization plays a crucial role in ensuring undergraduates gain a holistic learning experience that will increase their employability.

Research Objective

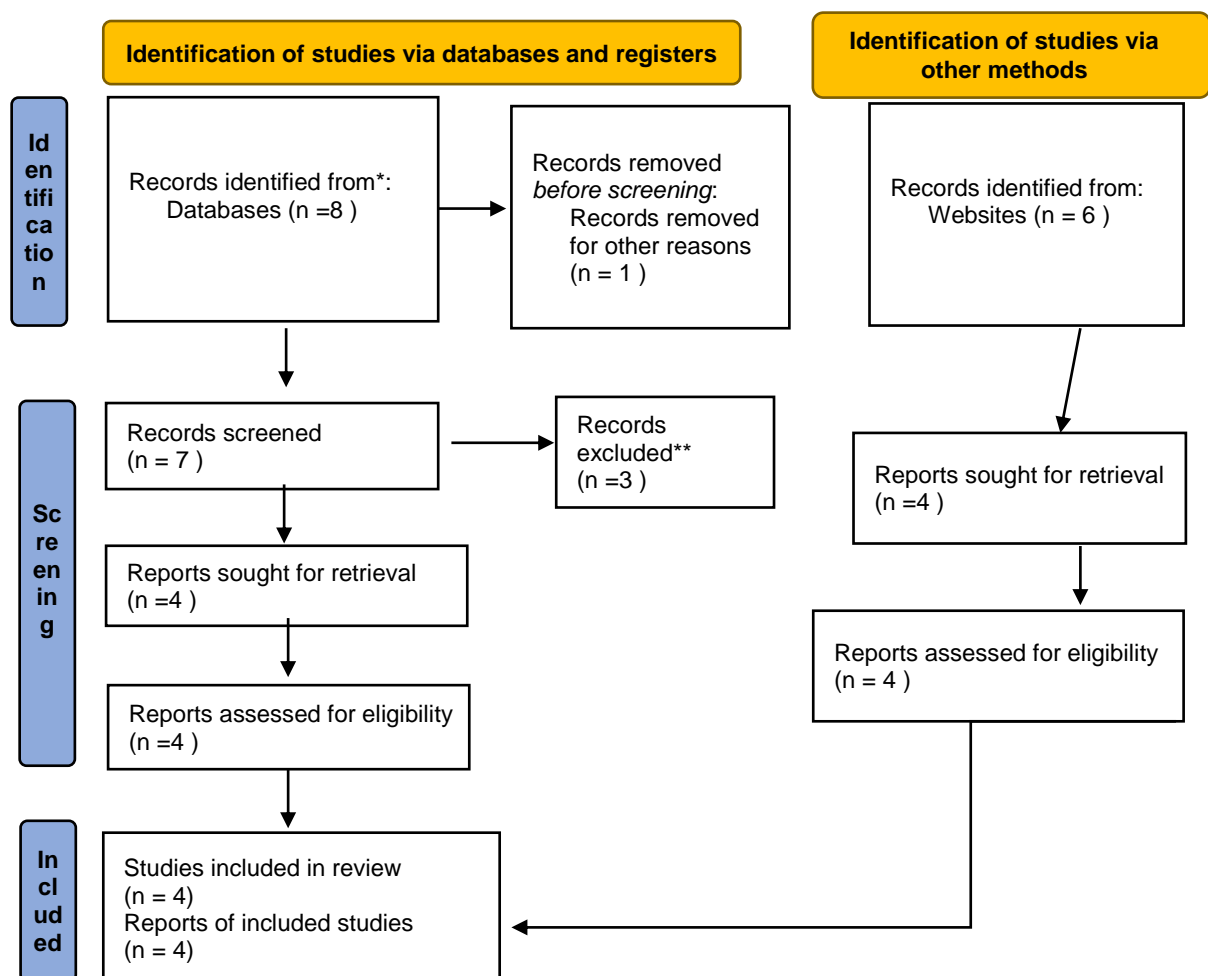
The main research objective of this study is, to analyze how the COVID-19 pandemic has impacted the tacit employability skills of undergraduate students.

Material and Methods

Studying the impact of COVID-19 on graduate employability is a new area of study that emerged within the past year. Hence due to the limited availability of research to explore, a

qualitative study is undertaken in the form of a systematic analysis of literature using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses PRISMA 2020 (Page et al., 2021). Databases such as Research Gate, MDPI and Web of Science and online websites were accessed to search for eligible studies. The studies were searched using key terms; employability, tacit skills, higher education, online-education and COVID-19. Upon screening of sources, eight eligible studies were identified; they being, four from the databases and four from official websites.

The three-pronged eligibility criteria are as follows: First, all articles were published in 2020. Since the objective of the study is to analyze how the COVID-19 pandemic has impacted the tacit employability skills in undergraduates, only studies published in the year 2020 were selected for the systematic review of literature. Second, the titles of the studies included one or more of the following terms; COVID-19, Online Learning and Higher Education. Third, all the articles chosen were published in English language in order to avoid any interpretation and translation biases. This study uses a tabular synthesis method to ensure each study chosen for the systematic analysis is effectively scrutinized to achieve the objective of the study.



Findings

Article Author(s)	Title of Article	Main Findings
Rameez et al. (2020)	Impact of COVID-19 on Higher Education Sectors in Sri Lanka: A Study based on South Eastern University of Sri Lanka	Lack of internet, lack of knowledge in using digital learning platforms and power outages restricted accessibility to online learning. Lack of experimental learning hindered students learning experiences due to remote learning. Therefore, learning itself has been a challenge for students reducing both explicit and tacit knowledge acquisition during the pandemic.
Kong. E (2020)	Developing Tacit Knowledge and Skills Through a Game-Based Learning Approach in Online Distance Learning Environments	Game-based learning could improve tacit skills such as team work, decision making, leadership skills and knowledge sharing. However, it could also be challenging if students are not well guided by lecturers. Thus, signifies the importance of developing alternate methods of developing tacit employability skills to compensate for the lost physical interactions and socialization during a time like a pandemic.
Gill. R (2020)	Graduate employability skills through online internships and projects during the COVID -19 Pandemic: An Australian example	Students had positive attitude towards their remote/online internship experiences which helped them better understand and adapt to evolving employability skills due to the pandemic. Therefore, employers too have changed their modalities of recruitment and selection to ensure their prospective employees
Aristovnik et al.(2020)	Impacts of the COVID -19 Pandemic on Life of Higher Education Students: A Global Perspective	Key issues in adapting and accessing online education; lack of access to internet, lack of access to digital devices, lack of competency in accessing online learning platforms, rapid transition from physical to online learning and mental health issues due to isolation. This study highlights the challenges faced by students when

Article Author(s)	Title of Article	Main Findings
		<p>accessing distance learning, specifically online education. Furthermore, unlike other times, students have faced extended periods of social isolation and loneliness due to social distancing during COVID-19 pandemic resulting in aggravated mental health issues.</p>
<p>Institute of Student Employers (2020)</p>	<p>COVID-19: Global impacts on graduate recruitment</p>	<p>Recruiters shifted to either online or a blended model to conduct career fairs and job interviews. Intern placements declined in 2020 and 2021 due to the pandemic. Recruiters too have adopted new methods of recruitment to adapt to the changing new normalcy. However, the decline in the placements may imply lesser number of job opportunities available due to the pandemic, lesser number of candidates accessing placements through online platforms due to competency gaps in using online platforms or lack of specific employability skills desired during a pandemic in securing a placement.</p>
<p>Graduate Management Admission Council (2020)</p>	<p>The Impact of COVID-19 on the Hiring of Business School Graduates</p>	<p>The following skills were identified as more important after the onset of the pandemic. Ability to navigate the challenges of technological disruption – 68% more important, strong communication skills – 61%, innovativeness – 54% and skill versatility – 54% and strategic thinking – 50% were the top employability skills desired by employers due to the work becoming more virtual during the course of COVID-19 pandemic. This study signifies how the skills desired by the recruiters too have changed due to the pandemic, with an increasing emphasis on adaptability to dynamic and changing environments.</p>

Article Author(s)	Title of Article	Main Findings
Tertiary Education Quality and Standards Agency (2020)	Foundations for good practice: The student experience of online learning in Australian higher education during the COVID-19 pandemic	Lack of interactions and engagement between students and teachers, lack of peer interaction and socialization increased isolation and anxiety among students. This study identifies how social isolation has caused significant damage to students' psycho-social development that will in turn have a detrimental impact on their employability skills.
Schleicher A., (2020)	The Impact of COVID-19 on Education Insights from Education at a Glance 2020	Higher education was severely impacted with hindered networking and opportunities for socialization for students and teachers due to the COVID-19 pandemic. This has hindered the ability of students to learn from their interactions and gain tacit employability skills.

With the systematic analysis of literature, it can be deduced that although distance learning and online education were previously used methods of lesson delivery prior to COVID-19, it was not the predominant mode of teaching across the globe until the onset of the pandemic. While physical classroom learning experience was replaced by online education, students experienced a complete change in their higher education experience. This change deprived them from socialization and physical interactions with each other (Schleicher, 2020). Hence, challenged the opportunity of students to learn through experience and interaction with others. This decreased the ability of students to gain adequate explicit and tacit employability skills as they were on one hand hindered in accessing distance learning especially online learning platforms due to issues of accessibility and affordability (Rameez et al., 2020), and on the other hand due to the hindered opportunity to learn through experiences (Tertiary Education Quality and Standards Agency, 2020). Furthermore, higher education institutions and graduate recruiters too have identified these challenges. Therefore, changes are made to the process of recruitment and skills building through online platforms to accommodate the new normalcy during the COVID-19 pandemic (Institute of Student Employers, 2020).

Conclusions

The digitalization of higher education during the COVID-19 pandemic occurred predominantly due to the urgent need that arose for higher education institutes to continue during periods of lockdown. Hence prompted a hurried adaptation to online education and not a systematic and innovative one. Given this situation, this study reveals three main findings that can be highlighted from the systematic analysis of literature. First, sharing explicit knowledge such as subject content, oral and written communication skills, numeracy skills were challenged due to difficulties in accessibility and adaptation to online teaching pedagogies and lack of prior experience in virtual interactions between students and teachers. This was more significant in South America, Asia and African regions (Aristovnik et al., 2020). Therefore, it is evident that students from developing countries especially from lower socio-economic environments were more significantly impacted in accessing higher education and acquiring explicit employability skills during the COVID-19 pandemic.

Second, acquisition of tacit employability skills of undergraduate students has been significantly challenged during the COVID-19 pandemic due to the lack of socialization and interactions with peers and faculty. Lesser interactions with teachers and peers, fewer research opportunities and less social life within the higher education system has made the entire higher education experience different compared to the pre-COVID times. Thus, it has been more challenging to acquire tacit employability skills that are embedded in the interactive experience itself. Social isolation has caused much adverse impact on students causing detrimental psychological effects, mitigating their ability to develop tacit skills. However, higher education institutions are able to reduce these adverse impacts if alternate virtual interactive methods such as stimulating online gaming can be used to compensate the lost physical interactions. Yet, once again the question arises of affordability of such alternate interactive methods especially for higher education institutions in developing countries especially in lower socio-economic backgrounds.

Third, the employability skills required by industry recruiters and the nature of internships and interviews conducted by global recruiters have also changed since the onset of the pandemic. Despite the wide range of employability skills recruiters assess, the COVID-19 pandemic has placed a greater emphasis on graduate employability skills such as ability to navigate challenges of technological disruption, communication skills, acquisition of versatile skill sets and innovation. With increased engagement with distance education, higher

education institutions have found that students gain fewer internship opportunities, fewer job placements, more job interviews happening online or through the hybrid method of face-to-face and online, making it challenging for some students to access such opportunities. Therefore, it is evident that COVID-19 pandemic has made significant impact on higher education across the world. The impact has been significant especially in improving tacit employability skills of undergraduates that may cause much adverse socio-economic impacts with potentially higher youth unemployment in the future especially in developing countries in African, Asian and South American regions.

These three key findings flag the need for higher education institutions to take a proactive and innovative role in enhancing the online-learning experience for students. Thus, ensuring a holistic learning experience, going beyond a mere delivery of an online class. It would thus facilitate students to acquire both explicit and tacit employability skills that are demanded by recruiters accommodating timely changes. The findings also flag the need for governments especially of developing countries to intervene in developing a more holistic higher education strategy that will help mitigate the inequities and inequalities in accessing distance learning during adversities. Finally, this qualitative systematic analysis of literature signifies the need to pursue primary research in the future to identify how employability skills have shaped, its acquisition has changed and how these changes have impacted employment in different socio-economic and geographical backgrounds across the world.

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The higher education curriculum development process in public and private universities in Pakistan

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Abstract

Education plays a leading role in human development. Curriculum development is a significant term and concept in every education system. As no studies have been undertaken in the field of curriculum development in higher education in Pakistan, I was motivated to investigate the issue. My study explored this notion through the perspective of academics, and aimed to explore the higher education curriculum development process of both public and private universities in Pakistan. My personal experience of studying and teaching also motivated me to conduct this study. My study examined the meaning, process and implementation of the concept alongside the various factors that influence this process.

The philosophical perspective with which this study is closely aligned is interpretivism. This qualitative study adopted two methods of data collection, namely, individual 30 semi-structured interviews and 2 focus group discussions. The data were collected from academics, from six different universities, both public and private, from three different provinces in the country. In addition, two focus group discussions were conducted with the participants. The data consisted of thirty interviews and two focus group transcripts including two interviews conducted with the higher education commission members.

The data were analysed both manually and using Nvivo software. The findings indicated that academics from public universities mostly interpreted curriculum in its narrow sense. Undue political and ideological interference make the curriculum development process difficult. As a result higher education can fail to deliver quality education in the public sector. In the public sector, teachers have no role and hardly any say in the curriculum development process. In contrast, academics from private universities comprehend the concept of curriculum in its broader sense. They are more independent and active in designing their curriculum because they are given more freedom and control.

Thus, this study managed to explore the term curriculum and its process through the perspective of academics, and the influencing factors were identified. It is hoped that the knowledge from this study would contribute towards the understanding of the term curriculum and help to improve the process within public universities in Pakistan.

Keywords: *Curriculum Development, Higher Education, Public and Private Universities, Implementation, Academics*

Background

As a developing country and nation, Pakistan requires well-informed, educated, knowledgeable and skilled human resources to contribute in different development plans arranged by the government and non-governmental organizations. Education at every level is the vehicle for imparting knowledge and skills, and plays a vital role in producing the desired human capital. Pakistan, since its inception in 1947, has undergone various policy changes, educational plans, and constitutions, but still lags behind other developing countries. The best example of development in comparison is looking at India, as these two countries share their date of independence. However, after almost two decades of independence Pakistan still spends only 1% of its GNP (Gross National Product) on education.

At the present time, higher education is very significant for the social and economic development of a country. Higher education institutions have the responsibility to train and educate the individual with advanced skills and up to date knowledge in every aspect of life. Thus, it is significant to accelerate the economic system of our country to compete with the world. Therefore, the development of higher education is an immensely important factor to consider, Government of Pakistan (1998). Even after five decades, Pakistan still does not find itself in the place it desired at the time of independence, and the problems in the higher education system are one of the most important factors that contribute to the country's present situation. The quality of higher education is another important reason for the deteriorating system of education.

As highlighted by Iqbal (2004) quality comes with quality teachers and curricula and up to date resources. Pakistan's higher education system cannot provide for a number of inputs that can bring improvement due to insufficient funds. This includes well-equipped libraries, laboratories, and journals, updated curricula and qualified staff, which are the contributing factors to the poor education system, Iqbal (2004). The linkage between research and development, and industry is inevitable in the present era, but, unfortunately, is almost non-existent in Pakistan. Lastly, apart from all these long-term problems, the quality of education is mainly dependent on the quality of teachers, as teachers are the central figures in the education system.

Furthermore, the Government of Pakistan (1998), as cited in Iqbal (2004) Akhtar, states:

“The objectives of higher education are multi-dimensional and may be termed as personal, social, economic and cultural. In the context of Pakistan, it has ideological meanings attached to its purposes as well. Pakistan, as an ideological state, cannot ignore its ideological moorings, national identity and unity, individual and economic development and the need of modern society for building a competitive nation whose individuals are scientifically trained persons ‘and make their contribution to the socio-economic development of the country.’” (Akhtar, 2007, p. 4)

However, although all the factors mentioned concerning development have been discussed in different educational policies until now, the education system has made very little progress. I will discuss these factors in regard to my study of curriculum development, and, as mentioned earlier, the quality of the curricula and teachers can be an influential factor for the higher education system in Pakistan. Therefore, my study focuses on the process of curriculum development in both public and private universities in Pakistan.

Objectives of the study

Like any other developing country the importance of higher education in the socio-economic development of Pakistan cannot be overemphasized. Although effective curriculum development in this regard is an issue of central importance, the question remains, are the curriculum development processes effective, and, if not, what are the loopholes and how can they be addressed? These are the questions that are addressed in this study with a view to recommending changes and filling the gaps identified.

One of the most important objectives of this study was to explore the teachers’ understanding of the existing curriculum development process and its strengths and weaknesses and their involvement in it, both in public and private universities in Pakistan.

The second objective of this study was to analyse and compare the process and procedure for curriculum development in universities, in both the private and public sectors, and how academics and administrators are involved.

Thirdly, the study also attempted to explore the factors, both internal and external, that influence the curriculum development process in universities in Pakistan

Methodology

In line with my overall research objectives and methodology, to explore the teachers' perception of curriculum development process, case studies as qualitative research strategy was adopted. Considering the purpose of my research, which was an exploration of the curriculum development process from the teachers' perspective, the inquiry seemed to fit more within the interpretive paradigm and the suitability of the qualitative approach for the paradigm is highlighted by Kaplan and Maxwell (2005) cited in Brown (2005, p.235) "By its nature, interpretivism promotes the value of qualitative data in pursuit of knowledge".

I decided to conduct 30 semi-structured interviews and 2 focus group discussions with teachers and administration with a teaching background, where I can acknowledge the importance of everyone's experience in the process of curriculum development.

Findings

The term curriculum is defined and understood in different ways, however my research focuses on two contrasting types of curriculum namely narrow and broad versions. The former views the curriculum as only content and examination and the latter views it as the general aims and learning methods to enable individuals to develop their capabilities to the highest potential levels throughout life, so that they grow intellectually, are well equipped for work, can contribute effectively to society and achieve personal fulfilment Barnett (2009, p. 109). Thus, my research takes a broader and holistic view of curricula, and defines curriculum, in general, as embracing all the dimensions mentioned above that depicts the 'totality of experience' of a student.

One of the most important findings to the objectives of this study is from teachers of public universities, interpret curriculum in a narrower sense, that of content and testing to achieve a specific degree and I have observed that they have never been involved in the process of curriculum development however, five of them defined it in a broader sense. In contrast, those who teach in the private universities tended to interpret curriculum in its broader sense. This shows that there is no standard interpretation of the term and teachers have their own interpretation of it. The other finding is that the curriculum development process is quite

dependent on different factors in public universities and independent process in private sector universities where the teachers have a say in the process. There are different factors that strongly influence the curriculum development process in higher education in Pakistan; some of the most important factors are religious and ideological influences, lack of training, lack of research in the field and insufficient funds etc.

Conclusion

This qualitative study was aimed at exploring the curriculum development process in both public and private universities in Pakistan through the perspectives of academics. However, although there are other stakeholders involved in the curriculum development process, my research focus remained on academics. Using interpretive paradigm this qualitative study adopted two methods of data collection, namely, semi-structured individual interviews and focus groups. Thirty academics and administrators were interviewed, while two focus groups were held throughout my fieldwork. Subsequently, the data from the interview and focus group sessions were transcribed and analysed using thematic analysis. In addition, two interviews, which were conducted with officials from the Higher Education Commission, who are mainly responsible for the curriculum in higher education, particularly in public universities, were also used to triangulate the data. In order to triangulate the data the same questions were asked to the members of HEC is qualitative study was aimed at exploring the curriculum development process in both public and private universities in Pakistan through the perspectives of academics. However, although there are other stakeholders involved in the curriculum development process, my research focus remained on academics. Using interpretive paradigm this qualitative study adopted two methods of data collection, namely, semi-structured individual interviews and focus groups. Thirty academics and administrators were interviewed, while two focus groups were held throughout my fieldwork. Subsequently, the data from the interview and focus group sessions were transcribed and analysed using thematic analysis. In addition, two interviews, which were conducted with officials from the Higher Education Commission, who are mainly responsible for the curriculum in higher education, particularly in public universities, were also used to triangulate the data. In order to triangulate the data the same questions were asked to the members of HEC.

Recommendations

My research indicates a number of avenues for further research regarding different aspects of the issue. The present research explored the topic in light of the views of university academics and administrators. Although the initial intention was to include other stakeholders in the curriculum development process, unfortunately, this was not possible due to the lack of resources and access. It was difficult for me to manage all stakeholders and secondly, having been a student and now as an academic in the system, I wanted to focus on teachers' perceptions. An interesting extension, therefore, of this research would be to conduct future research from the perspective of the third category of stakeholders that are important in the process of curriculum development for example, students' parents, and employers. Similarly, it would be interesting if similar studies conducted a comparison with other neighbouring countries.

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The social status of Sri Lankan English: A study based on English majoring undergraduates in Sri Lanka

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Abstract

The social status of a language is labelled by the society in which that certain language exists. English Language that is spread globally has created different varieties through the countries it has come into contact with. The acceptance of these varieties has been observed by various researchers including Kachru, through a hierarchical placement in their models. Accordingly, as the norm providers, native English varieties still continue to maintain their social status. This research was conducted with the aim of observing the social status of Sri Lankan English as a part of the outer circle in Kachru's three circle model. The researchers aim to observe this area of study with a sample population of English majoring undergraduate students of different levels, from popular state universities and the National College of Education. The study followed the mixed method in data collection. Data collection was limited to online questionnaires and interviews via zoom due to the pandemic situation that prevailed during the period of the research. The interview was sectioned into two parts; a verbal-guise test and five semi-structured interviews. The findings revealed that the undergraduates did not recognize Sri Lankan English as an acceptable variety. Therefore, the researchers concluded that the social status of Sri Lankan English amongst English majoring undergraduates was yet to be achieved which was similar to other research studies reviewed in the literature. The researchers recommended future studies on native Tamil speakers and undergraduates majoring in English from all the state universities in Sri Lanka.

Keywords: *Social Status, Language Varieties, Sri Lankan English*

Introduction/Background

Statistics have shown that approximately in seventy five territories English is spoken either as the first language or an official or institutionalized second language in government, educational and law domains. The spread of English as a world lingua franca has created new varieties within the language. “This unprecedented spread of English, a world lingua franca par excellence, across cultures, has ipso facto led to the emergence of new varieties of the language which phonologically, syntactically, morphologically and lexically deviate markedly from the native norms” (Atechi, 2006). These varieties have differences based on their socio-economic, political and linguistic contexts. Jingxia’s (2008) view was that “Once English is adapted in a new region whether, for science, technology, literature, prestige, elitism or modernization, it goes through reincarnation process which is unique to another culture.”

Different varieties of English were placed in what Kachru, (2005) called the *three-circle model*. The three-circle model is comprised of three eccentricities, *the inner circle* –native varieties of English, e.g. Standard British and American English, *the outer circle* –varieties of English in the second language setting, e.g. Sri Lankan English, Singaporean English, and *the expanding circle* –varieties of English in the foreign language setting e.g. Chinese English, Japanese English.

The use of English in new domains especially in education, media and government, leads to institutionalization. During this stage, the status of English shifts from that of a foreign language (EFL) to a second language (ESL). Hyte (2015) defined ESL as, learning English in a country where English is the first and the official language, and EFL as learning English in a non-English-speaking country. For example; in Sri Lanka, English is learnt as a second language and in China, English is learnt as a foreign language. In spite of Kachru's recommendation and the efforts made by scholars from different parts of the world to defend the status, acceptability and equality of English in the three concentric circles, some Outer Circle and/or Expanding Circle speakers continue to think that traditional native English norms are superior to those of their indigenised English (Essossomo, 2015).

The label of status is primarily associated with prestige, which often contains the evaluative traits of status, competence and education (Garrett, 2010). Social status is primarily associated with status planning in which the status of a particular variety of English is determined by the use of that particular variety in government and private sectors.

The status of a variety of English is mainly in the hands of its language planners and decision makers. Thus, a society's acceptance of a particular variety depends on their perception and the manner in which the nation has given prominence to that particular variety. Accordingly, the researchers aimed to observe the social status of Sri Lankan English among English majoring undergraduates of different levels of selected state universities and the National College of Education.

Literature Review

Along the dimension of status, according to Fishman (1971), people of the Inner Circle in Kachru's (1985) three model, tend to favour the speakers of the standard variety that was associated with high culture.

British English

The most known prestigious variety of British English was the “non-localizable accent” of RP (Wells, 1982), which was often seen as a marker of high socioeconomic status with authority, wealth and power, and served a social role in formal contexts such as education and news broadcasting (Trudgill, 2002). Other standard varieties of British English spoken elsewhere in the UK, such as standard Scottish English, standard Welsh English and standard Northern Irish English had often been characterised as the accent of those in the upper or middle class and therefore perceived more superior in terms of social status than the vernacular varieties spoken in these respective regions.

In terms of non-native varieties of English, it has been consistently found that British people tend to downgrade Non-Native Speakers from China, Japan and India with low social status.

Standard American English

According to Preston (1999), whether the listeners themselves are standard speakers or not, Standard American English was perceived as “correct” English and is highly regarded as the “vehicle for standardness, education, and widely accepted or mainstream values”

In comparison to Standard American English, findings showed that Native speakers in the US often evaluated non-native varieties spoken by ethnic migrants, including Spanish accented English, Chinese or Mandarin accented English, Japanese accented English and Korean accented English negatively with regard to the status (Preston, 1999). University students who were Native speakers, favour American accents on the status and power dimensions,

which indicated the possibilities of standard American English replacing the distinctively esteemed speech of RP as the preferred variety. The students' positive attitudes toward American English might have resulted from the exposure to media such as Hollywood movies or American TV programmes (Bayard et al, 2001).

Cameroon English (CamE)

Cameroon English was one that emerged within the postcolonial contexts. Their decision makers on language used and learners preferred native varieties of English like Standard British English and American English. However, Standard British English norms continued to be the target in English Language Teaching. In exams concerning pronunciation, RP or SBE accent was always the target (Ngefac, 2010). This implied that language planners and decision makers who insisted on SBE norms were under the addiction of what Bokamba (2007) called a "ukolonia" tendency. This was a phenomenon where the minds of people coming from postcolonial settings being upset by colonial indoctrination tend to believe that everything that had an African orientation, including indigenized English and African languages, were inferior. As Seidlhofer (2011) argued, teaching Standard English was not very realistic, given that it was not a language variety easy to define. There was no scientific indication that teaching a 'standard' variety of the language will result in learners' reproduction of that same standard.

African American Vernacular English (Black English -BE)

The Koch and Gross (1997) found that Black children actually preferred BE over SAE.

Buck (1968) and Atkins (1993) found that speakers of BE were evaluated as possessing less credibility and status than speakers of SAE.

Singaporean English and Indian English

According to Shaw's (1981) study, a crucial distinction between the students from India and Singapore, where non-native varieties of English have developed, arose when Shaw asked his respondents which variety of English they felt that they should learn in their home countries. The majority of the Indians Singaporeans responded that they should learn to speak English "in our own way."

Sri Lankan English (SLE)

Meyler (2009) has stated that except his dictionary- and Gunasekere's (2005) book- *Postcolonial Identity of Sri Lankan English*, the Sri Lankan English subject area was lacking books. This, he argued was due to the lack of any kind of codification of SLE up to now. Academics have been writing about SLE since around the time of independence in 1948, but few books have been published on the subject for the general reader.

He reasoned that; though awareness of SLE was apparent with the academics, there was still a lot of resistance to the concept elsewhere – both internal resistance among speakers of SLE themselves, and external resistance from the rest of the English-speaking world.

The term 'Sri Lankan English' still carries connotations of 'broken English', something substandard and inferior. Many speakers of SLE did not like to be told that was what they spoke, and most learners of the language aspire to speak 'British English' and nothing less! Unfortunately, this attitude was heightened by the fact that many teachers (both local and foreign) tend to share the same view.

Outside Sri Lanka, Sri Lankan English is not noticeable. Many people are ignorant of the fact that there are a significant number of people in Sri Lanka who actually speak English as their first language, and where this is acknowledged, it is generally assumed to be some sort of sub-variety of Indian English. All these problems relate to the lack of documented evidence showing that SLE exists, and identifying the features that define it (Meyler, 2009).

Methodology

Research type and goal

A sequential explanatory mixed-method was used for data collection. During the first phase of the data collection process, a questionnaire was distributed amongst the subjects and based on the quantitative results, a verbal guise test and interviews were conducted. The study aimed at recognising the social status of Sri Lankan English with the purpose of estimating the future development and observing the recognition given to the variety.

The informants

The research sample consisted of forty English majoring undergraduate students of different years (1 to 4) from selected state universities: University of Colombo, University of Sri Jaywardenepura, University of Kelaniya, University of Peradeniya, and the National College

of Education. The sample was selected due to their academic exposure to the varieties of English. The undergraduates from National College of Education were chosen to investigate whether there was a correlation with state university undergraduates.

The Research Instruments and Procedure

The data collection was done in three stages; a questionnaire, a verbal-guise test and five semi-structured interviews.

1. Questionnaire

An online format of the questionnaire was distributed via Google Forms to collect responses. The first section concerning the respondents' background information facilitates the researcher to correlate the responses with the second section that observes the perceptions of the respondents towards different varieties of English, including Sri Lankan English in terms of its social status. In certain sections, the respondents were asked to choose from a number of options and in the rest, they were given the choice to either agree or disagree to the questions asked.

2. The verbal-guise test

Thirty six out of forty respondents that agreed with their awareness of different varieties of English, were selected for the verbal-guise test. Audio recordings of the same text in three accents: Standard British, Standard American, and Standard Sri Lankan English were sent to the selected sample with a test scaler form via email. The respondents were expected to recognise the variety and rate their opinion regarding each variety.

The verbal-guise test was chosen over the common matched-guise test due to the need to show the speech variation in different regions and the complexity of finding a single speaker to produce different English accents. The recordings of each English accent were retrieved using a Text-to-Speech app. The researchers employed the traits in a semantic-differential scale on the basis of those commonly utilised in earlier attitude studies involving non-Sri Lankan informants. However, there was evidence to indicate that different speech communities may react to any given adjective in different ways (El-Dash and Busnardo, 2001). Hence, there was a case for replacing adjectives used in previous studies with items that took account of the specific cultural context of the study (Garrett et al. 2003). In the present study, therefore, the semantic-differential scale was specially constructed using the traits; *confidence*, *intelligence*, *authoritativeness*, and *friendliness*.

3. Interview

Data collected through the questionnaire and the verbal guise test were analysed into charts, and were examined to develop five case studies. Five semi-structured interviews were conducted via Zoom Meetings. An interview protocol was used as a helping guide to incorporate the conversation. Besides that, additional questions were asked to probe the participant for details. Data collection in this stage was conducted for five days from 02nd August to 6th August 2020. These interviews aimed to observe how they perceive Sri Lankan English with regard to its social status.

Findings

Quantitative analysis

The responses given to each question in the preliminary round (the questionnaire) were discussed as follows. Ninety two per cent of the participants spoke Sinhala as the first language, English - 8% and Tamil - 0%. Sixty per cent of the participants used English for educational purposes and 40%; for almost everything. Ninety two per cent was aware of the fact that there were different varieties of English whereas 8% was unaware. Fifty five per cent thought that they spoke Sri Lankan English, 32.5% British English, 10% American English. Sixty seven per cent claimed that British English was the most appropriate for professional life whereas 13% claimed that it was American English and 13% Sri Lankan English. Seventy three per cent thought that English could survive without the traditional Sri Lankan touch and 27% couldn't survive. Sixty three per cent thought that Sri Lankan English was popular in Sri Lanka whereas 37% thought it was unpopular. Seventy nine per cent thought that necessary measures were taken to promote Sri Lankan English in Sri Lanka whereas 21% thought it was not taken. Seventy nine per cent thought Sri Lankan English should not be used and taught in schools and educational institutions whereas 21% thought it should be used and taught. Seventy three per cent thought the use of Sri Lankan English helped to interact and be understood in the Sri Lankan society more than the use of other varieties whereas 27% thought it did not help. Eighty per cent thought it was more beneficial to speak either British or American English than Sri Lankan English in Sri Lanka whereas 20% thought it was not beneficial. Fifty per cent identified their accent to be Sri Lankan, 20% British, 10% American.

In the second phase, the results of the verbal guise tests are given below. The ratings of the scale represented the following viewpoints

- 1- Completely disagree
- 2- Somewhat disagree
- 3- Disagree
- 4- Somewhat agree
- 5- Agree
- 6- Completely agree

Retrieved from Chien, (2018)

Table 1: Standard British English

Traits	1	2	3	4	5	6
Confident					4/36 12 %	32/36 88.88%
Intelligent					4/36 11.11%	33/36 91.66%
Authoritative					6/36 16.66%	30/36 83.33%
Friendly	21/36 58.33%	4/36 11.11%	3/36 8.33%	8/36 22.22%		

Table 2: Standard American English

Traits	1	2	3	4	5	6
Confident				2/36 5.55%	27/36 75%	7/36 19.44%
Intelligent					26/36 72.22%	10/36 27.77%
Authoritative				3/36 8.33%	21/36 58.33%	12/36 33.33%
Friendly	6/36 16.66%	1/36 2.77%	7/36 19.44%	22/36 61.11%		

Table 3: Standard Sri Lankan English

Traits	1	2	3	4	5	6
Confident	2/36 5.55%	20/36 55.55%	9/36 25%	6/36 16.66%		
Intelligent		6/36 16.66%	22/36 61.11%	8/36 22.22%		
Authoritative	1/36 2.77%	22/36 61.11%	7/36 19.44%	6/36 16.66%		
Friendly	2/36 5.55%	3/36 8.33	25/36 69.44%	6/36 16.66%		

As the verbal-guise test results revealed that the majority of the respondents completely agreed with the fact that Standard British English sounded “confident”, “intelligent”, “authoritative” and completely disagreed with the fact that it sounded “unfriendly”. The traits “confident”, “intelligent” and “authoritative” reached up to the maximum rates of the scale (the 6th level). The majority agreed with the fact that Standard American English sounded “confident”, “intelligent”, “authoritative” and some agreed with the fact that it sounded “friendly”. The traits “confident”, “intelligent” and “authoritative” reached up to the 5th level of the scale yet did not reach the 6th level as Standard British English did. However, the traits of Sri Lankan English were fluctuating between the levels 2 and 3. The majority disagreed with the fact that Standard Sri Lankan English sounded “confident”, “intelligent”, “authoritative” and “friendly”.

The third phase five case studies conducted are described below.

Case study 1- Respondent 1

The respondent was chosen for the case study based on her answer given to the question “In Sri Lanka can English survive without the traditional Sri Lankan touch?” that was asked in the preliminary round.

The respondent had agreed to the fact that in Sri Lanka, English can survive without the traditional Sri Lankan Touch.

In the interview (the third round) the respondent was asked whether she uses traditional terms such as “Pooja” and “Kavum” the respondent admitted that she uses them.

The case study revealed that the respondent lacked awareness of the link between the culture and language.

Case study 2- Respondent 7

The respondent's L1 was American English.

During the interview, the respondent showed a reasonable knowledge about the varieties of English.

The respondent also stated, "I would like to see all the varieties as equal".

Case study 3- Respondent 7

The L1 of the respondent was Sinhala.

In the preliminary round (the questionnaire) the respondent mentioned that she used British English and RP but during the interview, she used Sri Lankan English.

Moreover, the respondent was surprised at the fact that varieties of English exist.

Case study 4 - Respondent 10

To the question "Do you think that Sri Lankan English should be taught and promoted in schools and educational institutes?" that was asked in the preliminary round, the respondent answered "yes".

During the interview (the third round) the respondent further explained that regardless of the awareness and recognition, Sri Lankan English was the variety that was used by Sri Lankans. Thus, it should be promoted so that it would get internationally recognized.

Case study 5- Respondent 12

To the question "Do you think that Sri Lankan English should be taught and promoted in schools and educational institutes?" that was asked in the preliminary round, the respondent answered "no".

In the interview the respondent further explained that as Sri Lankan English was not internationally recognized, the students should be taught Standard British English and Received Pronunciation so that they would be able to get international job opportunities.

Some case studies revealed that certain undergraduates had prejudiced views towards Sri Lankan English as a variety. Apparently, such views affected the social status of Sri Lankan English. The majority of the respondents considered British and American English varieties

superior to Sri Lankan English. All in all, the findings of the research were correlated with Ngefac's (2010) study on Cameroon English.

Conclusion

This research focused on the social status of Sri Lankan English through the perspective of English majoring undergraduate students and students studying English at the National College of Education. The findings revealed that the majority of the participants considered Standard British English as the superior variety having social status. However, they were aware of a variety called Sri Lankan English despite the fact that they preferred Standard British English or RP. According to the verbal guise test ratings, the majority of the respondents completely agreed with Standard British English sounding confident, intelligent, authoritative but unfriendly. On the other hand, the majority of the respondents agreed with Standard American English sounding confident, intelligent, authoritative and friendly. The majority of the respondents disagreed with Standard Sri Lankan English sounding confident, intelligent, authoritative and friendly. Thus, based on the findings the researchers came to the conclusion that the social status of Sri Lankan English amongst English majoring undergraduates was yet to be achieved. This research could be further expanded to observe; how the social status of Sri Lankan English is perceived by undergraduates majoring English from state universities all over the island, private universities and even undergraduates in general, how the social status of Sri Lankan English is perceived by English teachers and other practitioners of English and school students studying English as a subject for Ordinary and Advanced level examinations are aware of Sri Lankan English. As the research lacked responses of native Tamil speakers and undergraduates majoring English from all the state universities in Sri Lanka future research could be conducted on these areas.

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Music beyond an art form: Importance of making music a career oriented subject in the Sri Lankan education system

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Abstract

According to global standards, music is not just an entertainment anymore. It has a widely spread subject scope which creates numerous career paths for the music students. Sri Lankan students have the opportunity to learn music as a subject from secondary education to university level. However, the absence of entertainment lawyers, the inability of a music student to become a sound engineer, lack of knowledge of a music student on the manufacture of musical instruments indicate that making music a career oriented subject is a timely need in the Sri Lankan education system. This study was conducted to discuss the methods which could be used to create awareness among music students on being educationally qualified to achieve their career goals in music. The primary data was collected from interviews with different professionals in music and from world class music universities and institute websites to explore the career opportunities in music in the world. Education policies and reforms in Sri Lanka, government school music syllabuses, vocational and degree course contents in music were the primary sources to collect data to examine the ability of the Sri Lankan music education system to create a qualified music professional. A comparative analysis on the outcome of the Sri Lankan music education and international career opportunities in music indicated that a student in the Sri Lankan music education system has many boundaries and limitations in the work world. The study concluded that the expansion of the music industry in Sri Lanka could be done through the school level and university level music education. It also discusses the methods and recommendations on how to create the Sri Lankan music education system a more career oriented subject.

Keywords: *Music Education, Career Oriented Subject, Career Opportunities, Music Industry, Educational and Professional Qualifications*

Introduction/Background

To achieve the national educational goals in Sri Lanka, the Ministry of Education has introduced seven basic competencies which need to be developed through education. The fourth competency relates to the preparation for the world of work. It focuses on employment related skills which help the students to discover their vocational interests, to maximize their potentials, to enhance their capacity and to choose a job that suits their abilities (National Education Commission, 2003, pp.71-75). In the Sri Lankan education system, music education hardly reaches this competency level as music has not been developed as a career oriented subject in Sri Lanka.

In the Sri Lankan education system, music is an alternative subject in primary education. In secondary education it is an optional subject. At the end of the junior secondary education, students can choose either senior secondary education where they can study music under the art stream or as a vocational subject. Unfortunately, even in vocational education in Sri Lanka, music comes under the performing arts where the syllabus focuses on music only as an art form. At the end of the senior secondary level, only a few students get a chance to enroll at a university or a teaching college. The rest have to give up their hopes on further studies in music due to the lack of support, guidance, advice as well as opportunities.

Music is no longer only for entertainment. It has widely spread career opportunities in music business, music technology, marketing, public relations, audio production, music therapy and music entertainment law. World famous music schools and universities offer graduate and undergraduate opportunities as well as scholarships to study music not only to become an educator or a performer but to become a sound engineer, media editor, publisher, licensor or entertainment lawyer, and to study music under broader areas such as history, anthropology, cognitive sciences and psychology.

Music education in Sri Lanka does not have the capacity to expand the music industry in the country. There are no entertainment lawyers in Sri Lanka as neither the industry nor the students have knowledge regarding entertainment law and an Advanced Level student in music cannot enter the Law Faculty. Computer music knowledge of a student is not valued as it is only a part of a theory paper. How can a music student in a rural area ever dream of becoming a student in a world's top most music company, get a scholarship to a world famous music collage or a university or be a software engineer or a sound engineer and voice out the rights of the music industry as an entertainment lawyer?

Objectives

1. Describe the importance of career-oriented music education.
2. Explain the benefits the students can get through a career-oriented music education.
3. Explain the methods to implement such an educational system in Sri Lanka.
4. Discuss the methods which can be used to create awareness among students through music education on how to get educationally qualified to achieve their career goals in music.

Research design

This research was an applied research which was conducted to explain the need to make music a career oriented subject in the Sri Lankan education system. The research was expounded based on the following research questions:

1. What is the importance of career oriented music education?
2. Why Sri Lankan music students need such an education system?
3. What are the benefits of career oriented music education?
4. How to implement such an educational system in Sri Lanka?
5. How to create awareness among students about getting educationally qualified to achieve their career goals in music?

This research was focused on the government school music students and the music students in the private and government universities and the vocational training institutes. The framework model of policy analysis was applied to analyze the qualitative data, collected from the primary sources. The primary data was collected by interviewing professionals in the different fields related to music comprising of music teachers, music educational directors, music audio editors, university lecturers and lawyers to understand the challenges in molding a career path in music. The Sri Lankan government education policy and reforms, the aims and objectives of music education in the Sri Lankan government school system mentioned in the school syllabuses and teachers' guide books, the vocational course syllabus of thirteen years of guaranteed education programme, and the music degree courses available in the Sri Lankan universities were primary sources to collect data to examine the compatibility of the Sri Lankan music education to create professionals required by the rapidly growing music industry not only in Sri Lanka but internationally as well. The qualifications and vacancies in the music industry listed in the career pages, degree and vocational training course contents provided by the world's most reputed music institutes and

universities were also collected as primary data to explore what the world offers to music students and where the Sri Lankan students stand. After defining the problem, assessing policy objectives and its target population, studying the effects of the education policy in relation to music education and its implications, subjective sampling approach was taken in surveying the existing and possible policy models which could make the Sri Lankan music education system more effective by focusing on career orientation.

Results/Findings

In 1971, the then United States commissioner of education Sidney P. Marland stated that “career education will be part of the curriculum for all students not just some.....Every student leaving school will possess the skills necessary to give him a start to making a livelihood for himself and his family, even if he leaves before completing high school” (National School Public Relations Association, 1974, p.5). Children have career dreams even before they start schooling. The dreams change and most get dropped because of the lack of knowledge on how to reach their career goals. Music is only an optional subject in primary education in Sri Lanka. Even though the music industry creates many job opportunities other than being a performer or a music educator, a primary school level student has a very limited knowledge regarding a music related career goal. This is why a career oriented educational system is most important. Music is a subject area which has widely spread career opportunities at the international level. Even in Sri Lanka, the music industry is growing fast. Therefore making music a career oriented subject in the Sri Lankan education system has many advantages.

Encouraging students on following in this industry can be one of the solutions for unemployment. When students get the chance to pursue their career in the subjects that they are fond of and the opportunity to select the career path related to that subject, the job satisfaction they get through that, can create a better workforce which serves the macroeconomic perspectives of a country more effectively.

Creating awareness about the career opportunities in music locally and internationally could be an answer for the problems in the employment procedure in Sri Lanka. After graduating from a government university, most of the graduates who apply for government job opportunities have no interest or the necessary skills for the job. But still for the sake of a job they occupy themselves in a non-satisfying job. This gap in education turns against the education itself when it comes to appoint music educators through graduate teaching

schemes. Therefore, creating awareness about career opportunities and preparing students for the competitive job market is a crucial area that needs to be developed in music education at school level as well as at university level. Global opportunities in the music industry come under many categories.

Categories	Career goals
Music technology	Sound engineer, recording engineer, sound technician
Music business	Music producer, media publicist, licensor, media editor, marketing manager
Music education	Educator
Public relations	Artist manager
Music composition	Television composer, film score composer, video game composer, music arranger
Music performance	Performer
Music therapy	Music therapist
Music entertainment law	Entertainment lawyer

Encouraging students through our music education to reach the international level career opportunities and achieve higher educational qualifications available in the world can expand the local music as well as the whole entertainment industry by bringing the knowledge and experience which are not available in the country. A music student hailing from a rural school in Sri Lanka needs to know about scholarship possibilities available in the universities and institutes in the world to further their education in music which could lead them to pursue lucrative careers in the music industry such as being a part of a top record label like Sony Music Entertainment, Universal Music Publishing Group, Warner Music Group etc.

Students who leave school after junior secondary level (grade 9), or senior secondary education (grade 11) have no opportunity to pursue vocational education in music. In the year 2020, 3,777 students sat for their Advanced Level Examinations in music. (Department of Examinations Sri Lanka, 2020). Only a few students had got the opportunity to pursue a university education. Unfortunately vocational education in Sri Lanka does not provide any kind of vocational training in music. Thus, introducing courses in sound engineering, instrument manufacturing and repair, audio production, music software development (Digital and Android) could expand the scope of music education in Sri Lanka.

The following actions could be implemented to improve the Sri Lankan music education system into a career oriented system.

- A change in the educational policies to let music be a part of medical science, engineering, archeology, and anthropology etc. so that students in music can explore their musical knowledge in the other education fields.
- Include subject areas such as business management, marketing, public relations, publishing and entertainment law that are important in the music industry into music education at least at tertiary level so that students can explore business ventures in music that could in turn create more job opportunities.
- Vocational training in music (manufacturing musical instruments and repairing, sound engineering, voice and instrumental training)
- Computer music skills of students need to be assessed at least in the Advanced Level music practical examination. This will increase the interest and demand to learn and teach computer music in a more practical way.
- Create awareness about the career opportunities and higher educational qualifications students require to pursue their careers in music through conferences and seminars on career guidance, the establishment of a career guidance unit at the Ministry of Education and by informing about the success stories of personalities in the music industry including the artists.

Conclusion

Music education in Sri Lanka needs to be developed on a higher level to prepare students for the world of work. Music education should be a part of the primary education as the students need to understand their career choices and skills from an early stage of their education. Vocational training in music in Sri Lanka should not only focus on how to develop a performer but also as entrepreneurs, manufacturers, music app developers etc. which are better career options in the modern music industry. Vocational training in music can provide career guidance for the students who could not complete their secondary education successfully but still want to pursue their career path in music. The students in music need to be provided with ample knowledge on how music interrelates with other subject areas which could be helpful on choosing a career path in music. It is equally important to encourage Sri Lankan music students to obtain graduate and postgraduate qualifications from world

renowned universities and get work experiences from internationally recognized music companies which is very useful for the expansion of the music industry in Sri Lanka. Therefore creating awareness about these opportunities should be part of a career oriented music education system.

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A case study on the uniqueness of principal leadership style practices in effective small schools

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Abstract

Small schools in Sri Lanka, both urban and rural, have been closing down for the past three decades. The community in the country focuses on popular schools and they are expanding, while smaller schools are declining in quantity and quality. Although small schools are closing due to declining enrollment of students to Grade one, shortage of teachers and resources, negative attitudes of school stakeholders, some significant small schools that exist in the context are moving towards a path of development by showing positive features. The main objective of this research was to examine the relationship between productivity and leadership styles of resurgent small schools. The case study method was used under the qualitative research approach and sample was selected purposively. Four research tools were used for data collection: semi-structured interviews, semi-structured target group discussions, observation and document testing. Thematic analysis was followed for data analysis and interpretation.

The most interesting finding was that the contribution of the community is also an important factor in the effectiveness of small schools. In particular, they are the link between the development of professional and personal relationships between the principal and the teaching staff of those small schools, and the effectiveness of the school. The result of this study indicated that an effective school can be created for leaders who are adaptable, less complaining, reject traditional ideas, accept innovations and are open to change, can create quality schools and revealed that parents' habits and knowledge need to be creatively changed. The research revealed that the school principal has to be appointed on a regular basis and that the leadership has to face various fluctuations and that it takes a long period for that positive change.

Keywords: *Small School, Effective Small Schools, School Leadership, Special Development Areas*

Introduction/Background

An effective school is a school with quantitative and qualitative development that achieves the goals in a planned way. The main feature of these schools is the management of education with the primary objective of creating an effective school. Fullan (2007) identifies that school development is a complex, non-linear and permanent process, and that school development takes place if school leadership exerts a creative and positive influence on others.

Small schools in the rural as well as urban areas of Sri Lanka are under threat of closure (Rupasinghe, 2004); (Amarasekara, 2012); (Wakishta, 2014). Some of the schools in the school system, being the most important institution in a country, have mainly been closed or are falling behind in quality and quantity and students are not getting the expected quality education. Popular urban schools are expanding massively and small schools closing down is the classic problem in recent years. According to the 1992 Education Commission report, the closure or amalgamation of about five hundred small schools in 1996 was carried out in parallel with the education reforms to prevent wastage of resources as non-profit units. The degeneration of the small school system in this way is an obstacle to the desired goals and objectives of education. This violates the fundamental human right to education and violates the United Nations Universal Declaration of the Rights of the Child.

Although small schools have been closed for three decades due to various reasons, some of the existing schools are showing positive signs and are developing qualitatively and quantitatively. Accordingly, this study conducted an in-depth study on the unique leadership of the principals to impart new knowledge to the system. The research set out to determine with four main objectives. That is, to look at the leadership style of the principals of effective small schools, to identify the specific areas of development that the principals of those schools have identified in the development of effective small schools, to find out what challenges the principals of those schools face in the development of effective small schools and to explore how the leadership style of the principals of effective small schools has contributed to the qualitative development of the school.

The first report of the National Education Commission (1992) identified small schools as having less than 100 or 160 students. Accordingly, schools in this research are defined as small schools with a student population of 150 or less currently operating in the public education system. Out of these small schools, the schools that move forward regeneratively were defined as effective schools in this research. The International Successful School

Principalship Project, (ISSPP) defines schools as successful, reputable, and focused on the success of the principal, the staff, and the educational authorities.

The main issue of this study, which focused on the unique leadership styles of principals in effective small schools, was related to principal leadership and the success of the school. Previous studies have not much dealt with unique leadership styles of principals in effective small schools. Overall, the emerging culture of small schools and the nature of the school, the leadership styles adopted by the principals in building that culture, and the challenges they have faced in building their schools effectively have overcome those challenges. The central question in this study asks how the success of the school was achieved.

Methodology

This research used the qualitative research approach that many people use for research in the field of education. O’Larry (2014) states that quality research approaches need cultural groups, institutions, individuals, and their routines, beliefs, ethics, traditions, life experiences, and their interactions. The case study approach was used for qualitative research to achieve the main research objectives by critically examining other research questions.

Yin (2009) points out these anthropological studies are widely used in the fields of anthropology, communications, and economics to generate new knowledge by investigating individuals, groups, organizations, social conditions, and political phenomena. The research was designed to be holistic under a two-dimensional and a multi-case study. In obtaining data from schools that were reasonably selected for multidisciplinary study, it was necessary to obtain more precise data and to pay close attention to qualitative factors. Although the school is small and showing developmental characteristics as an effective school, several research tools were used as the two schools selected according to the effective school conceptual framework required a lot of information in different fields from different stakeholders. There were four data collection tools used in this research. They were semi-structured interviews, semi-structured target group discussions, observations and document surveys. Data interpretation was carried out under thematic analysis, following the qualitative data analysis process introduced by O’Leary in 2014. Following is the convenience sample of the study that was purposively selected.

Table 1: Sample of the study

Sample	School 1	School 2	Total
The principal	1	1	2
The vice principal	1	1	2
The teachers	3	3	6
Students	2	2	4
Non academic staff	1	1	2
Past pupils	5	5	10
Parents	5	5	10
	18	18	36

Discussion and Findings

Data analysis was performed with a focus on research objectives collected using data collection tools such as interview observation and, document tests. Thematic analysis was used here. Data interpretation was performed in conjunction with eight themes for the field studies. Themes used were school background information, background information about the principal, school specialties, school culture, school productivity, principal leadership styles, and other institutes focus on the school.

The purpose of the research was to find out in the data interpretation what the unique leadership style practices of principals in effective small schools were. At the same time, the principals were able to adapt well to the existing contexts of the school, to understand the environment, to understand the needs and to win the support of the school stakeholders to adapt well to the existing contexts. It was also revealed that they had the ability to change leadership styles from time to time as well as many of the qualities that 21st century principals should possess. Principals have always been supportive and strategically directing the school community towards their goals. In particular, it was revealed that these principals have adopted transformational leadership styles, interpersonal leadership styles, strategic leadership styles and sustainable leadership styles that have led those schools that were close to closing to a positive and positive path.

Another objective of the unique developmental field research identified by the principals was to steer the school back on a path of development. They were leaders who established the core institutional values by building vision and mission, guiding the faculty and parents in the

right direction for their school to take, to understand and accept the goals to be achieved and to implement those goals. It also focused on building a positive school culture that was unique to the school. Students who are able to focus on making the physical environment psychologically and physically pleasing, enhancing student education and well-being, enhancing teacher abilities, allocating resources for student outcomes, a continuously active quality learning environment and the smooth functioning of the school. There were many challenges faced by the principals of those small schools in building an effective school. At the same time, they face the challenges of building a positive school culture and positively changing the physical environment, collaborating with the school community as well as successfully changing attitudes among the school community.

Finally, the leadership styles of these principals were deeply questioned as to how they have contributed to the qualitative development of these small schools. The leadership practices of the principals for the qualitative development of the school, the understanding of the context and opportunities of the school and their personality traits and qualities were highlighted. The values and beliefs of the principals have a positive impact on the quality development of the school. In order to be effective, the principals said that every student in the school is important, that they have a lot of potential, that it is essential to support the community, and that the school should focus on giving the best to the students, especially from the beginning. The principals said that they worked on the recognition that was necessary. The involvement of the principal in the development of the school was analyzed in four areas. They were improving student progress and outcomes, areas of teaching and learning, enhancing school capacity and other areas influenced by principals.

Conclusion and recommendations

Research by Leithwood and Reil (2003) to identify effective school leadership outlines six identifiable features. It was found that effective school leadership plays an important role in enhancing the learning capacity of students. Research has shown that the contribution of the community is also an important factor in the key factors of effectiveness. It is necessary to implement a basic leadership value system in all contexts such as guidance, personal development, and redesign. It was also evident that positive personality traits and human qualities emerge through effective principal leadership and that the social capital valued by the school expands its value by developing an educational culture in the school and promotes the quality of the school. The research revealed that there is a link between principals being

designers, always following a consulting leader as well as participatory administrative styles, developing professional and personal relationships between the principal and the staff, and the effectiveness of the school.

It was revealed that challenges have to be faced and the changes made to overcome those challenges have to be made while staying within that social context. Principals have been instrumental in improving the teaching and learning process and the environment by guiding their students in the right direction in the face of the prevailing school environment and emerging problems that are constantly faced with various ups and downs. Previous studies have reported ((Fullan,1993;2001;2002;2003b;2007); (Hargreaves & Shirley,2009); Kotter & Cohen,2002))that it takes a long time to transform a school, that is, a transformational process, and that it cannot be done in a linear and systematic way. The research confirmed that the factors leading to the deterioration of a school and the development of a school are being overcome by other factors and that the development of schools and change of schools should be done by the principal launching a joint process of all his teachers, students and the community.

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Effectiveness of drama therapy on conduct disorders and its comorbidities among adolescents in the Western Province, Sri Lanka

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Abstract

Conduct Disorder (CD) is diagnosed typically in individuals from 11 to 18 years, who habitually violate the rights of others, and do not conform their behaviour to the law or social norms appropriate for their age. Drama and theatre processes are used as drama therapy with the intention of healing behavioral disorders. Role play, positive imagination, dialogue exercises, scripting, spectrogram, mask work, catharsis techniques, psychodrama, imaginative exercises, playback theatre, Stanislavskian acting techniques, theatre exercises, music and movement therapy are the techniques used in drama therapy all over the world to heal psychological illnesses. Understanding the effectiveness of drama therapy as a remedial intervention towards adolescents with conduct disorder has become a timely need in Sri Lanka. This research was aimed to explore effectiveness of drama therapy on conduct disorder and its correlates among adolescents.

A qualitative study was conducted using the qualitative dominant mixed method. Adolescents between the ages from 11 and 17 years were selected from a rehabilitation center that belonged to the Department of Probation, in the Western Province. A sample of 15 adolescents out of 42 in the sampling frame who displayed symptoms of conduct disorder were identified, as a purposive sample for this study. The drama therapy intervention continued for a period of 8 months. Data were analyzed as pre- and post-intervention. According to the analysis, reduction of conduct problems was observed in nine (n=9) subjects. There was no visible change in behavior of those who had sexual and drug addiction. Attitudinal improvement was observed in all fifteen subjects (n=15). Drama therapy showed effective results in improving conduct disorders among adolescents except with individuals with addictions. Concomitant medical treatment would give more promising results in less responsive individuals. We would like to recommend using drama therapy as a formal discipline in Sri Lanka to address conduct disorders in adolescents.

Keywords: *Conduct Disorder, Drama Therapy, Comorbidity, Adolescent*

Introduction/ Background

Among the forces threatening the value system of the Sri Lankan society today, the aggressive and violent behavior of the youth is one of the most prominent issues in recent times. There is very little research in Sri Lanka that reveal the implementation of remedial programs, or effective interventions, within school settings, or rehabilitation centers, to address psychological and affective issues of adolescents that is detrimental to the moral and peaceful life of the society.

According to the fourth and fifth editions of the American Psychiatric Association's (American Psychiatric Association, 1994) (American Psychiatric Association, 2013). Classification of Mental Illness, conduct disorder has been interpreted as follows: a repetitive and persistent pattern of behavior in which the basic rights of others or major age-appropriate societal norms or rules are violated, as manifested by the presence of three (or more) of the following criteria in the past 12 months, with at least one criterion present in the past six months. The major behavioral issues, as per the above classification, falls into four categories: aggressive conduct, destructive conduct, deceitful behavior, and violation of rules.

The symptoms that relate to conduct disorders were evident in some adolescents who can be identified in classrooms, and in society (Ranasinha, 2014). There were many comorbidities associated with conduct disorder (Wijetunge, Dayasena, Kulathilake, Ratnathilake, & Namasivayam, 2015). Unfortunately, adults paid very little attention to these psychological states and made no effort in referring the adolescent for a therapeutic program.

According to a survey carried out in child detention centers belonging to the Western Provincial Probation Department, about 3700 children under the age of 18 had been detained for diverse issues. The fact that these children engaged in various forms of misconduct during their stay in orphanages was a serious problem faced by the officers. It was revealed that there was no specific rehabilitation process in those rehabilitation centers aiming to assist the youth with such problems. As a result, aggressive adolescents were more likely to develop anti-social personality traits, becoming criminals, when they attain adulthood (Frick, 1998). Lack of training programs for parents and guardians, to manage the behavior of their adolescents with conduct issues, was a significant issue in Sri Lanka. Under this circumstance, it was vital to introduce drama therapy, as a treatment model, to support adolescents with behavioral problems.

Objectives

To explore the effectiveness of drama therapy on conduct disorder and its comorbidities among adolescents between 11-17 years of age in a rehabilitation center in the Western Province.

Methods

This was a qualitative study conducted based on constructivism theory. The case study design was chosen as an ideal research design in Action research method. Children between the ages of 11-17 years who were having behavioral problems were included in the study. Guardian/parents of the children gave consent to participating children. Moreover, children who did not want to participate were excluded from the study. The study setting was the rehabilitation centers governed by the Department of Probation and Child Services, in the Western Province. A sample of 15 children was selected out of 42 children in the rehabilitation center using different methods; structures interviews with probation officers, perusal of personal admission sheets with the approval of the Commissioner of Probation, Disruptive Behavior Disorder Rating Scale and observations during the workshop organized to observe behavior of all children. Selected children were interviewed with a semi-structured questionnaire to confirm the selection. Field notes were maintained throughout the study period. The selected sample of children expressed a wide variety of behavioral problems such as fights and shouting using harsh words to others, often bullied and threatened, committed sexual abuse, and strong addiction to narcotics.

Selected children were subjected to responsive intervention.

Responsive intervention

Many drama therapy techniques were used as the intervention depending on the results of the ongoing analysis of participant behaviors. The first cycle of the intervention was implemented in general to all participants. Relaxation exercises, sand tray and spectrogram techniques, imaginations and mirroring tools were included for the first cycle. Interventions were carried out for two hours per day, two days per week for four months for all 15 participants. One day prior to each scheduled session, a therapeutic plan was developed according to the standard therapeutic frame by the principal investigator. The main objectives were to improve mental relaxation, inter-personal relationships, collective feelings, mindfulness on self and own thoughts, happiness and positive thinking, sensitivity, concentration and mental attentiveness.

The second cycle of the intervention was more focused towards three groups with different behavioral problems; attention seeking hyperactivity, aggression, and violation of rules due to addictions. Therapy was introduced to smaller groups once a week according to the therapeutic plan. The main tools used in the second cycle were storytelling and Role play techniques.

Improvement of behavior was re-assessed after the 6 months of therapeutic intervention by interviewing the warden and two probation officers and through maintained field notes on reflections by the principal investigator.

Thematic analysis was done to explain emotions and behavior changes of participants. All field notes on observations were transcribed, read and coded. Coded themes were categorized into two main themes; emotions and maladaptive behaviors. Sub-themes will be presented elsewhere.

Results

Results of the qualitative component were presented according to main themes; emotional and maladaptive behaviors.

Theme 1: Emotional behaviors

Results of different methods of data collection before and eight months after the intervention are as follows.

Observational findings of caregivers and the principal investigator

Before the intervention

Sankha and Raveen avoided each other showing disgust. One kicked the nearby flowerpot and ran away scolding using filthy words. Three incidents of injuries were observed among these children; one was waiting in front of the main warden to get treatment for wounds caused by a fight, another had a hit on his head and was awaiting medications for the injury, and an injured child with an assault. Some grabbed food from small children while scolding them with filthy words. Gimhan and Hiruka were attacking each other with stones outdoors while exchanging filthy words. Sankha and Charith refused acting games saying, “I can’t” and stayed away/beside them. The majority of them showed excessive aggression during games. Thilanga and Rizvann kept on disturbing others, and they hurt others by holding their

hands back and closing their eyes. Similarly, when Thialnga and Charith were standing in a queue, they hurt the child standing in front by pushing, blowing to the neck and twisting hands. Suren hit Hiruka's head with a fist and ran away.

Hiruka responded shouting at him saying "kudda (drug addict)". There was an exchange in filthy words among them.

After the intervention

Gimhan and Raveen who avoided each other were friendly and were walking together. No fights were observed between Sankha and Charith. Hiruka disturbed others by pulling chairs while watching television but in a less harmful manner. Thilanga and Oshada complained to us about each other but did not go for fights. Raveen, Sankha and Gimhan who used to complain about bullying done by Sandaru and Sanjaya started avoiding them to prevent conflicts. Madusha and Rizwaan used the word "sorry" for their mistakes. Gossiping of Wasantha about others had reduced. Children in the food queue were calmer than earlier. Pushing others, fighting with throwing food, extraction of others' food were less observed. More cheerfulness was observed on faces of Wasantha, Sankha, and Charith. Complaints on bad behaviours from teachers of vocational training classes were reduced.

In-depth interviews conducted for guardians

Before the intervention

These interviews gave verbal evidence for emotional behaviour problems among participants. "They always used to fight, break things or throw stones at each other when we were not around" was the idea about the behaviour of these children. The answer to why these selected participants were transferred to their rehabilitation center was "Sankha, Charitha and Raveen have been transferred because they always assault others. They have even destroyed household property".

After the intervention

The guardians were happy to say "There is an improvement in troublesome behaviours of Raveen, Gimhan and Sankha. Can see marked improvement among children with a quick temper and heading to frequent fights. They are working more cooperatively. Now there are obedient children too in this group. Kavindu, Madusha and Wasantha are obedient to us". According to guardians, there was a noticeable reduction in emotional responses and

improvement in positive behaviours in four participants; two with aggressive behaviours and two with attention deficit hyperactive disorders.

Theme 2: Maladaptive behaviours

According to available data from different sources, addiction to various misconducts has become a major cause for maladaptive behaviours. Misconducts include addiction to substances, addiction to sexual abuse, theft and frequent runaway and bullying others. These behaviours were compared through the information collected before and after the therapeutic intervention through participatory observations, interviews with guardians, interviews with children and scoring by a questionnaire.

Observational findings of the principal investigator

Before the intervention

Kumara, Sandaru and Sanjaya were grouped and observed in a far-away place from others during the outdoor break at lunch time. During sports, time engaging in sports, and watching television had been prohibited for Sanjaya and Sandaru due to misbehaviours of trying to get down drugs to the premises and coercion. The main warden complained about Suren and Kumara saying “Can’t change these guys” and then started narrating a long story of drug addiction among these kids during morning cleaning. Hiruka responded by shouting “drug addict (kudda)” and ran out of the lunchroom and was hit by Suren on his head. Suren was furious and he also left the lunchroom. Sanjaya, Kumara and Suren were called upon several times and accused of keeping narcotic drugs with them during the previous evening.

According to observations, the principal investigator was able to highlight misbehaviours due to direct and indirect influence of addiction to different misconducts. Further, solitude, bullying the younger colleagues, frequent warnings and reasoning outs by the principal, sleepiness, dull eyes, discoloured mouth were also observed among them.

Guardians explained frequent runaway, drug addictions and sexual misconducts as frequent troublesome behaviours of these young children, and reasons for transferring them to this center. This denotes the nature of addictions among children.

Six months after the intervention

The differences observed among children six months after the intervention is presented below.

All big and small children played together in the ground. Oshada and Suren played with others without any conflicts. Creeping through the bathroom window and frequent following of a female officer was observed in Sandaru. One child called Kumara was spying on the secret conversation Sanjaya had with a servant who came from outside the rehabilitation center. A similar conversation was observed by another child, called Suren who was within the center. Thereafter, to an information received, all the baggage and surrounding of their rooms were inspected. A female under pant was found under Sandaru's mattress. Two packets of drugs were hidden under Kumara's bed bars, and porn pictures were found inside Sanjaya's pillow during this inspection.

According to the observations of guardians, four children addicted to misconduct did not show a marked reduction in their addictions. However, they had developed the skill of working in harmony without any conflicts with others.

Before the intervention with drama therapy, emotive behaviours like assaults, pushing, quarrelsomeness, the commencement of frequent fights, frequent disturbances to routine activities, rejection of sessions were observed among participants. According to the observation of guardians, there was a marked tendency for positive behaviours in children.

Conclusion and recommendation

This study was conducted to explore the extent drama therapy could be used to improve positive behaviours among youth with behavioural problems. Out of all 15 children 9 children improved with drama therapy whereas six children showed difficulty in improvement only with drama therapy due to their addictions and extreme stages of attention deficit hyperactive behaviours. Therefore, we would like to conclude that drama therapy could give positive behaviour outcomes among children with behaviour problems. Further, it helped to improve positive attitudes as well as better communication skills among all participants.

Two children stepping into their adolescent ages with expressed attention deficit hyperactive behaviours were recommended to refer to a child psychiatrist. Combining drama therapy with

medical treatment would improve the outcome of these children. The individual session would be more benefitted. Similarly, drug addictions and sexual misconduct addictions should also be addressed with individual sessions together with medical treatment to improve the outcome.

Therefore, we would like to recommend that future research should focus more on the effects of medical treatment on drug addicted children who misbehave due to addiction, and clinical interventions on sexual misconduct addictions. Moreover, research should be done to create more evidence on the effect of drama therapy on improving different outcomes of children.

Drama therapy would be a new stepping-stone in the field of psychology to improve behavioural outcomes of youth, thereby civilizing that younger generation as productive adults for the betterment of society.

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Student perspectives on improving the ESL experience: A needs analysis conducted at a public university

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Abstract

As key stakeholders in the teaching and learning environment, the departments that offer language courses in universities need to identify the perspectives of students as essential input in improving a language course. The present study was thus a needs analysis based on student perspectives on the Intensive and ongoing English as a Second Language (ESL) courses at a public university in Sri Lanka. The aim was to understand the perspectives of students regarding the class environment, course material, mode of delivery and the assistance provided by teachers. The sample consisted of 58 first and second year undergraduates. Data collection was done via a mixed method approach, with questionnaires and semi-structured interviews, while statistical and discourse analysis were employed to analyse the responses. Findings revealed the participants' preference towards blended learning and also their considerable satisfaction towards the current courses and educators. The findings also highlighted the need for improving the teaching of grammar, facilitating the improvement of the skill of speaking and providing further support to learners whose First Language (L1) was Tamil. The implications of this study would provide insight into the general and specific issues faced by ESL learners at tertiary level, thereby assisting the improvement of English language courses at higher educational institutes in the country.

Keywords: *Blended Learning, English as a Second Language, Needs Analysis*

Introduction/ Background

Needs Analysis (NA) has been defined in different ways by researchers who have invested in defining and studying the concept. Although the definitions varied to some extent, they all agreed that NA was a critical component of curriculum development. For instance, Benesch (2001) highlighted the “centrality” of NA in curriculum development while Brown (2009) identified NA as the foundation of curriculum development upon which other concerns such as learning objectives, teaching materials, learning activities, tests, program evaluation strategies and so on were based on:

[...], in educational programs, needs analysis focus on the learning needs of students, and then, once they are identified, needs are translated into learning objectives, which in turn serve as the basis for further development of teaching materials, learning activities, tests, program evaluation strategies, etc. Thus, needs analysis is the first step in curriculum development. (Brown, 2009, p. 268).

An NA could therefore be identified as a crucial element in designing a curriculum through gathering data. The data or information in question was gathered from the stakeholders with a vested interest in the syllabus or curriculum. Once the needs were identified, they were translated into learning objectives of the curriculum in order to provide a more effective learning experience for the students.

Various researchers had identified different steps in the process of an NA. For instance, Schutz and Derwing as cited in Brown (Brown, 2009, p. 269) advocated the use of eight steps in an NA, while Jordan as cited in Brown (*ibid.*) discussed ten steps and Graves as cited in Brown (*ibid.*), seven. Referring to the steps identified by previous researchers, Brown (*ibid.*) developed nine steps. The current study was based on this NA framework developed by Brown (2009).

The NA was carried out at the Faculty of Arts, University of Peradeniya. Since the existing English language teaching programmes of this faculty were taken into account when designing and carrying out the NA project, a brief overview of the English as a Second Language (ESL) programme at the Faculty of Arts was given.

When new entrants were admitted to the Faculty of Arts, the students were required to face a proficiency test in English. Based on their marks, the students were grouped and placed at

Basic, Intermediate and Advanced level classes. Under optimal circumstances, the English Intensive Course entailed 100-150 contact hours in general.

At the end of the English Intensive Course, the students were required to face an achievement test to gauge their level of achievement. Based on their performance at the test, the students were placed at the ELA 1000 level (for students with a “Basic” competence in English), ELA 2000 level (for students with an “Intermediate” competence in English) or at ELA 3000 level (for students with an “Advanced” competence in English). According to this system, a student who scored sufficient marks at the achievement test was directly placed at the ELA 2000 or even ELA 3000 in their first year. It should also be noted that all courses offered were divided according to skills (Reading & Writing and Listening & Speech) with the relevant testing and evaluation methods to assess the particular skill, and that students were grouped according to the principle of heterogeneous grouping.

The objective of this study was to examine the perspectives of 1st and 2nd year students on the English courses they were following at the Faculty of Arts to find out their expectations of these courses and to identify any issues which hindered their learning, with the aim of further improving the ESL curriculum offered by the Faculty of Arts, University of Peradeniya. The findings of this NA would also assist other higher educational institutes in Sri Lanka to understand the current needs of undergraduates in relation to English language learning.

Research Materials and Methods

As the sample for the research, fifty-eight (58) students following the English courses at the Faculty of Arts, University of Peradeniya, were selected after obtaining their consent for this study. Accordingly, the questionnaires were distributed, and interviews were conducted with two groups: a.) first year students following the ESL course, Reading and Writing I and, b.) second year students following the course, Reading and Writing II. Both first and second year undergraduates were selected for the study since the first year undergraduates had completed the English Intensive Course and the second year students had completed the ELA 1101 and ELA 1202 courses, i.e. the students were at varying degrees of completion of the English language learning programme offered by the Faculty of Arts. Out of the questionnaire respondents, 29 were first year undergraduates whereas 21 were second year undergraduates. 8 second year undergraduates were interviewed apart from the respondents of the questionnaire.

For the purpose of this study, a mixed method approach was adopted. Two instruments of data collection were selected for ‘methodological triangulation’ as it was called by Brown (2009, p. 283), to “increase the credibility of their data and thereby, eventually, to increase the credibility of their interpretations of those data”. Questionnaires administered to students as Google Forms and semi-structured interviews conducted with students were the tools employed to carry out the NA.

The questionnaire was composed of five main sections. In the first section, general information of the respondents, such as the year of study, the province from which they faced the A/L examination, the English results for G.C.E O/L and A/L and English learning experience prior to entering the university was gathered. In the second section, learner details such as their purpose for learning English, factors that affected their ability to learn English and self-assessment details regarding the language skill area they considered themselves to be weak in, were collected. The third section was designed to gather respondent perceptions on the English Intensive Programme. Accordingly, questions regarding the necessity of the English Intensive Course, to whom the course should be offered, the mode of teaching/ learning and student feedback regarding the success of the current programme were designed. Questions pertaining to the on-going English courses were posed in the fourth section. As such, questions regarding the duration of the programmes, perceptions on online learning, whether the courses should be credit-bearing, student preference regarding heterogeneous versus homogeneous grouping and student assessment on their level of satisfaction with regard to the courses followed so far, were included. The fifth and the last section were designed to assess student needs in terms of the four skills: reading, writing, listening and speech.

The semi-structured interviews were conducted with 8 second year undergraduates via WhatsApp. The interviews focused mainly on the following questions:

1. Do you have any problems/ challenges that stop you from learning English successfully? What are these problems/ challenges?
2. Why do you want to learn English?
3. In what skill area do you want to improve the most in ESL?
4. What suggestions do you have to improve the English courses offered by the university further?

The statistical data analysis methods available in Google Forms and discourse analysis were employed to analyse the quantitative and qualitative data.

Research Findings

The findings pertaining to the first section of the questionnaire demonstrated that the majority of respondents had obtained an A, B, or C pass for English at the G.C.E Ordinary and Advanced levels, with the rates being 92% and 68% respectively, and thus had a fairly good knowledge of English.

Considering the responses given in the second section, which focused on why the respondents needed English proficiency, the vast majority considered English necessary to pursue their studies (80%) while social mobility (70%) and employment opportunities (66%) were also significant motivators for students to learn English. “To improve personality” and “to make life successful” were some other motivators mentioned by the respondents for learning English.

Factors that affected respondents’ ability to learn English was another important finding of the questionnaire. Fear (34%), lack of interest (30%) and issues related to a stable internet connection in online learning (24%) were the factors identified by a majority of students as affecting their ability to learn English.

Furthermore, in the third section, all respondents unanimously agreed that the Intensive Course in English was a necessary prerequisite for the on-going courses. 96% percent of the respondents also agreed that the course should be compulsory for all students.

Another important finding in this section of the questionnaire was regarding the mode of learning. 52% of the respondents agreed that the English Intensive Course should be delivered as a combination of face-to-face and online lectures which implied that blended learning strategies might prove effective with the respondents.

In section 4, which was based on the level of satisfaction related to the Intensive and ongoing courses, 80% of the respondents were of the opinion that they were satisfied or extremely satisfied with the learning experience. This finding was corroborated by responses of the interviewees.

The last section of the questionnaire was designed to investigate what learning components should be included in the Intensive and ongoing courses. The respondents identified several

areas belonging to general and academic English such as telephone etiquette, letter/email writing, informal conversations, short speeches, essay writing, presentation skills, research proposals and reports etc. to be included. The interviewees elaborated that they needed explicit instruction on all major parts of “grammar”. In addition, assistance in building a good vocabulary to tackle challenges of writing and speaking English, training on “speaking English” were also needs identified by all the interviewees. In fact, speaking was identified as the skill area most challenging to an overwhelming majority (83.7%) of the interviewees and the questionnaire respondents.

Furthermore, many participants (both questionnaire respondents and interviewees) also highlighted the need for “English for professional purposes”. However, they did not specifically mention what they meant by this type of English though it could be assumed that they were referring to personal extrinsic goals such as the employment and further study opportunities they could gain as a result of being competent in English (Wijeratne, 2015). This could be considered an important finding since the current syllabi did not adequately address the domain of “English for professional purposes”, although this component was considered crucial by the students. In addition, respondents whose First Language (L1) was Tamil, also made note of difficulties faced in the ESL classroom when the educator was not knowledgeable in Tamil:

“I am a Tamil Native speaker. The way I’m telling sentence is different in English. I can’t translate and talk like my Sinhala friends.”*

The interview data also complemented the findings of the questionnaire on the level of student satisfaction regarding the Intensive and ongoing courses which were discussed earlier. For example, three interviewees commented:

“ELTU teachers always give us the chance to speak and answer the questions. With this opportunity we can improve our speaking ability as well as the fear of speaking English can be eliminated.”*

“I think that, English courses doing in the university are the very best...”*

“On going English course is very nice. Miss. (*Name of the teacher*) ma’am doing her teaching really well. I loved it. Thank you for giving this opportunity to us.”*

These responses indicated that there appeared to be a fair amount of trust placed by the students on their teachers and the existing programmes.

Conclusions

Through the present NA, it was found that the students were fairly satisfied with the existing programmes offered by the Department of English Language Teaching, Faculty of Arts, University of Peradeniya. However, the following areas should be given attention to further satisfy the learning needs of the students: the Intensive Course should focus more on building the grammatical competence of the students, the domain of “English for professional purposes” should be given more weight in the current on-going programmes.

Since it was established that students were satisfied to a considerable extent with the existing programmes and the teachers, this should be exploited further to provide the students with a safe and enabling environment to build their language competence in general, and most importantly, to develop their speaking abilities. This study clearly showed that participants were aware of the necessity of spoken English and that their own level of speaking skills must be improved. The need to improve speaking skills was a finding on par with those of previous NAs conducted on the English language skills of undergraduates in Sri Lanka (Basnayake, 2020; Dhanapala, 2021; Ranasuriya and Herath, 2020). The NA also revealed that the teachers should be more sensitive towards the needs of students whose L1 was Tamil so as not to let them feel marginalized in the classroom.

Furthermore, in line with research on blended learning, it was found that the majority of respondents preferred learning in a blended context with physical and online lectures (Dziuban et al., 2018; Means et al., 2013; Norberg et al., 2011). However, the online classroom in particular, which is the current mode of teaching being employed, should give focus to using multimodal texts/methods to enhance the learning experience of students. An effort needed to be made to integrate inclusiveness into the online classroom through the use of online tools as teaching aids.

In conclusion, it should be noted that the current NA was dependent solely on students and students who had a fairly high level of competence in English. In order to further strengthen the findings, it was recommended that the scale of the study should be expanded and the perspectives of other stakeholders such as teachers should be also integrated.

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Restraints on application of principles of humanistic education in online education

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Abstract

A global educational system-change has been predicated by the overwhelming crisis of COVID-19. Proactive teacher-student relationships have converted into a virtual interaction where the traditional pedagogical practices are either limited or impossible. Long term exposure to conventional instructional mechanisms, minimal subjection to online methods and technical deficiencies have threatened the viable administration of online education. This can debilitate the student-centred learning function. Humanism Psychology in education centres on the individual growth and self-actualization. The student is the authority to decide the content and the materials to be learnt. As of being learner-centric, an individual reserves the autonomy to self-evaluate the learning tasks. The teacher, as the coach, is in a mission to create the environment that helps develop the student's intellect and emotional fabric. In order to reach self-actualization, the students' physical, mental and emotional needs must be fulfilled. If the student is deprived of the environmental factors in terms of the satisfaction from the above needs in his classroom, he is likely to be distressed, thus, compelling him only to acquiesce in tasks and learning. Therefore, it is imperative to identify pitfalls in the new setup, scrutinizing what is missing in the online education to identify what blocks wholesome communication between the students and the application of humanistic learning theory. Research into online education in the global literature is adequate. Nevertheless, the research scaffolding theories of educational psychology need to increase in number and expand in scope. In the Sri Lankan context, online education observed from humanistic theory calls for more studies as the literature is yet to see ample growth. The current study expects to complement the available content by supplementing it with the humanistic learning theory as a basis to objectively analyze the behavior of online education in the local context. Restraints inherent in the online education system disrupt the application of humanistic learning theory causing to unsettle symbiotic communion between teachers and students. The study also aims to explore factors affecting emotional communion between teachers and students and inhibitions in constructing a safe learning environment. The target sample consisted of students at St. Thomas' Preparatory School, Colombo. As the research was based on a two way- methodology, the online survey followed the Concurrent nested design. The gathered dataset was analysed for percentages, median and standard deviation on quantitative data whereas Thematic Analysis dissected qualitative data under themes: Positive elements of the physical class and pros and cons of the online education. The restraints integral in the system of the online education largely invalidate its function in constructing a safe learning environment. The students' psychological and physical needs are only partially satisfied. The system fails to prove its legitimacy as an alternative which is as potential as the physical classroom when it comes to the application of principles of humanistic learning theory.

Keywords: *Humanistic Education, Restraints, Online Education*

Introduction/Background

The potential research a learner undertakes is learning to realize self-actualization as theorists of humanist education posit it. Construction of inner motility moulds a man of solidarity in return. As Rogers believed, the education today aims to produce eminent people who are aware of methods of learning (Iyer & Sanmugarevathi, 2020). Humanistic approach in education emerged from the work of the scholars, Abraham Maslow and Carl Rogers. Among the key concepts of humanism psychology, a person's free will, growth and self-actualization are of paramount importance. This approach treats a child as an innately good being and emphasizes on a student's emotional health. It is not only about intellect, the educational focus should be on teaching the 'whole' child. Self-esteem and autonomy are characteristic concepts in this approach. Humanistic learning theory, as it emanates from Humanism Psychology, is self-centred and encapsulates the core principles: student choice, self-motivation, self-evaluation, significance of the both cognitive and affective domains, a safe-learning environment. The outbreak of Corona virus towards the end of the year 2019 arrested the global education along with other socio-economic and socio-political institutional operations. The advent of online education affiliates itself with free development methods, a concept Humanism Teaching Theory advocates. As indispensable of a system newly implemented, defects and faults invariably affect online educational procedure. The current global literature subsumes such evidence. Owing to the unprecedented size of exposure, the students are crowded by prompted agents of anxiety, signal and data insufficiencies, abbreviations of technological literacy, and environmental outcomes. Palmer (2007) asserted the environmental weight upon the learners. Copeland et al. (2021) dissected the mental health concerns. Fawaz et al. (2021) studied mechanisms of evaluations and technical interventions. Surayaman et al. (2021) delineated on restraints on socialization at home. Almaiah et al. (2020) found that technological factors, e-learning system quality factors, cultural aspects, self-efficacy factors and trust factors affect the usage of e-learning system.

Objectives

The research focused on Humanism Psychology as a foundation for evaluation of online educational direction is limited. This research investigated the limitations that arose in the deployment of humanistic learning theory in the online learning process. It mainly espoused the examination of principles of humanism learning theory to testify to the research questions: How does online education affect emotional communication between the teacher and students? And which aspects of online education hinder the construction of a safe

environment in terms of physical and emotional requirements so as to keep students from reconciling with perpetuated learning?

Literature Review

The global literature expounds on humanistic learning approach distinctly. Duchesne and McMaugh stated that humanist theorists “consider the broad needs of children, including not just cognitive but also social and emotional needs” (2016, p.263). As of Humanism Psychology, fostering engagement with the students, self-evaluation, cognitive and affective learning and a safe learning environment are core components. Humanistic theory is contrasted to Behaviourism and Cognitive theories. Maslow (1943) developed the hierarchy of needs as a model to provide a clear-cut idea of the needs of individuals. According to Maslow’s five-tier pyramid of hierarchy of needs, when a person fulfils his physiological needs and safety needs, he then would be able to satisfy psychological needs such as love, belonging, and esteem, finally leading to self-actualization or fulfilment; it creates a prolific individual. Craig Hogan (1978) emphasized that educators should appreciate the values of the individual learners by observing them as persons who have unique needs. Carl Rogers believed that every individual has an innate desire and motivation to learn in order to accomplish themselves as prolific people. Ryan and Deci (2000) implied that motivation and personality are focal factors in Self Determination Theory which is directly connected to Humanistic Psychology. According to the theory, individuals are proactive and usually strive to actualize their potentialities within the environment they inhabit. The Determination Theory stresses on the following aspects; humans are innately proactive, possess inherent tendency towards improvement, and they necessitate “nutrients” from the surrounding that they are exposed to.

In the Sri Lankan academic context, several studies shed light on humanistic aspect in education. Asantha U. Attanayake (2017) identified that three vital aspects, socio-cultural views, cognitively based views, and humanistic views of education should be included when designing lessons and syllabi for the Sri Lanka schooling population. Conversely, Attanayake stated that the Language teachers in Sri Lanka do not pay attention to the above aspects when designing the lessons for their student populations in schools. Rasika (2018) revealed that a student-centered curriculum should be introduced to tertiary education in Sri Lanka. However, according to the prevailing circumstances, it cannot be implemented due to poor rapport between the student and the lecturers. Halloluwa et al. (2014) implied that stimulating

learners' motivation in Sri Lankan Primary education is incomprehensible since one teacher has more than twenty students in a classroom. Vivehananthan (2008) emphasized that “an excellent teacher” should not only disseminate knowledge to learners but also motivate them regardless of discrepancies in race, class, and gender. Moreover, she should facilitate students to delve into their interests.

Humanism and online education share a bi-directional liaison. Talukdar (2021) found that apathy, lack of innovation, inauthenticity are focal issues in online teaching process. Nevertheless, applying Humanistic Approach is a solution to improve curriculum and teaching strategies of online teaching process. Shikhani (2013) explained that teachers should make correct decisions in selecting principles of humanism. Lack of knowledge, experience, confidence, and skills of a teacher may cause students to obliterate their passion for learning.

Research Design/ Materials and Methods

This research purported to distinguish and analyse correlation between humanistic learning theory and online education in terms of hindrances that could adversely unsettle the wholesome bi-directional correspondence between the two ends. The research, accordingly, initiates an exploratory approach to capture the students' perceptions regarding online education. Whether the students were equally, less or more interested in continuing with new platforms was penetrated by focusing on the two research questions:

Q: 01: Which aspects of online education hinder the construction of a safe learning environment in terms of physical, psychological and emotional requirements so as to keep students from reconciling with a perpetuated learning endeavour?

Q: 02: How does online education affect emotional communication between the teacher and the students?

This cross-sectional study deployed a two way-methodology. The researchers approached the research problem quantitatively and qualitatively; the questionnaire was embedded with closed-ended questions for Descriptive Analysis and open-ended questions following Concurrent nested design for Thematic Analysis. The survey consisted of 16 items: four open-ended questions, five Yes/ No questions, five 3 point Likert Scale questions and one binary-choice question. All the major questions collectively called for the participants' experience and attitudes on a comparison basis making the speculation easier for the participants. All of the target samples were male students studying in grades 09, 10 and 11 at

St. Thomas' Preparatory School, Colombo. They were selected through Convenience Sampling method. The questionnaire was dispatched electronically as a Google Form giving them one week's duration to submit. The gathered dataset was tabulated for missing data and outliers before analysis. Descriptive statistics including percentages, median and standard deviation were obtained. Through Thematic Analysis, qualitative data were coded and analysed.

Results/ Findings

The main purpose of this research is to examine correlation between application of humanistic learning theory and online education. A two way-methodology-interpreted online survey was conducted to collect data. Quantitative data were interpreted through percentages, median and standard deviation. Fribourg and Roseninge (2013) stated that open-ended questions can produce more in-depth information as compared to close-ended questions. In order to corroborate statistics in the survey, four open-ended questions requesting were included. The gathered database was scrutinized for outliers and discrepancies. The filtered data were then coded and labelled with two themes: positive elements of physical class and pros and cons of online education.

Survey/ Descriptive Statistics

Among the respondents, 62% (n=44) and 70% (n=50) reported that their free thought flow (M=0.52, SD=0.73) and focus on the online lessons were comparatively low respectively (M=0.42, SD=0.71). The respondents (69% n=48) received less motivational activities (M=0.45, SD=0.73) and 70% (n=49) believed distance between them and teacher affected learning (M=0.7, SD=0.25). Similarly, 80% (n=57) of the respondents found their online lessons less interesting (M=0.25, SD=0.55) while 53% (n=37) secured unsatisfactory knowledge (M=0.57, SD=0.67). (See Fig. 1)

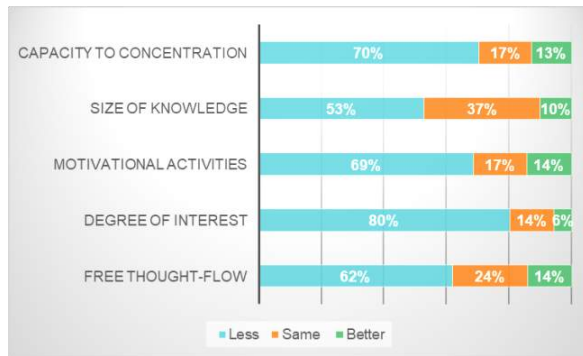


Fig. 1: Students' Responses to Items of Three Point Likert Scale

Recording interruptions, 61% (n=30) have problems with internet connection along with other technical disturbances while distractions at home were experienced by 45% (n=22) of the respondents. (See Fig. 2)

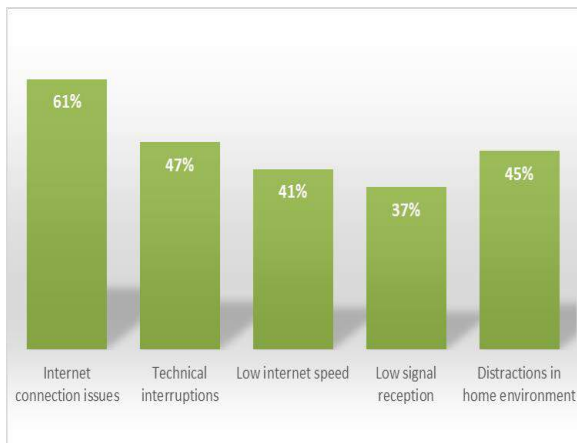


Fig. 2: Factors Defining Distraction

The preference rate in respect of physical classes was 93% (n=66) whereas only 7% (n=5) of the respondents liked online education (M=0.07, SD=0.25). (See Fig. 3)

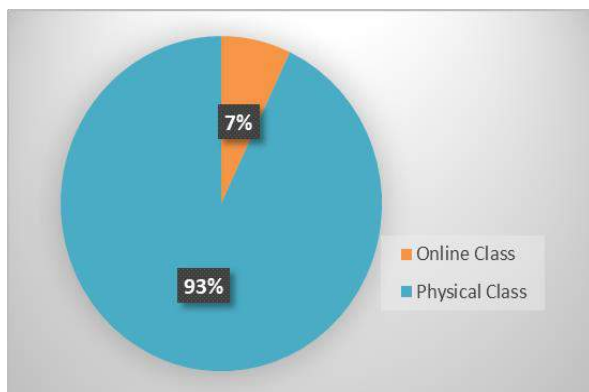


Fig. 3: Preference on Platform for Education

The majority of the respondents (56%, n=40) stated they could select a method of learning of their preference (M=0.56, SD=0.49) while 63% (n=43) did not consider that the type of method interfered with their online education adversely (M=0.36, SD=0.48) (See Fig.4)

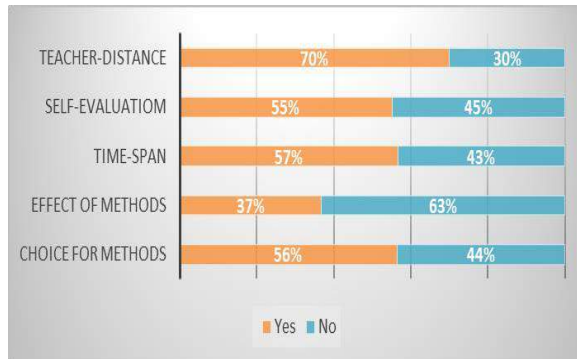


Fig. 4: Students' Responses to Yes/No Items

The following is the discussion of the findings under two research questions;

Q: 01: Which aspects of online education hinder the construction of a safe learning environment in terms of physical, psychological and emotional requirements so as to keep students from reconciling with a perpetuated learning endeavour?

Association with friends was deemed considerably significant in both the contexts. 18 respondents thought this was functional in physical class whereas 9 of them highlighted deprivation of the same in online classes. Concentration was a point of interest the students expressed their views about. 10 of them agreed they could concentrate in a physical class when 6 found it hard in online classes. Parallel to the above, the respondents, similarly, listed effectiveness, motivation, ease of learning, pleasure, school environment, and comprehensibility as the determinants in the physical setting. On the contrary, in the online classes, disadvantages outweighed advantages which were only 02 in number: interest occasioned by supplementary videos and presentations and the use of modern apps to search for more facts. Screen discomfort was remarkably salient: 14 respondents had complained of discomfort. Difficulty to understand, low interest and motivation, distractions, and absence of school environment were also distinguished among them.

In essence, cognitive and affective learning are both equally important elements in a healthy learning activity. In cases where the students fail to generate their thoughts without much strain, screen-discomfort causes to recoil in pain, lack of interest and engagement discourage them to continue with tasks and disturbances to concentration persist, the students are likely

to disengage themselves from assimilation of both knowledge and feelings. This, in turn, unsettles the concept of “teaching the whole student”. Hurdles to active communication with friends dissuade the students from building interactive observations and discussions to promote their learner autonomy.

Establishing a safe environment is an endeavour which can be realized in terms of physical, mental, and emotional safety. The atmosphere of a school is a substantiated image in students’ mind. Deficiencies in online education disqualify it as a corresponding alternative. This is heightened by technical disruptions as witnessed by global literature.

Q: 02: How does online education affect emotional communication between the teacher and the students?

In the survey, among the students, 70% (n=49) believed distance between them and teacher affected learning ($M=0.7$, $SD=0.25$). As per the Thematic Analysis, the respondents emphasized the value of presence of the teacher with whom they could interact and get their doubts cleared. A total of 24 respondents had appreciated this aspect of the physical class. On the contrary, 18 of them criticized physical absence of a teacher in the online class. Physical presence of the teacher is a vital principle in humanistic education for it facilitates the teacher’s role as a facilitator and a consultant in which the teacher sets learning goals, programmes excitement and stimulations as motivational outcomes, constructs a safe student-friendly environment and helps make choices regarding the content the students learn. In the context of online practice, this asset of a teacher hardly benefits the students, thus, rendering instructions rather complicated and on the other hand lowering emotional rapport and trust the students can build with the teacher. This phenomenon, equally, associates with the insufficient size of knowledge they receive.

Conclusion

The current research dissected complications prevalent in the implementation of principles of humanistic education in online education. Simultaneously, it closed in on substance depleting mutual rapport between the teacher and students and unsettling the foundation of a safe learning environment. The findings proved to be on par with the primary anticipation that restraints in online education could undermine the functional deployment of the principals of humanistic learning theory. The teacher finds it challenging to devise a profound bidirectional communion with the students owing to physical distance. According to global

literature, distance between the teacher and students, lack of motivation and creativity and technical restrictions exhaust the online system and the student. Online setting only duplicates some elements available in the traditional learning-teaching process rendering adoptions impractical to a great extent. The restrictions can pose a threat to the healthy growth of affective faculties in a student, especially as he is debarred from engagement with the school culture. In this imitational setup, inherent technical and environmental issues originate physical inconvenience. The ultimate achievement of educational infrastructure is to build an environment where the students' physical, psychological, and emotional needs are addressed. Online educational constitution only minimally caters to pursue such a goal. Nevertheless, the results may not be generalized to the target population as the sample was recruited through Convenience Sampling. It is recommended to conduct research to identify mechanisms to adopt humanistic methods in online education. The teachers and curriculum developers should employ humanistic principles in designing tasks in a manner applicable to online education adhering to the solid findings of the current research.

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Needs analysis to design a flipped experiential interactive museum learning activity

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Abstract

This study aimed to describe a holistic process of needs analysis to be used in the integration of digital content in museum flipped experiential learning activities based on the needs analysis model by Hutchinson and Waters (1987). A semi-structured interview was used involving 3 experts mirroring the intended subjects in the field. Six themes emerged during the interview process in terms of the needs of aspect on analysis requirement and module content, module objectives, selection, media, and materials aspect, utilize media and materials aspect, require learner and participation (flipped activities) aspect and finally, evaluate and revise aspect. Finally, this article indicated the instrument's modification or refinement, which demonstrated that the instrument was valid and reliable to be utilised in a real study. This article will help researchers in education and museum practitioners to provide a guideline and embrace their work to develop digital content in flipped experiential learning activities.

Keywords: *Flipped Experiential Learning Activities, Museum, Needs Analysis, Qualitative, Semi-Structured Interview*

Introduction/Background

In a museum, visitors learn about history and culture, and children constitute up a good portion of the museum's audiences (Karadeniz, 2010). From "about something" to "for someone", museum curation and setting have evolved. The tendency is to design museum exhibitions to attract and construct a memorable learning experience. Moving away from "learning about something" and towards "learning for someone" places the learners at the centre of the learning experience design, while maintaining the theme or content as the learning subject in mind. In the case of historical items, the narrative behind the usage and people utilising the artefacts, as well as the culture and society engaged in producing, preserving, and using the relics, may be powerful 'story-telling' points that can engage young children's imaginations. Learning must be made entertaining through module creation, which poses problems in merging subject pedagogy, love and attention capture, with strategic algorithm and software savviness (Tang & Hanneghan, 2011).

The process of obtaining information that serves as the foundation for designing a programme or curriculum that fits the learning requirements of a specific set of learners and identifying priorities among them is referred to as needs analysis (Srijono, 2006). It aids in the design of assessments, the compilation of resources, the design of instructional activities, the evaluation of strategies, and the re-evaluation of the precision and correctness of the original requirements analysis for future design (Brown, 2001). By conducting a needs analysis, the researcher obtained a general understanding of what had been accomplished in this learning scenario as well as what the learners wanted and needed in the future (Li, 2014). According to Hidayat et al. (2015), there is a need to construct curriculum development based on digital material in museum flipped experiential learning activities that are consistent with contemporary educational trends. As a result, the purpose of this research was to describe a comprehensive needs analysis process that would be employed in the integration of digital content in museum flipped experiential learning activities. Thus, the research question for this study was 'What is the suitability elements needed in designing flipped experiential learning activities based on the need analysis process?'

Methodology

Qualitative research is frequently used to collect non-numerical and in-depth insights about a certain paradigm. The validity and reliability of its instrument and data, particularly interviews, are central to the issue of qualitative research (Percy et al., 2015). The needs

analysis conducted in this study was focused on understanding the meaning that participants had created, how participants made sense of their environments, and how participants characterised their experiences in their worlds (Hatch, 2002). This study was based on Hutchinson and Waters' needs analysis methodology (1987). The model echoed the apparent questions, such as “Who are the learners”, “How do the learners learn”, “What sources are available”, “Where do they learn”, and “When will they learn”. The Hutchinson and Waters’s (1987) learning needs analysis model had been taken into account by considering the starting point as “lacks” and the destination as “necessities”, although there might be some “wants” discord over what the destination should be, there’s a must to consider the “route” as well to understand how learners are going to get from starting point to the destination. This needs analysis model was essential for assisting with the improvisation of the primary study. In this situation, validity and reliability are two important factors to consider while assessing the instrument used in qualitative research (Dikko, 2016). Validity is an important criterion for assessing the quality and acceptability of research to assure the truth of a study or how much it can be believed (Zohrabi, 2013). The initial phase of programmed design is needs analysis, which provides validity and relevance for all subsequent design efforts (Johns, 1991). From the reliability standpoint, it stresses the dependability and consistency of the data, which is devoid of bias in measuring the concepts that are meant to be measured (Sekaran & Bougie, 2003). Reliability also refers to consistent outcomes and repeatable procedures that provide the same result (Huck, 2007).

The semi-structured interview was utilised by the researcher to obtain data. Interviews, according to Merriam (2009), are required to allow researchers to comprehend a certain phenomenon from a person's perspective. The most essential stage is to choose a suitable panel of experts since it impacts the quality of the study's results (Taylor, Judd, Witt, & Moutinho, 1989). According to Berliner (2004), professors with more than five years of experience are considered experts since they have persistent experience teaching and managing. The researcher opted semi-structured interview because it would allow covering all the issues concerning this study and at the same time it allowed the interviewees to provide more information according to the controlled conversation direction. The participants should be the key informants that can represent a community and provide rich information (Sava, 2012).

Akbari and Yazdanmehr (2014) define an expert in the field of education as someone who has more than five years of particular expertise. Several criteria were stated for the expert

panel's selection, including professors or senior lecturers involved in numerous academic disciplines, either as researchers or lecturers, with more than ten years of professional experience involving technology and communication. In this study, a purposive sampling approach was utilised. This approach was appropriate for utilization since Patton (2015) stated that it might help in identifying the requirements based on their experience. Sava (2012) stated that the participants in needs analysis research should be key informants capable of representing a community and providing rich information. As a result, the participants in the needs analysis were chosen at random from a group of three academics from a public institution.

Cresswell (2003) proposed that researchers acquire expert validation to validate the elements or questions in the instrument of study. For instrument validation in this work, three experts from diverse academic disciplines were recruited. According to Dimopoulos and Pantis (2003), the instrument's validity requires a minimum of three experts. As a result, before the instrument was delivered to the lecturers, the panel of experts would assess its face validity. Participants were requested to participate in a 45-minute online interview using the Google Meet platform (duration depended on time-paced, semi-structured interview questions, and checking of the research instrument). In addition, thematic analysis was used to identify, analyse, and report on patterns or themes in the data (Braun & Clarke, 2006).

Findings

The interview findings revealed that participants responded positively to the requirement to integrate digital information for the museum's flipped experiential learning activity. According to the participants' agreement, the majority of the participants had positive perceptions about the need for students to engage in museum flipped experiential learning activities utilising digital content. In this study, the researcher categorised raw data from participants' perceptions into specific themes. The themes were the overall themes that were based on the outcomes of the interviews. It was then easier for the researcher to categorize it into themes for study. Six themes emerged during the interview process in terms of the needs to explore: (1) aspect on analysis requirement and module content, (2) module objectives, (3) selection, media, and materials aspect, (4) utilize media and materials aspect, (5) require learner and participation (flipped activities) aspect and (6) evaluate and revise aspect.

Discussion and Conclusion

From the findings of the study in the analysis conducted, it provided clear instructions on how to identify the suitability elements needed in designing flipped experiential learning activities based on the needs analysis process. It would also provide a comprehensive flipped experiential learning experience that were interrelated with each other in assisting pupils in achieving the learning activity based on digital content. Based on interview analysis, participants were satisfied with the instrument, which covered all elements of the digital content for the museum flipped learning activity. As a result, the change or refinement made to the instrument solely in terms of language had demonstrated that the instrument was valid and trustworthy for use in the actual research.

These findings from the need analysis fulfilled and corresponded to the whole scale of validity and reliability requirements in the qualitative approach, which sequentially followed the deciding, assessment, adjustment, revisiting, and reflection phases. The significant outcomes of this needs analysis gave valuable insights for the researcher to adapt and improve the research instruments to fulfil the study's goal. Finally, the results demonstrated that the chosen instrument performed the required task and that semi-structured interviews could be conducted effectively to gather data on the concepts that the researcher expected to assess in the main study. It was intended that this work would serve as a resource for other researchers who might conduct a needs analysis context in a qualitative research study. Future research should also venture rigorously into the long-term effects which the use of digital content especially the artefacts and heritage when designing the module based on digital content in a flipped experiential learning activity. This article will assist other researchers in adapting their work to the development of digital content in museum flipped experiential learning activities.

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Educational achievements of female students in middle class and working-class families

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Abstract

There is a close relationship between social class and educational achievement, regardless of how the education system is organized. Students from affluent backgrounds are significantly more likely to enter higher education than those from poor backgrounds. Moreover, being working class girls seems to be an added disadvantage. Even though Sri Lanka paints a picture where girls outperform boys, it is only clearly visible in the middle class. Thus, the main objective of this study was to find out whether there was a disparity in educational achievements of female students in the middle class and lower class, by identifying educational achievement and comparing family background factors contributing to educational achievements of female students, through assessing the variations in achievement and the background factors contributing for such variations. A mixed design was used for a random sample of 200 female students and their parents of IAB, IC and Type 2 schools from the Galle Educational Zone. These students were from Grade 8 classes as Grade 8 was the completion grade of Junior Secondary Level. Data was collected through questionnaires and interviews. Correlations were used to analyze quantitative data together with thematic analysis for qualitative data.

Findings suggested that social class influenced educational achievement, mostly the education and profession of parents as contributing factors for social class than income. The argument of the research had been that even though there seemed to be girls outperforming boys in Sri Lanka, there were disparities in achievement among girls in relation to their social classes. This study projected the point that girls of low social classes should be taken into consideration when making policy decisions as well. Otherwise, the country would be more biased towards middle class children, furthering their opportunities for high success rates. The Kannagara policies that guaranteed better lives for poor children may once again become just a façade in this inequality.

Keywords: *Educational Achievement, Middle Class, Working Class, Female Students*

Introduction/Background

There is a very close relationship between social class and educational achievement, regardless of how the education system is organized. Students from affluent backgrounds are significantly more likely to enter higher education than those from poor backgrounds. Working class students are more likely to pursue vocational subjects which may be because some working-class parents place less emphasis on education as a means to get on in life (Jayaweera, 2012). The undervaluing of education, by adults combined with more limited career aspiration, results in working class children viewing schooling as merely a prelude to getting a manual job. Moreover, children from disadvantage backgrounds are more likely to leave school at 16; some sociologists believe that this is because working class culture is fatalistic, that parents pass on the idea that their lower status is relatively fixed (Jayaweera, 2018). The impact of this could cause working class children disregard in investing time and effort into something which will not have any effect on their lives. Further, working class children are also more likely to start school unable to read as their parents seem to put less emphasis on education.

Therefore, the effect of social class on educational achievement in this era is widespread. Moreover, being working class girls seems to be an added disadvantage. Research suggests that socialized gender roles affect females' access to education. For example, similar to Sri Lanka in Nigeria, children are socialized into their specific gender role as soon as their parents know their gender (Wise & Dolby, 2012). Men are the preferred gender and are encouraged to engage in computer and scientific learning while the women learn domestic skills (Sri Lanka Foundation International, 2017). These gender roles are deep rooted within the state. On the other hand, Sri Lanka even though paints a picture where girls outperform boys (Aturupane & Ebenezer, 2017), it is only clearly visible in the middle class. The gap between gender and achievement is wider in the lower social classes. Therefore, this study sought to find out the background factors that hindered educational achievement of girls.

Research Methodology

Main objective of this study was to discover whether there was a disparity in educational achievements of girl students in the middle class and lower classes. Following were the sub-objectives of the study.

1. To identify educational achievement of middle class and lower-class girl students

2. To compare family background factors contributing to educational achievements of female students of both social classes

The sample for this study was drawn from schools of the Galle Educational Zone. A total sample of 200 female students and 200 parents from three types of schools, 1AB, 1C and Type 2 schools were selected for the study. These students were from Grade 8 classes as this was the year prior to the completion grade of junior secondary level (NEC, 2017/12). The sample of students consisted of both middle class and lower class. Data was collected through questionnaires distributed to students and parents and focus group interviews for selected students and their parents of both social classes. Following Table 1 presents a summary of the sample and data collection techniques.

Table 1: Sample and Data Collection Technique

Sample	Total		Data Collection Technique
Schools	3	1AB 1C Type 2	
Students	200	1 AB (70 students) 1 C (70 students) Type 2 (60 students)	Questionnaires and focus-group (randomly selected 10 students from each school) interviews
One parent or the caretaker of the selected students	200		Questionnaires and focus-group (parents of the selected students) interviews

The data was analyzed using both quantitative and qualitative analysis methods. Correlations were used to determine the contributing factors for educational achievement together with thematic analysis of qualitative data. Following findings provide an understanding about the dilemmas regarding educational achievements in relation to gender of different social classes.

Discussion

As mentioned above, an objective of this study was to see whether there was a disparity between the achievement levels of female students of middle and low social classes. According to the Department of Census and Statistics of Sri Lanka (2017), there were four categories of socio-economic groups based on the monthly income level; Poorest 20% (Rs.14,843), Poorest 40% (Rs.22,423), Middle 60% (Rs.46,097), Richest 20% (Rs.158,072). Considering these categories, the sample of girls was categorized into four groups. When

considering the income level, the educational achievement of female students showed a positive correlation between the two variables ($r = .058$). However, the relationship was not significant ($p = 0.566$). Therefore, the income might not be a prominent contributor to the educational achievement of the selected sample. Further, the overall achievement levels of the majority of the girls were below 60% irrespective of the social class they belonged to.

On the other hand, the achievement level of girls with the school type showed a significant relationship ($r = .200$, $p = .040$); which was as mentioned earlier, is a common pattern in the country. Of the three schools, the Type 1AB School was a co-ed school which was about 4 km away from the city. This school had a 1300 student enrolment, 108 teachers, and 15 non-academic staff. All prescribed physical facilities were available for students and staff but a playground. The O/L achievement percentage was 83%. The Type 1C School had a 1000 student enrolment, 85 teachers, and nine non-academic staff. This school lacked sufficient physical infrastructure, including furniture for students. The school was about 20 km away from the city. The O/L achievement percentage was 72%. The Type 2 School was about 16 km further from the city with 720 students, 56 teachers, and 6 non-academic staff. This school had sufficient buildings but lacked classroom furniture. The O/L achievement percentage was 62%. A glance at the background of the three schools denoted the common problem in Sri Lanka about the School Type, which was the anomaly in the provision of both physical and human facilities and the difference in educational achievement. Thus, social class influence for student enrolment should be taken into consideration here. When observing the demographics of the family background, it was interesting to see the education (father $r = .260$ $p = .009$, mother $r = .240$ $p = .014$) and occupation (father $r = .148$ $p = .139$, mother $r = .428$ $p = .000$) of both parents significantly influence school enrolment. It was evident that children of social classes were segregated according to the social class, and that had an impact on educational achievement. Therefore, the girls of low social classes who were in Type 1AB schools had a higher success rate than their counterparts. Thus, indirectly the social class of the student had a significant impact on their educational achievement.

These findings were further strengthened by the data of focus group interviews. The aspirations of both parents and students for further studies, student motivation to learn and the friendly atmosphere in the school seemed to be contributing factors for educational achievement. The culture of the school seemed to be promoting these kinds of attitudes. Interestingly, the Type 2 School seemed to be child friendlier than the other two, and students

were happier there in comparison. However, in this exam-oriented education system, more focus on the mere subject matter seemed to be essential for high educational achievement.

The second objective of this research was to compare family background factors contributing to educational achievements of female students of both social classes. Parents' time spent on playing with the child seemed to be influencing educational achievement ($r=-.209$ $p=.037$) reversibly. For instance, it seemed that the more time spent with parents on physical activities, the less achieving the student became. This showed another grave problem of the exam-oriented education of the country in which much time was expected on amassing knowledge rather than the overall happiness of a child. This was further elaborated when looking at the social class wise disparities. Even though it was not significant, there seemed to be a high probability of parental income progressively reducing the family time they had with their children ($r=-.058$ $p=.566$). As mentioned earlier, the parental occupation had a significant contribution to school enrolment. It was evident in this data too that there was a positive relationship between the level of education and the profession of the parents. Therefore, those who had better qualifications were in better jobs which successively had secured them a better school for the child. This would guarantee a comparatively higher success rate. Focus group interviews strengthened the above findings. Parental social class determined the family time and other recreational activities. The social class seemed to be influencing the decisions regarding time spent on education-related activities.

Conclusion

It was evident from this study that social class influenced educational achievement, mostly the education and profession of parents than the income. The argument of the research had been that even though there seemed to be girls out performing boys in Sri Lanka, there were disparities in achievement among girls in relation to their social classes. Therefore, taking a general stance that girls are good in studies will leave them out when focusing on educational policies for remedial actions for boys. This study projected the point that girls of low social classes should be taken into consideration when making policy decisions. Otherwise, the country would be more biased towards middle class children, furthering their opportunities for high success rates. The Kannagara policies that guaranteed better educational opportunities for poor children may once again become just a façade in this inequality.

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Informal and non-formal education for empowerment of female home-makers: A case study of a women farmers' organization in the Western Province

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Abstract

Despite the majority of the Sri Lankan population being women, only 34.5% of the female population participates in the labour force of the country. As such, several projects have been launched by governmental entities to encourage women's contribution in the national economy. One such initiative taken by the Ministry of Agriculture in 2016 was the establishment of 'Sithamu' (Let's think) women farmers' organizations to boost rural development with female participation in agriculture. The current study was conducted as part of a larger study on the structure and functions of a women farmers' organization which comes under the purview of the Ministry of Agriculture, Sri Lanka. The purpose of this paper is to explore the impact of non-formal and informal learning opportunities made available to women through such organizations drawing on Bourdieu's theory of capital (1986). The study was conducted as a case study on a women farmers' organization in the Western Province selected through convenience sampling. The informants of the study were eight members of the organization. A background information questionnaire, a semi-structured interview schedule, observational field notes and document analysis informed this study. It is evident that being members of the women farmers' organization provided them with a variety of opportunities to engage in both non-formal and informal learning. The sources of non-formal learning included instructional sessions, field visits, demonstrations and training sessions organized by the local Agrarian Service Centre. Further, field visits organized by the members, monthly meetings of the organization and informal interactions among the members provided them with contexts of informal learning. These learning opportunities helped the membership to develop their social, cultural and economic capital in various ways. It is recommended that these learning opportunities be further enhanced to empower women farmers by providing them with more access to government-provided training, funding and social recognition as farmers.

Keywords: *Non-formal Learning, Informal Learning, Female Home-makers, Women Farmers' Organization*

Introduction/Background

In terms of gender, the majority of the Sri Lankan population is women (53.2%), and their literacy rate is indicated as 91%, the second highest belonging to countries in the South Asian Association for Regional Cooperation; however, only 34.5% of the female population participates in the labour force of the country (Central Bank of Sri Lanka, 2020). As such, several projects have been launched by governmental entities to encourage women's contribution in the national economy. One such initiative taken by the Ministry of Agriculture in 2016 was the establishment of 'Sithamu' (Let's Think) women farmers' organizations "to boost rural development with female participation in agriculture" (Ministry of Agriculture, 2016, p. 90). Under this project, it is expected to establish 25,000 women farmers' organizations with one such organization per village. Each organization consists of twenty members, and is monitored and facilitated by the local Agrarian Service Centre. As reaching the objectives of these women farmers' organizations requires educating the membership on a variety of relevant subjects such as food and nutrition, home economics and environmental friendly farming, we, as researchers, were interested in studying the informal and non-formal learning opportunities made available to the membership of these organizations and the impact of the education on them.

Review of Literature

Learning is "widely accepted" to take place in three main "contexts" as formal, non-formal and informal (UNESCO Institute for Lifelong Learning, 2019, p. 18). Non-formal learning is defined as that which is "provided outside regular programmes of the formal educational system [and] is typically offered in the form of short courses, workshops or seminars, and may happen in the workplace, in community centres or through the activities of civil society organizations and groups." Such learning is aimed at achieving learning objectives within a given period of time by providing learner support (UNESCO Institute for Lifelong Learning, 2019, p. 94). The term "informal learning" includes "learning that is intentional or deliberate but not institutionalized" ("purposeful informal learning," e.g.-learning activities that occur in the workplace, community and daily life on a self-directed, family-directed or socially directed basis), and unintentional learning which "may occur as a by-product of day-to-day activities" (i.e. "incidental or random learning") (UNESCO Institute for Lifelong Learning, 2019, p. 94). Studies on the impact of non-formal education programmes and informal learning in a variety of contexts show that these two types of learning facilitate the

development of basic literacy skills and living standards of the target groups by empowering them economically, socially and politically thus contributing to the achievement of sustainable development goals (Intsiful, and Martins, 2019; Latchem, and Khanolainen, 2017; UNESCO Institute for Lifelong Learning, 2019).

Studies on women farmers in various parts of the world highlight the need for their education in a variety of areas pertaining to increasing the productivity of crops, the production and use of fertiliser, weed and pest management, maintenance of equipment, managing finances, and dealing with gender power relations. These learning needs of women farmers are catered to by a range of entities such as governmental agencies, community development organizations, experts in agriculture, farmers' societies, and people in their day-to-day social circle. This points to the fact that women farmers' learning takes place, to a considerable degree, in non-formal and informal contexts.

Yekinni, and Oguntade (2014) studied about the training needs of women vegetable farmers in Nigeria based on data collected from 120 women farmers in Oyo State. The study revealed that the women's involvement in food crop production significantly influenced their need for training, especially in areas such as chemical weed control, selection and application of fertiliser, and production of compost manure. Findings of the study emphasise the need for community development organizations to design training programmes to meet these training needs.

Barbercheck et al. (2009) report on the findings of a needs assessment on the education of women farmers in Pennsylvania, the United States of America. Survey data obtained from 151 respondents revealed that the participants mainly depended on governmental agencies, non-profit organizations and Pennsylvania Women's Agricultural Network as sources of knowledge pertaining to farming. Some of the major problems faced by women farmers were isolation from other farmers including women farmers, not being taken as seriously as their male farmers, and child care responsibilities. The respondents also mentioned that they have minimal skills in equipment maintenance, working with the local government and planning for retirement. Further they expressed their willingness to attend training sessions on topics such as pest management, building infrastructure, increasing the productivity of the crops, and managing finances. The main types of educational events they preferred to attend included seminars, workshops and on-farm demonstrations at local farms. Based on their findings, Barbercheck et al. (2009) recommend providing women farmers with opportunities

for learning through events specifically designed for them with a focus on beginning farmers, recognizing that women farmers may face barriers such as discrimination by other farmers and agricultural service providers, and creating opportunities for women farmers to network with each other, training personnel and agricultural service providers, which would help “to create a personal and professional network that can be drawn upon as needed” (p. 11).

In her life history research study on women commercial farmers in Zimbabwe, Kaziboni (2018) found out that the “women experienced non-formal and informal learning, with most of the latter being self-directed in nature” (p. iii). Their sources of knowledge included friends, neighbours, experts in agriculture and media. Further, it was revealed that women farmers complemented indigenous knowledge with modern farming methods. However, with the availability of knowledge and resources pertaining to modern farming methods, they tended to adopt those methods. Nevertheless, they still adopted indigenous farming methods when they were perceived to be less expensive, readily available and sustainable. Findings of this study also highlighted that males in the women farmers’ community resisted the discourse of women empowerment as landowners as it created “gender power tensions” (p.237). Drawing on the findings of the study, Kaziboni (2018) recommends the need for women farmers to have access to agricultural and business knowledge, and as well as training on management of gender power relations.

The current study was conducted as part of a larger study on the structure and functions of a women farmers’ organization which comes under the purview of the Ministry of Agriculture, Sri Lanka. The purpose of this paper is to explore the impact of educational opportunities made available to women through such organizations drawing on Bourdieu’s theory of capital (1986). Bourdieu (1986) defines capital as “accumulated labour” which, when taken on a private basis, enables people to possess “social energy in the form of reified or living labour” (p. 15). His theory on capital posits that capital is present in three key forms: economic capital, which can directly and immediately be converted into money and can be institutionalized as property rights; social capital, which consists of social connections that can be converted into economic capital under certain circumstances and might be “institutionalized in the form of a title of nobility” (p.16); and cultural capital, which also can be transformed into economic capital and be “institutionalized in the form of educational qualifications” (p. 16).

Methodology

Research Design

This study was conducted as a case study, which allowed us, as researchers, to gain a critical, “nuanced and in-depth understanding” (Baca, and Lopez, 2017, p.13) of the impact of informal and non-formal educational opportunities available to the membership of women farmers’ organizations in the Sri Lankan context. The case under scrutiny was a women farmers’ organization in the Western Province selected through convenience sampling.

Research Questions

The purpose of this paper is to address the key research objective of exploring the impact of educational opportunities made available to women through a women farmers’ organization from the perspective of the membership, in the context of Women Farmers' Organizations established under the Ministry of Agriculture in Sri Lanka. As such, this study will focus on the following research questions:

- What are the non-formal educational opportunities made available to the members of women farmers’ organizations in the Sri Lankan context?
- What are the opportunities available to those members to engage in informal learning?
- What is the impact of the educational opportunities on the members in terms economic, social and cultural aspects?

Data Generation and Analysis

To conduct the larger study, a women farmers’ organization in the Western Province was selected through convenience sampling, and written permission was obtained from the local Agrarian Service Centre to collect data for research purposes.

Eight members of the women farmers’ organization were recruited as informants of the study. Out of them, three were selected from among the executive committee of the organization, i.e. the president, the secretary and the treasurer. The other five informants were randomly selected from among the membership of the organization. All the informants were married home-makers. The informants’ profile is presented in summary in Table 1.

Table 1: Profile of the Informants

Informant's name (Pseudonym)	Age Range (in years)	Highest Level of Education	Types of crops cultivated	No. of children/dependents	Average family income per month (in Sri Lankan Rupees)
Padmini	Over 51	Junior secondary school	spices, fruits, vegetables	02	35,000.00
Indumathi	Over 51		aquatic flowers, betel, vegetables	04	35,000.00
Rasangi	31-35	Senior secondary school	betel, vegetables	03	45,000.00
Chathurika	41-45		spices, vegetables	01	35,000.00
Lasanthi	46-50		ornamental plants	03	35,000.00
Sreema	Over 51		betel, vegetables	03	15,000.00
Irangani	Over 51		betel, vegetables	03	25,000.00
Manoshika	46-50	Bachelor's degree	betel, organic vegetables	03	35,000.00

The case study design provided us with the opportunity to triangulate data generated through multiple means. A14-item background information questionnaire was used to collect demographic data such as the age, highest level of education and economic status of each informant. In addition, each informant was interviewed using a semi-structured interview schedule which consisted of ten main questions. The interviews were audio recorded and transcribed verbatim. The informants were visited at their residence for data collection. This provided us with the opportunity to observe the work the informants were engaged in, in relation to the training and education they received from the farmers' organization. These observations were noted in a study diary immediately after each field visit. This, in turn, helped us to gain insights into the impact of educational opportunities made available to them through the organization. The constitution of the women farmers' organization was used as a secondary source of data. When recording and presenting data, each informant was identified by a pseudonym, and other information that would lead to identification of informants were also anonymised, to ensure confidentiality of data.

The eight interview transcripts were analysed independently by the two researchers using both theory driven and data driven codes. The initial findings were triangulated by analysing the field observational notes and the secondary data.

Results and discussion

Analysis of data showed that a variety of opportunities were available to the members of the women farmers' organization to engage in both non-formal and informal learning.

Majority of the learning opportunities reported by the informants were non-formal. These included instructional sessions, field visits, demonstrations and training sessions organized by the local Agrarian Service Centre. For instance, members attended instructional sessions on topics such as unhealthy eating habits, harmful properties in commercially produced food and how to prepare healthy food for infants; such sessions were conducted by resource persons such as pediatricians and dieticians. Demonstrations on ploughing land, selecting suitable seeds for cultivation, and production of food items such as jam, yoghurt and vegan sausages were conducted by resource persons from the local Agrarian Service Centre. Members who expressed their interest in cultivating particular crops were directed to attend relevant training sessions conducted by other Agrarian Service Centres. For instance, Manoshika attended a one day training workshop on producing export quality vegetables which was conducted by another Agrarian Service Centre. Workshops conducted by the local Agrarian Services Centre focused on topics of more general interest such as production of compost, cultivation of pepper and grafting of plants. Manoshika mentioned that, during the monthly meetings of their organization, the members collectively requested the representative from the local Agrarian Service Centre to organize workshops on subjects of their interest. This shows that the membership of the women farmers' organization had a sense of agency and were oriented towards self-direction of the learning opportunities made available to them through the organization. Visits to farms, agricultural research centres, and horticultural crop research and development institutes organized by the local Agrarian Service Centre also provided the membership with opportunities to attend workshops on topics such as crop cultivation according to the size of the farming land and how to care for particular plants. These findings indicate that the non-formal learning opportunities available to the women farmers' organization addressed the training needs of women farmers highlighted by Yekinni, and Oguntade (2014), Barbercheck et al. (2009), and Kaziboni (2018).

Further, members of the women farmers' organization were provided with opportunities for informal learning. For instance, the members organized trips to national level agricultural exhibitions with members of other women farmers' organizations from neighbouring villages. This shows that the members of the organization themselves sought opportunities to

engage in informal learning, which, in turn, resonates with Kaziboni (2018) stating, “Women experienced non-formal and informal learning, with most of the latter being self-directed in nature” (p. iii). In addition, the monthly meetings of the women farmers’ organization provided the members with opportunities for informal learning. For example, the representative from the local Agrarian Service Centre, Bandula, took these meetings as an opportunity to share his ideas as to how home makers can productively contribute in the family economy. He illustrated his ideas by quoting examples from the success stories of other home makers from similar socio-economic backgrounds. Moreover, incidental learning occurred in the form of members sharing knowledge and experiences related to crop cultivation, production of organic fertilizers at home and solving issues pertaining to their cultivations. Chathurika stated that she valued what she learnt through the experience of her fellow members rather than what she learnt by listening to an instructor. Sreema also stated that the example set by Manoshika motivated her to develop her home garden. Likewise, informants of this study mentioned how they learnt effective strategies to save money and practised problem solving skills (e.g. - sharing limited resources among the membership who exceeded the number of beneficiaries of the *Sithamu* project) through their participation in the activities of the organization).

As such, informants of the current study provided evidence for the availability of various types of opportunities for them to engage in learning in both non-formal and informal contexts as members of the women farmers’ organization. In her study on women commercial farmers in Zimbabwe, Kaziboni (2018) notes that non-formal learning (provided through workshops, demonstrations and mass media) and informal learning play an important role in the participants’ practice as farmers. Conversely, it is apparent that the learning opportunities available to the informants of the current study support them in performing their role as home-makers rather than as commercial farmers. This, however, is in line with the objectives of establishing *Sithamu* women farmers’ organizations in Sri Lanka (Ministry of Agriculture, 2017).

Qualitative data generated through multiple means indicate that the non-formal and informal learning opportunities available to the membership of the women farmers’ organization have impacted the accumulation of their economic, social and cultural capital.

It is apparent that learning opportunities made available to the members of the women farmers’ organization have contributed in the development of their economic capital. For

example, learning how to cultivate and care for crops such as fruit trees, spices and vegetables in the home garden has resulted in minimization of expenditure on family food consumption (Ministry of Agriculture, 2017). Indumathi mentioned how the members practised the habit of saving five rupees per day which they retained through home garden produce that helped to cut down household expenses; they then used this money to pay their monthly membership fee and deposited the rest in a personal bank account. Manoshika mentioned that this practice enabled the members to “avoid asking their husbands for the monthly membership fee” implying that although the amount of money saved was minimal, it brought a sense of satisfaction in their capability to influence their family economy.

The learning opportunities available to the members of the organization also strengthened their social capital. This seems to have taken place at two levels—that is within the membership of the organization and outside the organization. Sharing their experiential knowledge related to topics of interest such as crop cultivation, tackling of issues in crop cultivation, and production of manure seems to have fostered a sense of solidarity among the members of the organization. Manoshika mentioned that if they had any excess of seeds for crop cultivation, they would share them with the other members. Moreover, being members of the women farmers’ organization seems to have provided them with the opportunity to network with homemakers with similar interests, and to share with one another their experiences of bringing up children and maintaining the family economy. Moreover, this sense of solidarity seems to have permeated to their life outside the organization in such a manner that they would support one another in times of need such as in the event of the passing away of a member’s dependent, when a member needed support to organize religious events at home (e.g. – *dhamma* preaching events, *pirith* chanting, alms giving), or when a member fell sick or gave birth to a child. In case of such events, they would provide the member concerned, with support in terms of money or labour as appropriate. This shows that the members’ mutual engagement in learning opportunities has given them access to a repertoire of “actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance and recognition” (Bourdieu, 1986, p. 21).

At a more macro level, the learning opportunities made available to the members of the organization paved the way for them to network with farmers, agricultural instructors and governmental institutions related to agrarian development thus helping them to increase their

social capital. These opportunities for “farmer networking [...] facilitated by formal agricultural knowledge institutions” enabled them to engage in “knowledge exchange, joint learning” (Šūmane et al., 2017, p. 1) and the generation of solutions to the challenges they encountered as home-based farmers.

In addition, the learning opportunities made available to the membership of the organization motivated them to seek cultural capital in the form of training (development of human capital), development of “habits, dispositions, and ways of interacting with others, similar to what is referred to as ‘soft skills’” (Woodward, 2014, p. 25) and work towards achievement of formal certifications as farmers. It is evident that the opportunities for training provided to the members helped them to develop their skills as home makers. For example, the members received training on production of food items such as yoghurt, as well as cultivation and maintenance of crops in the home garden. Sreema, Indumathi and Padmini particularly mentioned that this helped them to produce healthy food for home consumption and save money that would otherwise be spent on buying some of the vegetables, fruits and spices needed for home consumption. This, in turn, improved their competence as home makers. The learning opportunities also helped them to develop their soft skills pertaining to problem solving, teamwork, leadership, networking, communication and organization of events. For example, some of the training sessions conducted by the local Agrarian Service Centre were organized by a member of the women farmers’ organization on a rotational basis. This provided each member with the opportunity to develop organizational skills by preparing a conducive environment to conduct the training session at her private residence by way of making the space (e.g.- in the home garden or kitchen) and the necessary utensils ready, as well as arranging refreshments for the participants of the training session. The informal and non-formal learning opportunities available to the members also motivated some of them to work towards achievement of formal certifications as farmers such as Good Agricultural Practices certification.

Overall, analysis of data reveals that the non-formal and informal learning opportunities available to the membership of the women farmers’ organization have had an empowering effect on them by paving ways for them to accumulate economic, social and cultural capital.

Conclusion/Recommendations

It is evident that engagement in non-formal and informal learning provides members of women farmers' organizations with opportunities to develop their social, cultural and economic capital. Therefore, it is recommended that such learning opportunities be further enhanced to empower women by providing more access to government-provided training, funding and social recognition as farmers. It is also recommended that opportunities be provided for more women to participate in this type of organizations by way of increasing the number of beneficiaries per village (which is currently limited to twenty) and by expanding the project to villages where women farmers' organizations have not yet been established.

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A syntactic analysis of academic writing: A survey of first-year undergraduates

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Abstract

Academic writing performs a fundamental function in socializing students into the subjects and disciplines in universities. However, with the immense exposure to higher education, most undergraduates work hard to maintain their academic writing standards in higher education. It is essential for students to build definite writing genres as their academic accomplishment is reflected through their potential to convey thoughts. The study aimed to examine a syntactic analysis of academic writing of first-year undergraduates of a particular faculty in the University of Peradeniya. The methodology followed a mixed-method approach. The data were collected from 40 students who belonged to two intermediate classes. At the beginning of the semester, the researcher examined the placement test papers of the students (pre-test), then after practicing methods to improve their academic writing skills especially in syntax, the post-test was held towards the end of the semester. Furthermore, a questionnaire was distributed among the students, and interviews were conducted with 4 English teachers in the university. The results revealed that students had issues from the basic level and this was a consequence of lack of coherence in the presentation of ideas. The students mentioned that they realized the significance of learning English after they entered the university as they did not give much importance to English especially during the advanced level class since the focus was more on the three main subjects and that they were unaware of what was expected at the university level. As remedial issues, enhancing the reading culture among the students, providing strong and balanced feedback, implementing practical approaches to teach grammar, were practiced. As for recommendations, conducting workshops for students and teachers on academic writing, teaching the language without using the mother tongue and, allocating more time for English lectures were considered as important.

Keywords: *Academic writing, Intermediate classes, Syntactic issues, Undergraduates*

Introduction/Background

Academic writing is a significant, and complex skill for any university student to adhere to. Students in universities encounter many challenges in diverse fields that are ranging from vocabulary and accurate spelling of the words to express their ideas. The capability to identify and understand the difficulties faced by students is, therefore, an essential condition to become an ideal language teacher (Strevens, 1977). This fact brings to abide that lecturers need to consider the challenges that the students may encounter and help them to progress in precise fields.

According to Feak and Swales (2004), “Academic writing in English at university level is specifically different from writing at lower levels of education as the vocabulary; grammar skills and the approach of organizing ideas are different at the two levels”. The linguistic structures adept at the university level are more complicated than the ones that are used in schools. Furthermore, the students in the university face an innovative and different perspective of teaching and learning, a method, which they need to expand in order to succeed (Badenhorst, 2011). It is then that they find even their approach in writing at school is different from university. The students who are capable of writing well discover their path in academia with less trouble and satisfaction, while those who discover themselves restricted, stress themselves, and lose their self-assurance in their capability to accomplish the program requirements.

According to Leibowitz (2000), academic writing is significant in the expansion and development of different qualities among university students, which leads to success in their studies. It is an ability that can be enhanced and improved with practice too. Hence the process of developing the talent in academic writing can be achieved by a thorough reading of the particular subject area and increasing consciousness on how different types of texts are constructed. Moreover, competent academic writing is important to every university student, as the evaluations in university rely not only on the content that the students present, but also on the way that content is presented through their writing (Dudu, et al., 2012).

Objectives

- To understand the areas in which students needed assistance in academic writing
- To examine the academic writing challenges experienced by students
- To identify possible solutions to minimize the issues in syntax

Research Design/ Materials and Methods

This research used both quantitative and qualitative methods to collect data. Therefore, the research design was mixed-method. The research was carried out with 40 first-year undergraduates of two intermediate classes (grouped according to the student's competency level) who belonged to a particular faculty in the University of Peradeniya. The research focused only on the selected errors of syntax. They were; concord in using auxiliaries, errors in using SVO (Subject Verb Object) pattern, articles, preposition, the correct form of a tense, conjunctions, verb phrase, modifiers, negation, plurality, pronoun, and statement. The theoretical framework of the study was based on the idea brought forth by Morley-Warner (2009) which was, academic writing is specifically a proper method to write a coherent paper through using vocabulary, which is more prescribed with appropriate grammar, and precise sentence formation.

For the convenience to conduct the study, the researcher first analyzed the papers (pre-test) of the placement test; a test which was held at the beginning of the semester to group the students based on their English competency level. Thereafter, the lectures were conducted while paying special focus to the syntactic issues. Then at the end of the first semester, the same test paper was administered to them again (post-test). This aided the analysis of the improvement of the students after the teaching methods which were practiced on them. Along with this pre-test and post-test, some samples of these students' writings were also analyzed. The questionnaire administered to the students and interviews conducted with English language teachers in the university helped to obtain a better insight into the research problem.

Results/Findings

The researcher first compared the grades obtained by the students for the Advanced Level General English paper and the English paper given at the university. According to the results, even those who had scored low marks for the general English paper had gained good results in the university. After analyzing the questionnaires it was noted that the Advanced Level General English was not compulsory to pass when entering the university. Therefore, as mentioned by the students in the questionnaire too, they paid minimum attention to General English in the Advanced Level class and more attention to the three main subjects. This evidence showed that English was not given much importance.

When analyzing the data it was significant to realize that most of the students in this faculty were from the Western Province while Eastern, Northern, and North Western provinces recorded the least number of students. At the interviews, one of the teachers mentioned that as she assumed, most qualified and trained teachers in these areas moved to the city after some time to pursue their higher studies, and eventually, it affected the students as teachers who were not trained properly get these classes. This was also mentioned by Engstrom, (2008) as, “Lecturers or tutors may be highly qualified in a specific subject but may not have been trained to teach the course, which teaches students about academic writing that was never part of their training”.

According to the data, 90% of the students stated that the English module in the university helped them in academic writing. Only 10% of the students mentioned that it did not assist them in writing. Therefore, a majority of students get help from the English module to improve their academic writing. The results indicated that the aspects of grammar such as clear and coherent essays, parts of speech, tenses, cohesion, and referencing which also led to plagiarism were the areas where students were challenged most. The students also stated that it would be more helpful if the feedback was given individually explaining the issues without distributing the marked papers only.

After analyzing the syntactic issues of the students the following data were found. The students created many errors with the correct structure of concord in primary auxiliaries; am, do, did, were, have, and had. These errors were much higher in using modal auxiliaries like could, would, should, shall, and might compared to primary auxiliaries. The disparity in the structural agreement of the sentences between the languages makes syntactic errors. As the researcher assumed this might be due to the influence of the first language. The inappropriate use of articles was seen especially with reference to “The”. The students often had confusion when identifying the most suitable preposition. Either the students omitted prepositions or overused them. The few teachers in the interviews mentioned that students encountered issues with sticking to even easy language rules, for instance, beginning proper nouns and sentences with capital letters and that they were writing long sentences without punctuation marks.

Students encountered a considerable number of errors in using conjunctions and this was especially seen when they used conjunctions such as; for, and, but, and so. Furthermore, they omitted the use of subordinating conjunctions such as; if, since, then, that, because etc.

anywhere essential. They were unaware of when to include correlative conjunctions; not only but also, neither nor etc. There were major errors when identifying the exact form of a verb. When the subject was in singular form, some students made the verb pluralized. This was more or often seen due to the carelessness in writing. The students also had problems when choosing the most appropriate modifier. Similarly, they found issues in recognizing the noun form. Although using the correct plural form was not difficult, the students made careless mistakes when placing the correct form.

Conclusions

In conclusion, the study emphasized that both lecturers and students should enclose equal importance towards academic writing. When errors were identified and more focus was given to them, the issues could be minimized. The approaches used by the researcher in order to support the students to improve their academic writing skills concerning syntax could be taken as a significant outcome of the study. This was exemplified after comparing the pre-test and the post-test. Thus, enhancing the reading culture among the students, and motivating the students to use dictionaries, giving individual feedback while explaining the errors, encouraging the students to communicate in English especially during class activities, using in-class games to practice issues in syntax especially in prepositions were the main approaches initiated.

As mentioned in the findings when analyzing these data it was revealed that students had issues from the basic level. This was also revealed in the research conducted by Mimbri (2012) with B.Ed. students in the University of Witwatersrand that first-year students were struggling to shift from school literacy to academic literacy. Furthermore, Mutimani (2016) who conducted a research at the University of Namibia revealed that students should obtain background knowledge on academic writing before they enter the university especially due to the restrictions in time.

As for recommendations, organizing workshops for school teachers and university teachers enhancing the importance of academic writing while providing training sessions to improve writing skills, emphasizing the importance of individual feedback, and allocating more time to English lectures even after the first year at university could be suggested.

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Senior secondary students' right to participation in school administration; theory, policy and practice

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Abstract

A study was conducted to assess the perception of students', teachers', and principals on the implementation of the right to participation in the school administration in selected Senior Secondary schools in Sri Lanka. The study used sequential descriptive survey design and incorporated 692 students, 36 teachers and 18 principals from the Western, North Central and Central Provinces. Eighteen schools, representing IAB, IC, Type 2 government schools as the sample. Multiple methods were employed for collecting data in the study which included questionnaires for students and teachers, structured interviews for principals and focus group discussions with some selected students and a documentary study. The study revealed that the school administration pays less attention to student views and ideas and does not encourage their cooperation in school activities. According to the findings of this study, senior secondary students' involvement in school administration is still quite low in the schools studied. However, all principals and most of the teachers suggested that they should seek student support for school administration. The majority of senior secondary students do not participate in school administration, and only the school prefects are given priority in administration over the principal and teachers. The study concluded that, the secondary school students should be given the opportunity to express their opinions in school administration and various activities throughout the school, and principals and teachers should respect and appreciate students' ideas and needs.

Keywords: *Right to Participation, School Administration, Senior Secondary Student*

Introduction/Background

Children's and young peoples' meaningful participation implies the impact on both in respect of the personal benefits that accrue to the children involved, and in the realization of the right of children in the wider community. Lansdown (2001) stated that children's participation has been one of the most debated and examined aspects of the United Nations Convention on the Rights of the Child (UNCRC) since it was adopted by the UN in 1989 (Percy – Smith & Thomas, 2010). It was highlighted that the UNCRC gives the child the right, with increasing maturity, to increasingly participate in activities of the society and take part in decision-making in school. A major argument is that the participation rights of children are among the most difficult and controversial children's rights to be understood, implemented, and upheld because of the fundamental conflict between them and the competing rights to protection (Burr, 2004).

School administration is a process that falls under the umbrella of encompassing a number of processes such as: planning, organizing, directing, coordinating, controlling and evaluating the performance at a school. Johnny (2006) points out if schools are to respect and uphold the participatory rights of youth, educational officials need to provide young people with greater opportunities to influence the decisions that take place within the school environment. In institutions that are responsible for the socialization of young people, such as schools, educational officials are still not required to share power with youth (Bickmore, 2001). Ratnayaka (2000) also suggested that the Ministry of Education in Sri Lanka should take action to educate principals and teachers regarding the participation of children in decision-making, especially in co-curricular activities and school administration activities.

McNutly (2007) stated that "The primary aim of education is not to enable students to do well in schools, but to help them do well in the lives they lived outside of the school. Participation can be defined as children taking part in and influencing processes, decisions, and activities that affect them, in order to achieve greater respect for their rights" (Lansdown, 2002 p. 273). Reddy and Ratna (2002) state that participation to be effective, constructive, and positive for children, they need to be empowered. Interestingly, there are limited studies focusing on the willingness of adults to share decision-making powers with children, or whether children want adults to share decision-making powers with them.

Furthermore, the right to participate has now been included in various ways in most devolved educational legislation (Tisdall, 2007). School inspection regimes now inquire about pupils' participation and involve pupil views in their assessments. Children's participation is now on the educational policy agenda. Kirby and Bryson (2002) highlight that participation in schools were found to improve exam results and student attendance. According to Johnny (2005) in many schools there is a hierarchical structure which deprives students of participation in the process of producing ideas and rules, and the effect of adult stakeholders is more dominant in the process. In this way children's right to participation cannot be realized democratically. Davey et al (2010) found in their research on child participation in schools that lack of feedback left many child participants feeling disillusioned with power sharing mechanisms. Kirby and Bryson (2002) assert that lack of feedback is a common complaint among youth participants and the provision of feedback is a good practice in participation work.

Goonesekera et al (1998) stated that until very recently in most societies the trend was that adults took decisions for their children at all stages, even in situations where children were at an age of maturity and ability to think rationally and take decisions independently. These overprotective measures sometimes bring negative results and can prevent the development of the personality of children and their capacity to make responsible choices about their lives. However, in the Sri Lankan school environment senior secondary students are given an opportunity to take part in the administration of the school to a limited extent.

Objectives

The objectives of the study were to identify the perception of key stakeholders on implementing right to participation in the school administration at the senior secondary level, to assess effectiveness of right to participation in administration among senior secondary level at selected schools, and to make suggestions to improve right to participation in school administration by teachers and principals. In addition to that the study focused on developing guidelines for students, teachers, and principals to ensure students right to participation in the school administration.

Materials and Methods

The study's goals were met using a sequential descriptive survey approach that included questionnaires, interviews, and focus group discussions. The information was gathered using instruments developed systematically by the researcher. The study included 692 students and 36 teachers in grades 10 and 11, and 18 principals from the Western, North Central, and Central Provinces. There are eighteen schools in the three provinces that represent 1AB, 1C, and Type 2 categories. The descriptive statistical analyses were performed on the dataset using statistical procedures such as frequencies, means, and Kruskal-Wallis H test of ranked. The qualitative data were analyzed using thematic analysis. All descriptive statistical analyses were carried out using SPSS Ver. 20 (2018).

Results

According to students' responses to the items related to the implementation of the right to participation by school administration 32.1% of the respondents indicated that teachers listen to students' ideas in school administration. The percentage of the responses received for the item on getting students' assistance in school administration was 36.0% and the percentage of the students' responses to the item "Students' ideas are considered in school administration" was 33.1% which is relatively in a low range. The results indicated that the Article No. 12 of the UNCRC – respect for the views of the children is not much implemented in administration of school activities.

During the focus group discussions, the majority of the students stated that "*We do not engage in administration activities*". Furthermore, school no 14 under 1C category students stated that "*Though prefects participate in school administration, others don't. If there is a procedure to make them participate, that is good.*" The students from 1AB schools stated that "*Students' ideas are not considered in school administration. They should ask from students. By appointing a leader from us, it is better if others inquire about our ideas regarding administration*", "*It is better if our ideas are inquired when appointing the Head Prefect. Also, in organizing different events in the school, it is better to inquire about our ideas*", "*At least prefects must be allowed to express their ideas in school administration. There's nothing like that at present*" and "*At present our ideas are not taken into consideration in school administration. It is better if there is a suggestion box outside to take our ideas. It is better if class level/ class monitor's ideas are collected for administration and other*

functions.”, the focus group discussions with students revealed that most of the students had been given the opportunity to organize events like “Teachers’ Day”, “Vesak lanterns display” according to their will and ideas.

According to the teachers’ responses to the item related to the implementation of the right to participation in school administration showed that, to the item ‘Listening to the students’ requests in school administration’, the majority of teachers’ (50%) responded that they were listening to students’ requests. Similarly, 47.2% of the teachers’ responded positively to the item ‘Accept correct decisions of students in school administration’.

The students’ responses to the items related to the effectiveness of the implementation of the right to participation in school administration is illustrated in Table 1. According to the table, the responses to the items ‘Listening to students’ ideas about school administration, ‘Getting students’ assistance for school administration’ and ‘students’ ideas are considered in school administration’ indicate that there was no difference among the school types. However, it could be observed that the effectiveness of the implementation of the above-mentioned aspects of the right to participation was very low in all types of schools.

Table 1: Students’ Responses on Effectiveness of the Implementation of the Right to Participation in the Administration

UNCRC Article No.	Item	School Type and response (%) (N=18)		
		1AB	1C	Type 2
A12 (the right of every child to freely express her or his views)	Listening to students' ideas about school administration	41.26	37.67	21.08
	Getting students' assistance for school administration	40.96	31.33	27.71
	Students' ideas are considered in school administration	35.81	31.44	32.75

The effectiveness of the implementation of the right to participation in administration as rated by the teachers is presented in Table 2. The teachers’ responses to the items ‘Listen to the students’ requests on school administration’ and ‘Accept students’ correct decisions in school administration’ revealed that the implementation of the right to participation in school administration is satisfactory across all the school types.

Table 2: Teachers’ Responses on Effectiveness of the Implementation of the Right to participation in Administration

UNCRC Article No.	Item	School Types and response (%)		
		1AB	1C	Type 2
A12 (the right of every child to freely express her or his views)	Listen to the students’ requests on school administration	27.78	38.89	33.33
	Accept students' correct decisions in school administration	41.18	29.41	29.41

The differences in students’ responses on effectiveness of the implementation of the right to participation in administration in all types of schools are presented in Table 2 and the Table indicated the same (“average”) rating pattern across the school types.

Based on the principals’ interviews, principals expressed the following:

“In our school Grade 10 and 11 students’ participation in school administration seems very low”. (Principals No 1, 4, 7, 10, 13) and *“In Type 2 schools, out of Grade 11 students, (being the highest grade) those who hold prefect-ships, gently help school administration, they are limited to events like guiding juniors, checking bags, hair and cleanliness of the classroom surroundings”.* (Principals – No 6, 12, 15). In addition, it was further stated that, *“Prefects inform the school authority about incidents of drug abuse”* (Principals No 2, 9) (“thul”), a mixture of tobacco and Ganja in the Anuradhapura District and “ice” in the Colombo District had been reported to the principals by prefects.

Considering the students involvement in school administration all the principals (100%) and majority of teachers (66.66%) in the interview sample, suggested that they should get support from students for school administration. They proposed to give opportunities for students to organize festivals at school, making students share their ideas in school administration summoning a Student Parliament and maintaining a suggestion box for that. In addition to that, they suggested to support students to take decisions while giving appropriate strategies and organize leadership programs for students to participate.

Conclusions and Suggestions

According to the findings, it can be concluded that the school administration pays little attention to, considers, or enlists the co-operation of senior secondary students' views and ideas and the Article No. 12 of the UNCRC – respect for the views of the child is moderately implemented in the school administration. In addition to that, the effectiveness of the implementation of Article No. 12 of the UNCRC – respect for the views of the child is dissimilar across the types of school types. Overall, the students, teachers as well as principals in this study are of the opinion that school administration is a responsibility of the principal, deputy principal, sectional heads and grade heads while the participation of senior secondary students in school administration remains at a very low level in the selected schools.

According to the results of this study the following suggestions could be made. The suggestions include keeping a suggestion box to collect ideas from students, empowering Student Parliament to receive accurate information about school administration, crediting students when their ideas and suggestions are implemented, and changing the traditional method of receiving support for school administration only from prefects. In addition to that the principal and teachers should provide opportunities to the students to participate in administration with the help of prefects, students should be given an opportunity to express their opinions in school administration and different activities around the school. Through this the school administration will be able to respect senior secondary students' ideas and recognize their needs.

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Student teachers online training for microteaching and internship programmes during the pandemic: A review

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Abstract

The COVID-19 pandemic era has led and changed a variety of life settings, including the world of education and learning. Face-to-face learning is not possible during the pandemic and adopting the learning process through online training programmes in teacher education is no exception. The study was descriptive and attempted to understand the online training in the period of a crisis and pandemics such as the COVID-19. The content analysis method was used for analysing the data, qualitative aspects of the research study were taken into consideration, and this study was completely based on the secondary data. A review was done for the collected literature. Nine different secondary sources of data were collected, out of which seven were from online journals and two were from academic publications. The purpose of this study was to identify the challenges faced by student teachers while undergoing microteaching and internship training programmes and also to identify the means to conduct microteaching and internship programmes through online mode during a pandemic. Further through the content analysis, the paper threw light on the impact of online mode on microteaching and internship training programmes during the pandemic. The content analysis revealed that microteaching and internship training programmes could be effectively conducted through online mode and it was also suggested that proper training should be provided to teacher educators and student teachers to handle the technological devices, and also to orient them with various application software to participate effectively in the online training programmes. In addition to that using online mode helped the students to record and review their teaching and enhance their skill with proper guidance.

Keywords: *Teacher Education, Online Training, Student Teachers, Internship Programme, Pandemic*

Introduction/Background

India has the third-largest system of education in the world comprising almost one thousand universities, forty thousand colleges and eleven thousand stand-alone institutions of eminence (Gupta S. & Garg S., 2020: 28). Face-to-face mode for an educational transaction was common and considered the most viable in these institutions but the pandemic brought drastic and sudden changes and led towards digitalisation and virtual platform. One of the most affected fields was education and ultimately the teacher was at stake. Teaching had been one of the most difficult tasks and challenging professions in the twenty-first century and especially during the outbreak of COVID-19. In the present era of the pandemic, when physical distancing and isolation were inevitable, how would it aid in improving teaching skills as the teacher training programmes included micro-teaching and internship which were the core parts of the teacher education programme.

Microteaching can be defined as an innovative method of training wherein student teachers conduct classes for small groups in a shorter duration of 6 minutes and an internship programme means giving student teachers hands-on experience to be acquainted with total school practice including teaching, evaluation and administration. Both microteaching and internship programmes must be focused on with prime importance, and what new skills, in addition to the existing ones, must be included to augment teaching skills and make them more effective. Would a simulated environment of teaching aid in the skills to be acquired and mastered by the student teachers, especially when it was conducted online (George A., 2020: 24).

Teacher preparation is designed to train future teachers for the classroom. High-quality preparation programs provide candidates with the opportunity to apply what they have learned, to gain hands-on experience in real classrooms, and to work directly with diverse learners in a supervised context. The internship is an integral and the most significant part of all training and professional courses that provide trainees with an opportunity to understand and experience the real field and original tasks they are being prepared for since school internship is an integral and one of the most important parts of teacher education courses. They interact with students and apply their theoretical knowledge and theories of educational psychology, philosophy and sociology that are taught to them. While research done on teacher preparation during the pandemic was limited, there was a positive connection between teachers' preparation in their subject matter and their performance, with the

uncertainty after the 2020 school year, it was perhaps even more important to ensure that new teachers were prepared to take on the challenges that awaited them (Lynn Holdheide, 2020: 13).

Literature Review

Micro teaching

TESOL teacher training unit at Macquarie University in order to address the challenges during the pandemic, online microteaching activities were implemented employing the principles of Learning-Oriented Assessment (LOA) and learner autonomy. To motivate students and organize their time to engage with online materials such as pre-recorded lectures, tasks, forum interactions and a series of asynchronous tasks like watching videos, interactive activities and discussion forums were created using Voice Thread, a multimodal asynchronous interactive platform. While the benefits of Video Thread for language learning and teaching, as well as online community building are generally acknowledged, through the online microteaching activities, students prepare for the final assessment which includes video recording a mini-lesson and writing a self-reflection on their teaching. Thus Video Thread technology would match the learning needs of students and founded the new approach to meet the Unit Learning Outcomes (ULOs), including the practical application of teaching methodologies. The additional strengths of the approach include increased feedback literacy and information and communication technology (ICT) skills for students, developing autonomy as learners and teachers and developing a community and fostering engagement (Agnes Bodis, Melissa Reed, Yulia Kharchenko, 2020: 07).

To develop online-based microteaching learning in improving basic teaching skills in the era of the COVID-19 pandemic, there was a need for the development of an online-based microteaching learning model design (OMLM), model testing, model revision, final model and model dissemination. The OMLM learning model emphasized the ability of student-teachers in conducting basic teaching skills that cover managing classes, asking questions, providing reinforcement, using variations, guiding small groups, opening and closing a lesson. Eri Sarimanah, et.al, (2020) identified that the development of online-based microteaching learning improved basic teaching skills in the COVID-19 era which was needed for the student-teachers. Structurally, this learning model is feasible, relevant, and in accordance with the rules of developing learning models. Based on the results of the trials with experimental research designs (experimental and control classes), an online-based

microteaching model was effective to be used to improve basic teaching skills. This study, therefore, identified the means to conduct a microteaching programme through online mode during the pandemic.

Internship

The studies which were analysed reflected and evaluated the effectiveness of the internship program based on the teacher trainees' opinions and feedback. Sushma N Jogan (2019) conducted a study with objectives to understand the mindset of trainees through the internship; to realize and prepare them to perform the duties of a teacher in the school; to find the solutions to the constraints faced. During the internship program, groups were made among trainees along with supervisors and they were well oriented to perform the activities in the school. As part of the B.Ed curriculum, trainee teachers had to go for three phases of internship. The first phase was pre-internship, where they carried out work like real teachers, observation of school activities and observation of peer lessons etc. The second phase was the internship phase where they had to teach lessons in their pedagogic subject. Along with this, they had to observe the school activities and also had to conduct some other activities. The trainee teachers were trained to prepare a unit test and to administer the test. The third phase was in the IV semester for 6 weeks, where the trainees had to teach 30 lessons in their pedagogy subject. In this stage, they had to undergo all the teaching-learning processes. They were also trained for digital lesson plans and also to conduct curricular and co-curricular activities. They also had to do action research on the problems of school students. Data was collected during the internship period after every phase of the internship from all the trainee teachers of IV semester, feedback from the school coordinators was taken regarding the performance of student-teachers, the investigator asked all the trainees to fill questionnaires through Google Form. Results revealed that trainee teachers had developed integrated skills of teaching with the proper guidance and support of school subject teachers and supervisors. Student teachers were highly satisfied throughout the internship programme.

Student teachers belong to the digital generation who are more adopted in using communication technology platforms; their capacity to help in refining lessons for more experienced teachers can boost student engagement in an online learning environment. Empowering student teachers during the pandemic may be a worthwhile endeavour, it is not without challenges as varying access to technology and the internet, developing pedagogical and content knowledge and stakeholder acceptance may be potential challenges during this

initiative. This prompts teacher education institutions to reflect and carefully consider collaborative programs with experienced teachers in mentoring student teachers as they help in the implementation of teaching and learning programs in an online environment. Results revealed that the COVID-19 pandemic might have brought about unprecedented challenges for teacher education; but this had opened opportunities for greater involvement for student teachers as they could be empowered in the teaching and learning process in an online environment (Paolo Nino Valdez, 2021: 31).

Students have to face many challenges when they enter into professional life. They have to adjust themselves according to the professional environment by implementing their conceptual knowledge in the new world of work. So internship programs in teacher education improve students' personal skills and polish their professional growth and experience. It is one of the most important activities of teaching for the development of any country. According to survey data, 97% of trainee teachers agreed that their internship programmes were badly affected due to this pandemic, because of which their learning and skill development activities were severely affected. Moreover, nearly 97 % of students agreed on the fact that an internship programme was important as it linked classroom concepts with the real work environment, and it would affect the teaching skills of students which was a very important aspect of teacher education programmes, since students were not feeling competent and understanding of role and responsibilities of professional teachers without practical training. All the student teachers opined that teacher training institutions were focusing to encourage them to gain different teaching skills through online classes and also conducted online viva voce in order to evaluate their pedagogical knowledge and skills. Some students also viewed that due to the onset of online classes only selected assignments were given to the students by the training institutes without encouraging them to ask what students wanted and proper feedback was not provided to them (Shweta Smrita Soy, 2021: 26). This study, therefore, highlighted the challenges faced by student teachers and also emphasised improvement in various skills in the course time of their internship programme through online mode.

Objectives

- To study the challenges during the pandemic on Training Programmes in Teacher Education

- To identify the means to conduct Microteaching and Internship programme through online mode during a pandemic.

Research methodology

The study was descriptive and attempted to understand the online training programme in the period of the pandemic, the COVID-19. The problems associated with online training and possible solutions were identified based on previous studies done on similar topics, which were conducted in different regions. Qualitative aspects of the research study were taken into consideration, and the content analysis process was used in the study, which means the researcher organised and elicited information through various research articles and academic publications, and conclusions were drawn from the collected data. The researcher identified the most studied topics in the training programme of teacher education during the pandemic and organised the data based on the theme microteaching and internship programme. This study was completely based on the secondary data, nine different secondary sources of data were collected, out of which seven were from online journals and two were from academic publications.

Results /Findings of the study

- The study revealed the challenges faced by the student teachers that they felt incompetent in acquiring various skills needed to take up the role and responsibilities of future professional teachers, without appropriate training and handling technological devices during microteaching and internship programmes. Some students also viewed that due to the onset of online classes only selected assignments were given to the students by the training institutes without encouraging them to ask what they wanted, and proper feedback was not provided to them. Skills that developed after participating in the microteaching and internship programmes were willingness to learn, the ability to work together with enthusiasm. Meanwhile, the less developed skills were accuracy, ability to work independently, absorb new things, analytical skills and discipline. Further, the studies also revealed that well-planned and executed programmes with appropriate use of online technology encouraged student teachers to gain different teaching skills through online classes conducted by teacher educators.
- The study revealed the means to conduct microteaching and internship programmes during the pandemic by incorporating both synchronous learning models such as Zoom

and asynchronous one such as YouTube were the best solutions. Hence both Zoom and YouTube could play a vital role in conducting online microteaching and internship programmes. When students could not access the class webinar on Zoom, they still could watch the microteaching class videos from YouTube. These were very beneficial for both students and teacher educators as students enjoyed studying at home and so do the teachers. Student teachers perceived online learning as an effective platform while conducting microteaching and internship classes, teaching learning process continued well and was effective, so all the processes which were involved in the microteaching and internship programmes could be conducted meticulously through online mode.

Conclusion and Suggestions

Teacher educators need to be sensitive and creative in solving the hindrances during a pandemic since teaching learning process must be carried out, so at the initial stage student teachers found it difficult with the situation created due to COVID-19. Although the pandemic might have brought about unprecedented challenges for different sectors in society, the teacher education institution was not exceptional as student teachers were unable to visit schools for their internship programmes but they were also compelled to carry out their school internship online and digitally, this had opened new opportunities for greater involvement for student teachers as they could be empowered in the teaching and learning process in an online environment.

Microteaching and internship training programmes through online mode during the pandemic was a significant way to train the student teachers about real work as it provided an opportunity to integrate theory and practice, plan and deliver lessons properly, critically analyze their own and peers' teaching styles and improve their performances on the light of feedback given by subject mentors and supervisors. With the help of this programme, they could develop an understanding of the role and responsibilities of professional teachers. It also helped them understand different aspects of the school programmes and improve their skills and abilities in the teaching profession. Online-based microteaching and internship learning can help the students practice the teaching skills such as explaining, asking questions, providing reinforcement, using variations, managing classes, and opening and closing the class which begins with online-based learning design and discussing with peers online. Thus it could be concluded that the online-based microteaching and internship

learning was effective and feasible to be used as an alternative training programme during the COVID-19 pandemic.

It can be suggested that proper training should be provided to student teachers to handle the technological device for the online classes, student teacher groups should be made to monitor and cater to the needs of the technical difficulty of handling the devices for the online classes. Train them to use various application software such as Zoom, Google Meet, WebEx etc., for synchronous and uploading videos in YouTube, Google Classroom, Moodle etc for an asynchronous mode of teaching. But for all this to happen there should be stable network connectivity and subsidy on data bundle for learners. Teacher educators should also take care of internet etiquette to equip student teachers with the necessary knowledge and skills to interact with learners.

The lesson plans could be corrected through mails or other forms of chat media; the simulated online classes could be conducted to train them before they start their actual microteaching and internship programme in the school. The feedback could also be given immediately through online synchronous mode. According to Aftab Alam (2021) the advantage of using online mode helps the students to video record and reviews their teaching to enhance their skills with proper guidance. Hence, special concern and care need to be taken by the teacher education institutions while conducting the microteaching and internship programmes through online mode.

Microteaching and internship learning are still very much needed for student-teachers because many are equipped with many learning practices. The COVID-19 pandemic does not have to eliminate microteaching and internship training programmes, but it needs to be designed according to the conditions experienced while still applying health protocols. This is a matter of concern for the education system and all stakeholders of the country including educators and the institutions that offer teacher education courses. In the coming few years, the education system is going to have and hire such trained teachers who could not get the opportunity of face-to-face teaching practice in the actual classroom and could not complete other components of internship in the actual situation. Since the education system must be prepared along with various other necessary measures such as comprehensive induction and mentoring courses to bridge this gap and to compensate.

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A study on instructional supervision by principals in Type 2 and Type 3 schools in the Colombo District, Sri Lanka

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Abstract

The main purpose of this study was to examine how principals engage in instructional supervision in Type 2 and Type 3 schools in Sri Lanka. Three research questions were used to guide the study to a rational conclusion. Mixed-Method was adopted in the study to triangulate data. Both questionnaire and semi-structured interview schedules were used to obtain relevant data from 150 teachers, 10 principals and 10 sectional heads in 10 selected Type 2 and Type 3 schools using the simple random sampling techniques. Tables, percentages and graphs were used to analyze quantitative data and the qualitative data was analyzed by using thematic analysis and answer the research questions. The findings revealed that all the principals in Type 2 and Type 3 schools have positive perceptions about the role of instructional supervision and have formed an instructional supervisory team including the principal. However, the study revealed that the majority of principals in Type 2 and Type 3 schools do not engage in the role of instructional supervision due to the major challenge of having engaged in general administration roles than instructional roles. The study further revealed that the existing internal supervisory team engage in instructional supervision role rarely and do not conduct post observational discussions which facilitate teachers to identify their strength and the areas that need further improvement. It is, therefore, recommended that, the principals need to carry out adequate instructional supervision of teachers to improve their pedagogical skills and professional development.

Keywords: *Instructional Supervision, Type 2 Schools, Type 3 Schools, Perception*

Introduction/Background

Human resources are very important to an organization than any other resource. Instructional supervision has been identified as the most important mechanism and also a key factor in terms of the professional development of teachers. Also, it has been found that the main purpose of instructional supervision is to support teachers to identify their strengths, areas that need improvement and thus improve their teaching skills which directly benefit students' high level of educational performance. Instructional supervision has been identified as the most important mechanism and also a key factor in terms of the professional development of teachers. Farrell (2011) mentioned that classroom observation is one of the most common ways of reflecting on pedagogical practices which can help teachers evaluate their strengths and the areas that need further improvement. The success of the school is mostly dependent on the principal's ability to supervise the teachers to explain instructional goals and work as a team to improve classroom instruction. (Blasé, Blasé & Philips, 2010; 2004, Smylie, 2010). The main purpose of instructional supervision is to support teachers to identify their strengths, areas that need improvement and thus improve their teaching skills which directly benefit students' high level of educational performance Zepeda (2007). In this connection school principals can use instructional supervision as an effective tool in terms of enhancing the professional development of teachers. As stated by Orbeta et al., (2019), educational initiatives such as instructional supervision and observation can be crafted to intensify students' performance. Therefore, this study focused on investigating the role of instructional supervision of principals working in Type 2 and Type 3 schools in Sri Lanka. This study looks at the instructional supervision role by school principals on the pedagogical practices and professional development of teachers in Type 2 and Type 3 schools in Sri Lanka.

Objectives of the Study

The main purpose of this study was to examine how principals engage in instructional supervision in Type 2 and Type 3 schools in Sri Lanka. Therefore the specific objectives of the study were to:

01. Identify how principals of Type 2 and Type 3 schools perceive the concept of instructional supervision
02. Find out how principals of Type 2 and Type 3 schools engage in instructional supervision and
03. Identify problems principals face when engaging in instructional supervision.

Methodology

The study employed a descriptive survey in which both quantitative and qualitative methods of data collection and analysis were applied. Accordingly, the mixed methodology was employed in this study. The two phases of the study, a quantitative phase, followed by a qualitative phase was included in the research design. Both questionnaire and semi-structured interview schedules were used to obtain relevant data from 150 teachers, 10 principals and 10 sectional heads in 10 selected Type 2 and Type 3 schools using the simple random sampling techniques. Tables, percentages and graphs were used to analyze quantitative data and the qualitative data was analyzed by using thematic analysis and answer the research questions.

Table No. 1: Study Sample

School Type	School Sample	Principal Sample	Teacher Sample	Sample of Sectional Heads
Type 2	05	05	75	05
Type 3	05	05	75	05
Total	10	10	150	10

Accordingly, the study sample included one hundred and fifty teachers randomly selected from 10 government Type 2 and Type 3 schools, 10 school principals, and 10 sectional heads.

Data Analysis

Both quantitative and qualitative methods were used to analyze the main data. In the current study frequency distributions were shown as tables. Distributions are displayed using percentages of teachers' responses in Type 2 and Type 3 of 10 schools. In addition, chi-square (X^2) statistics have also been calculated where appropriate to investigate whether there is a significant difference among the responses of different categories of the schools. In particular, the significant difference was considered between actual value (the actual number represent how often principals engage in ten instructional supervision roles) and expected value (expected value is the value obtained based on contingency table according to the sample of 150 teachers) given by teachers for ten instructional supervision roles. Therefore, ten Chi-Square tests have been conducted to find out whether there is a significant difference in the response rates. The results are evaluated

based on “P” values. For example, if the P-value is less than 5% it indicates that there is a significant difference between the actual value and expected value. The Chi value was calculated using the following equation.

$$X^2 = \sum \frac{(O - E)^2}{E}$$

X^2 = Chi Value

O = Observed Value

E = Expected Value

Accordingly, the quantitative aspects of the questionnaire were analyzed using descriptive statistics. Daly et al., (1997) identified thematic analysis as a search for themes that emerge as being important to the description of the data that have been collected. Accordingly, interview data were analyzed thematically.

Findings

The findings of the study are presented in Tables 1-2. In this section, data presentation, analysis interpretations and discussion of findings are presented. In terms of the responses obtained to the question “How frequently does your principal observe your instruction” irrespective of school type nearly 80% of teachers from the entire sample responded ‘Never’. Compared to this, the percentages of teachers who had responded ‘Sometimes’ were less amounting to 5.33%. Further, a Chi-Square calculation also indicated that there was no significant difference between school type and principals instructional supervision as the P-value is more than 5%. This situation has been shown in Table 2 below.

Table 2: Teacher Response to the Statement of “How frequently does your principal observe your instruction?”

School Type	Teacher Responses								Total	
	Always		Sometimes		Rarely		Never			
	No.	%	No.	%	No.	%	No.	%	No.	%
Type 2	1	1.33	3	4.00	8	10.66	63	84.00	75	100.00
Type 3	4	5.33	5	6.66	10	13.33	56	74.66	75	100.00
Total	5	3.33	8	5.33	18	12.00	119	79.33	150	100.00

This position has been further depicted in figure 2 below.

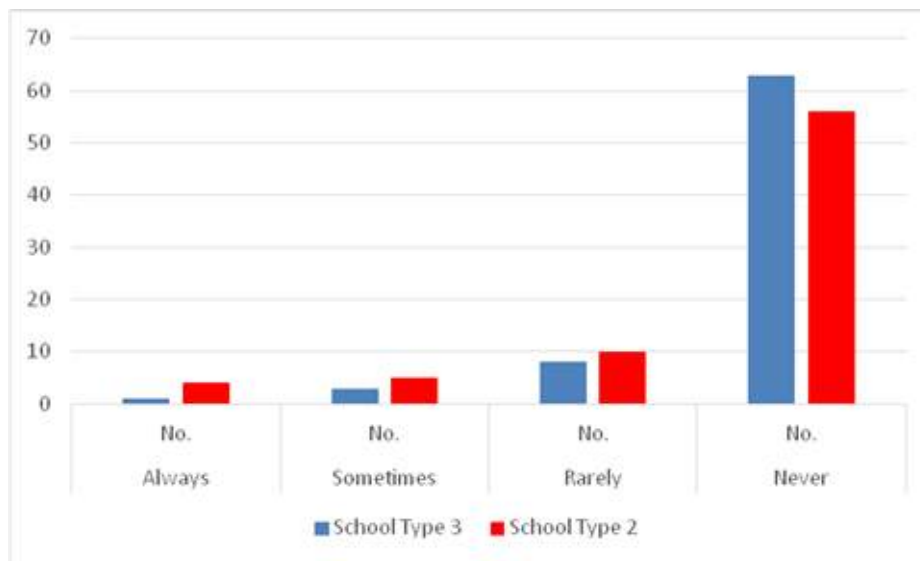


Figure 1: Teacher response to the statement of “How frequently does your principal observe your instruction?”

Teachers’ interviews in all ten schools of Type 2 and Type 3 also gave strong evidence that principals never engage in the observation of instruction. Teacher 4 from Type 3 school highlighted the importance of direct engagement in instructional supervision by school principals. Also, she further mentioned the unsatisfactory situation they have in terms of instructional supervision and observation. According to her,

“Supervision of teaching and learning is one of the most important tasks every principal should engage in. Because, I see this is the most effective method that the principals can use to identify both strengths and weaknesses of classroom teaching and learning and this of course helps teachers to rethink and re-plan the teaching-learning process to improve the quality of teaching and learning. However, unfortunate thing is that the principals in our schools do not engage in instructional observation....”

(Teacher 4 from Type 3 school)

Expressing a similar view to the above response, Teacher 2 from Type 2 school said,

“Even though supervision of instruction has been recognized as an effective tool that can be used to enhance the professional development of teachers, I should say that principals in our schools find it very difficult to directly engage in this role and hence teachers in our schools do not have an opportunity to get feedback about the instructional process that”

(Teacher 2 from Type 2 school)

Concerning the responses obtained to the question “How frequently does your principal engage in the post-observation conference and provide necessary feedback in improving

instruction” irrespective of school type 93.33% of teachers from the entire sample responded ‘Never’. Further, a chi-square calculation also indicated that there was no significant difference between school type and principals engaging in the post-observation conference and providing necessary feedback in improving instruction as the P-value is more than 5%. This situation has been shown in Table 2 below.

Table 3: Teacher Response to the Statement of “How frequently does your principal engage in the post-observation conference and provide necessary feedback in improving instruction?”

School Type	Teacher Responses								Total	
	Always		Sometimes		Rarely		Never			
	No.	%	No.	%	No.	%	No.	%	No.	%
Type 2	2	2.66	3	4.00	7	9.33	63	84.00	75	100.00
Type 3	2	2.66	5	6.66	8	10.66	60	80.00	75	100.00
Total	4	2.66	8	5.33	15	10.00	123	82.00	150	100.00

This position has been further depicted in figure 2 below.

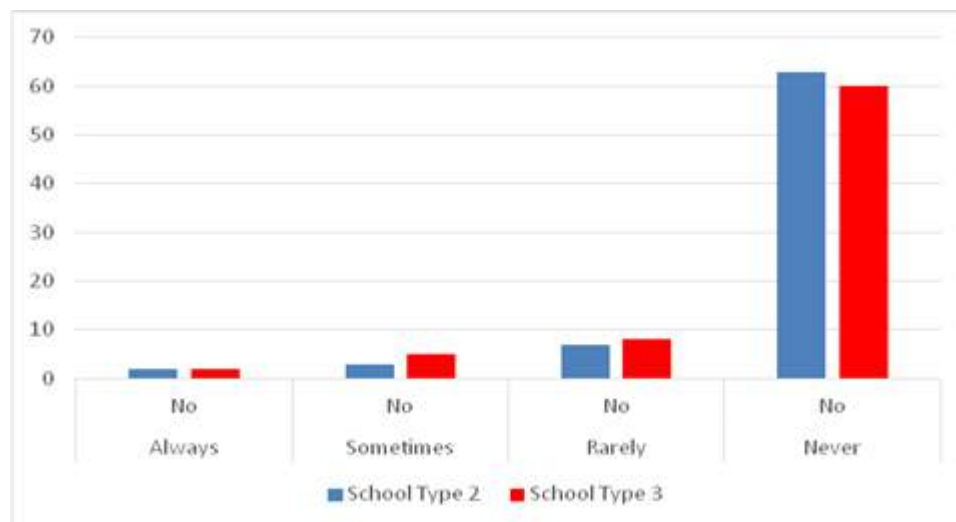


Figure 2: Teacher response to the statement of “How frequently does your principal engage in the post-observation conference and provide necessary feedback in improving instruction?”

Teachers' interviews in Type 2 schools also gave strong evidence that principals never engage in the post-observation conference and provide necessary feedback to improve the quality of instruction and professional development of teachers. Teacher 3 from Type 2 School stated that,

“Principals in our schools are very busy persons and they do not have time to observe our lesson and provide feedback. I strongly believe that this is one of the main reasons for the gradual decline of the educational achievement of students and quality of education particularly in Type 2 and Type 3 schools in our country. Further, I think ...”

(Teacher 3 from Type 2 school)

Expressing a similar view to the above response, Sectional head 1 from Type 2 School said,

“Principals in our schools are very busy as they have to engage in general administration roles rather than instructional roles. Therefore, principals do not directly engage in instructional supervision roles and do not conduct post observational meetings and”

(Sectional head 1 from Type 2 school)

According to the above extracts of the responses of teachers and sectional heads of Type 2 and Type 3 schools, it is clear that the principals working in both categories of schools find it very difficult to engage in instructional supervision roles as they have to play several other general administration roles in their schools. Accordingly, it can be concluded that principals of Type 2 and Type 3 schools have not succeeded in managing their time and focused more on the role of instructional supervision.

Principals' interviews in Type 2 and Type 3 schools also gave evidence that principals sometimes engage in instructional supervision and conduct post observational conferences to discuss teachers' strengths and also the areas that need further improvement. As principal 1 from Type 2 school stated,

“I believe that formal regular instructional observation and feedback facilitates teachers to improve their teaching skills which in turn enhances the quality of the teaching-learning process in the schools. However, to be honest I am not in a position to engage in regular instructional supervision formally. However, I should say that I sometimes engage in instructional supervision that ...”

(Principal 1 from Type 2 School)

According to the above extracts of the responses of principals of Type 2 and Type 3 schools, it is clear that whenever time permits they engage in instructional supervision roles and conduct post observational conferences to give feedback for teachers. However, this is at variance with the questions in the questionnaire where a large number of teachers from Type 2 and Type 3 schools responded that principals of their schools ‘Never’ engage in instructional supervision roles. The results further revealed that irrespective of the school type, retention of qualified, experienced teachers has become a major challenge for principals working in both types of schools as teachers of these schools are trying to get transfers to so-called “1AB schools” in the country.

Discussion of Findings

Findings of the study revealed that all the principals in Type 2 and Type 3 schools have positive perceptions of the role of instructional supervision. They believe that instructional supervision is one of the most important mechanisms and also a key factor in terms of professional development of teachers and hence internal instructional supervisory teams were formed in both types of schools including the principal. However, it was found from this study that the internal instructional supervisory teams have not functioned satisfactorily in both types of schools. Also, principals in these particular types of schools do not engage in instructional supervision roles due to the major challenge of having engaged in general administration roles than instructional roles. The results could be recognized to the fact that when there is no properly functioning instructional supervision team it could negatively affect the quality of the instructional process and the decline of educational achievements of students. This finding is not different from that of Senevirathna (2011), who found in his investigation that principals are away from observing teaching and learning in schools even though instructional supervision is the most important mechanism by which the instructional supervisor could be of a great facilitator in providing the professional development of teachers. As mentioned by Leithwood et al., (2008) the supervision and observation of the instructional process is very important concerning the improvement of the quality of teaching and learning and also staff development. Also, they highlighted how instructional supervision helps principals and teachers to identify both strengths and weaknesses of teaching and learning and thereby introducing and implementing professional development programmes within the school. As stated by Cogan (1973) it is important to discuss strengths and weaknesses of the instructional process and post-observation discussions therefore, need to be held soon after the

instruction, without any delay as this helps both supervisee and supervisor to remember what has exactly happened during the instructional process thus paving the way for more constructive feedback. As stated by Cogan, in this manner, school principals can use classroom observation as an effective tool to improve the quality of teaching and learning including educational achievements of students.

Conclusion and Recommendations

Based on the results of this study, it is evident that the principals working in both Type 2 and Type 3 schools have a positive perception in terms of instructional supervision and have formed internal supervisory teams within the schools. However, it revealed that principals working in these particular types of schools do not directly engage in instructional supervision roles to a satisfactory level as they are compelled to engage in more administrative roles. Also, it was found that the instructional supervisory teams are also not functioning satisfactorily particularly in both types of schools. Therefore, teachers working in both types of schools do not have an adequate opportunity to identify their strengths and the areas that need to be improved in their pedagogical practices.

Therefore, it is recommended to enhance the pedagogical practices of teachers and their professional development through the implementation of instructional supervision roles by the school principals together with the members of the internal supervisory team.

Further, it is recommended that principals working in different categories of schools should be adequately trained about the instructional supervision strategies through seminars and conferences which may include classroom observation, analysis strategy, post-observation conference and post-conference analysis as this will impact positively on the professional development of teachers. Regular in-service training is recommended not only for principals but also for sectional heads and subject heads on how to conduct instructional supervisory programmes.

It is recommended that the Ministry of Education organize regular inspection programmes of schools to examine the attitude of principals, sectional heads and subject heads and also address the challenges they face in terms of implementation of instructional supervision of teachers.

Finally, it is recommended for future researchers to consider the instructional supervision

roles by principals working in these particular types of schools covering other educational Zones as this study is limited only to the Type 2 and Type 3 Schools in the Piliyandala and Sri Jayawardenapura Education Zone.

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The role of faculty members in peace education instruction: Understandings, pedagogies, and practices in Sri Lanka

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Abstract

Sri Lanka is a country in transition. Since gaining independence in 1948, the country has faced many conflicts. After decades of ethnic conflict which destroyed the social, economic, and environmental fabric, Sri Lanka is investing in a sustainable peace-building education programme. While most Sri Lankan government initiatives focus on introducing peace education curriculum reform in secondary schools, little evidence is available of any peace education reform at the higher education level. Throughout Sri Lankan post-independence history, young people attending tertiary education played a considerable role in the ethnic conflict, civil uprisings and scores of riots. As such, their role in these conflicts has largely been overlooked and unaddressed by both government and empirical research. This Ph.D. research project aimed to help fill this gap. Yhree main goals of the study have been identified: It explored faculty members' understandings of the university peace education curriculum. Also, it investigated how their understandings shape the implementation in the classroom. In addition, the research examined the specific contexts that both support and constricts to the implementation of peace education curricula. The research was guided by the principle that sustainable peace-building requires a conflict transformative approach, wherein the structures that enabled these conflicts should be addressed at all levels. The research methods used to investigate these, and concomitant issues include interviews and document analysis. One theme that emerged is that the faculty members own educational backgrounds at international universities have influenced their understanding of peace education. In addition, there is evidence of religious traditions, local cultural practices shaping the overall understanding of peace education. Furthermore, the peace education curriculum is largely theory-focused with some practical application in terms of classroom activities and assessments methods. The practical implications of peace education at Sri Lankan universities are visible in certain contexts such as schools, government, and international development agencies. However, there should be a revision in the course curriculum and embedding these courses in other qualifications offered at more universities to increase their footprint and overall impact on society.

Keywords: *Higher Education, Curriculum, Pedagogy, Peace Education*

Introduction/ Background

Sri Lanka is a country in transition. Since gaining independence in 1948, the country has faced many conflicts. After decades of ethnic conflict which destroyed the social, economic and, environmental fabric, Sri Lanka is investing in a sustainable peace building education programme. While most Sri Lankan government initiatives focus on introducing peace education curriculum reform in secondary schools, little evidence is available of any peace education reform at the higher education level. In the past, young people attending tertiary education played a considerable role in the ethnic conflict, civil uprisings and scores of riots in the recent past. As such, their role in these conflicts has largely been overlooked and unaddressed by both government and empirical research. This Ph.D. research project aimed to help fill this gap.

The study had three main goals: First, to explore faculty members understandings of the university peace education curriculum. Second, it investigated how their understandings shaped the implementation in the classroom. Third, the research examined the specific contexts that both supported and constricts the implementation of peace education curricula.

The research was guided by the principle that sustainable peace building requires a conflict transformative approach, wherein the structures that enabled these conflicts should be addressed at all levels. Moreover, in this study, a critical peace education model which reviews and analyses societal power dynamics, indigenous meanings, and encourages wider opinions, increases involvement, and independence—was employed to position the Sri Lankan higher educational peacebuilding context within wider theoretical approaches. The research methods used to investigate these, and concomitant issues included interviews and document analysis. Overall, the study raised key questions and concerns related to the roles higher education can play, or not, in shaping peacebuilding policy and practice in Sri Lankan and beyond.

Research Questions

The researcher was interested in understanding the current situation and capability of peace education programmes to contributing to long-term peace and prosperity in Sri Lanka.

In this study, the researcher investigated three primary research questions:

1. How did faculty members understand peace education curricula at higher education in Sri Lanka?

2. How did faculty members aim to implement peace education curricula at higher education level in Sri Lanka based on these understandings?
3. What were the specific contexts that both supported and constricted the implementation of peace education curricula?

Literature Review

Peace building in Post-conflict Settings

Peace building has developed as a key strategy used by governments and international agencies in addressing issues of inequality in conflict-affected societies. Peace building involves addressing historical drivers of conflict and investing in policies to eliminate past injustices to bring about greater equality and social cohesion (Cramer, 2005; Stewart, 2010; Stewart, Brown, & Mancini, 2005). Lederach (1999) defines peacebuilding as a wide-ranging concept, that includes approaches to facilitate conditions for long-term peace and seeks the violence from recurring. Long-term peace is achieved by addressing original drivers and consequences of conflict through a reconciliation process, building national institutions for better governance together with political and economic transformation. One of the important goals of peace building in post-conflict settings is to attain social cohesion (Brown & Zahar, 2015), which could be described as the ability of society to achieve well-being for all members, through equal access to opportunities, value human dignity in terms of diversity, individual and collective independence and responsible participation in the long-term (Council of Europe 2005). Social cohesion and peacebuilding as concepts have been used interchangeably to describe the social transformation that post-conflict states hope to achieve (UNICEF, 2014). Achieving peace or social cohesion is an ongoing process. It becomes important for stakeholders to know what sustainable peace or social cohesion looks like.

The study aimed to contribute to broader theoretical work within a transformative research paradigm (Neuman, 1997, Mertler, 2005; Mills, 2007; Stringer & Dwyer, 2005). The significance is the use of the transformative research design to investigate the research questions in this context, which could be a first study to use the paradigm in this Sri Lankan context. According to Mertens (1999), the transformative paradigm is a theoretical perspective that seeks to create opportunities for social emancipation, increase participation, and inclusivity. This paradigm was chosen as the research context fits well within this paradigm. For example, post-conflict Sri Lanka is in social, political and economic transition where key peacebuilding policies have been implemented to create greater equality and wider

social transformation. The study specifically utilised a critical theoretical lens, which is one of the theoretical perspectives that sits within the wider transformative paradigm (Neuman, 1997, Mertler, 2005; Mills, 2007; Stringer & Dwyer, 2005).

Theoretical Framework

A critical theoretical perspective has guided the work of leading peace education scholars Bajaj (2008) and Bajaj and Brantemeier (2011) who argue for critical pedagogical approaches to inform the conceptualization and practice of peace education curriculum. Critical pedagogy could be described as the educational conditions that provide the skills, knowledge and attitudes (core competencies) required by students to help critically analyse the past, understand existing power dynamics and the nature of authority in society to help themselves to be responsible citizens in their home countries and internationally (Giroux, 2010). Bajaj (2008) and Brantemeier (2011,p357) proposed the following key competencies to be included in a robust peace education program:

- ‘Critical thinking and analysis
- Participatory and democratic engagement
- Empathy and solidarity
- Education and communication strategies
- Individual and coalitional agency
- Conflict transformation skills
- Ongoing reflective practice’

The study used this framework to explore the conceptualization and practices of peace education curriculum workers in Sri Lanka. In sum, the study aimed to make several contributions to existing theory and practice within the fields of higher education, comparative and international education, and peace education as well as generate new insights relevant to Sri Lanka and other post-conflict contexts.

Research Methodology

Methods of Data Collection

This study used two primary techniques to collect data. First, semi-structured interviews were conducted one-on-one with 32 faculty members from over ten universities offering peace education and related units in their bachelors and masters course curriculum. These faculty

members were from the political science, arts, humanities, and social science faculties and disciplines at these universities. This enabled the exploration and comparison of experiences and opinions of faculty members to cultivate an understanding of their fundamental structures of beliefs (Green & Thorogood, 2010). The interviews were semi-structured so there was some overt structure to the interview process in terms of theory and method of inquiry but remained partially unstructured to enable elicitation of participants' experiences through a process of listening, being sensitive, encouraging research participants to engage in conversation, asking open-ended questions and respectful of participants opinions.

During the research phase, documentary evidence was collected where possible from the faculty members, administrators or other stakeholders from within the universities. The documentary evidence includes but not be limited to curriculum texts, visual aids, presentations, prescribed reading texts, lesson plans/notes, assessments. The documentary evidence will be collected on a voluntary basis from these stakeholders.

A sample data collection plan is provided below.

Data Collection Timeline	Data Source(s)	Data Collection Method	Data Collection Duration	Supplementary Evidence
Phase I	<ul style="list-style-type: none"> A broad sample of a minimum of 32 Faculty Members 	Audio recorded one-on-one interviews Course outlines, Brochures, Lesson Plans	60 minutes	<ul style="list-style-type: none"> Interviews with key stakeholders recommended by faculty members Documentary evidence recommended by faculty members.

Data Analysis Process

Qualitative researchers depend on several frameworks for evaluating data while continually following standards of academic rigour and credibility and considering how the data is summarized, organized, and deduced as the research project continues (Denzin & Lincoln, 2005; Creswell, 2014). Data analysis was guided by the research questions, which recognised the areas to be examined. The evaluation was then conducted through several readings and interpretations of the raw data (Ezzy, 2002). Interviews and documentary evidence that were changeable to a text processing format (Word) were coded using NVivo 12 a computer-assisted qualitative data analysis software.

This study used an inductive approach to analyse the data that was collected (Patton,1991; Ezzy, 2002). The inductive method was used to first, reduce raw text data into a concise summary format (Jain & Ogden, 1999). Then, second, the inductive approach was used to create clear connections between the study goals and the summary conclusions obtained from the raw data and to make sure these connections were both clear and valid (Marshall,1999). By using an inductive approach, the themes discovered were correlated to the data and themes having any relation to the specific questions that were investigated with the participants were framed in the critical tradition.

Findings

This study has focused primarily on faculty members and their role in peace education instruction in Sri Lankan universities. In doing so, there were some key themes that emerged. In relation to the first research question, in terms of the understandings of peace education by the faculty members. One theme that emerged was that the faculty members own educational backgrounds at international universities have influenced their understanding of peace education. In addition, there is evidence of religious traditions, local cultural practices shaping the overall understanding of peace education.

In terms, of the second research question around classroom instruction the faculty members delivered largely a theory-focused curriculum with some practical application in terms of classroom activities and assessments methods. However, the curriculum appeared to be largely at a foundational level and required some revisions. In terms of the final research question regarding challenges faced some of the key themes that emerged have been around the difficulty in teaching online due to the ongoing COVID-19 situation in Sri Lanka. In addition, the lack of technology, infrastructure and support from some universities to foster social cohesion were highlighted. Also, training and support to develop teaching methods due to emergent technologies appeared to be an opportunity across the tertiary sector as a whole.

Conclusion

It was clear that faculty members conducted an admirable service in terms of the challenges they face in the higher education system in Sri Lanka. Especially, in terms of the peace education courses, this study investigated. Their role has been largely to guide the students through the spectrum of perspectives and opinions that shape modern Sri Lankan society and

to point out some of the root causes of past and ongoing conflicts, so that maybe someday their students could understand and try to address these themselves.

The practical implications of peace education at Sri Lankan universities have been visible in certain contexts such as schools, government, and international development agencies. However, there should be a revision in the course curriculum and embedding these courses in other qualifications offered at more universities to increase their footprint and overall impact on society. Finally, further research will be merited to investigate the role of students and the universities as a whole. However, there is a starting point, hopefully, which this study could provide to future researchers.

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Factors prompting students' preference for online learning under the Sri Lankan higher education system

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Abstract

The Ministry of Higher Education, Sri Lanka, introduced an online learning platform to undergraduates in the first quarter of 2020 due to the COVID-19 pandemic without assessing the requirements necessary for effective online learning. Though the new provision has been considered an attractive alternative, it is still experiencing considerably less participation than conventional learning. This research endeavoured to determine the factors prompting undergraduates' preference in participating in online learning. To this end, students belong to three different streams, namely Arts, Management and Science, in the University of Jaffna, were selected, and an online questionnaire was administered to a randomly selected proportionate sample of 1211 students. The compiled data was scrutinized using descriptive statistics and the probity regression model. The findings revealed that regardless of gender if an undergraduate student living in an urban area and if a student belongs to science stream adds 0.11 ($P > |z| = 0.008$) and 0.17 ($P > |z| = 0.042$) respectively to the probability of the decision to online learning participation. Moreover, when the number of income earners in the students' family increases, it also favoured ($P > |z| = 0.081$) the students online learning participation decision probability by 0.0021. From this, it could be concluded that infrastructure inadequacies and individual requirements, especially students living in rural and sub-urban areas, should be assessed. Efforts should be taken to improve the lapses that will result in more participation in the students' online learning belongs to the University of Jaffna.

Keywords: *Online Learning, Undergraduates' Preference, Online Learning Participation, University of Jaffna*

Introduction/Background

Online learning is defined as learning partly or entirely over cyberspace, including online delivery of course materials and instructions, interactive online learning activities, presentations, and assessment (Cavanaugh, 2001, & Maddux et al., 2010). Online learning was introduced as a substitute for traditional classroom learning (Hayashi et al., 2020), as it has come to a standstill due to the COVID-19 outbreak in Sri Lanka. In Sri Lanka's education, online teaching and learning are playing a chief role in the contemporary context of higher education. A situation where students can stay in their places and attend virtual classes has been created.

All of us were forced to accept this new change with or without liking it. No one can deny that even in the subsequent days of COVID-19, online teaching and learning will continue providing education.

However, the fact that Sri Lanka's higher education is facing so many troubles is the reality. According to present Sri Lankan statistics (Hayashi et al., 2020), students' participation in online learning is around 70%, but this was around 90% in conventional learning. Kaja (2021) has mentioned that in the present context, generally, most educational institutions have been obliged to continue their education virtually without examining the conditions necessary for effective online learning. Students' participation is quite crucial, especially in higher education. The prime objective of higher education is to produce competent and employable graduates. The current question is, how will this 'new normal' (Norberg et al., 2011) mode of education help increase their competency when there is less contribution of the student or no contribution at all? It was stated that the success of online learning has been influenced by many factors such as available technology, accessible platform, online activities and assessments (Wijekumar et al., 2006 & Shuey, 2002). Therefore, it is rather critical to find a credible solution to this inadequacy to accomplish the prime aim of higher education. Further, Maheshwari (2021) pointed out that academic institutions need to understand what factors might influence students' satisfaction and intention to participate in online learning in the future.

Objective

Hence, this research aimed to determine the factors prompting the undergraduates' preference to participate in online learning. The foremost need of the current settings was figuring out an appropriate policy framework to make the program viable and successful.

Research design and methods

Students belong to three different streams, namely Arts, Management and Science, in the University of Jaffna, were considered the target population. The required data was gathered through the online questionnaire. Notably, the response for this online questionnaire was merely around 70%. Getting responses from those who did not participate in online learning is crucial for this research effort. Excluding these students was only to be a fruitless attempt concerning the aim of this research. As an alternative, a few questionnaires were filled through telephone interviews with the students who could not attend the online questionnaire. Nevertheless, it was unfortunate that some of the students were out of reach even through this mode of communication.

Researchers have combined the 'Technology Acceptance Model' (TAM) developed by Davis (1989) and the 'Unified Theory of Acceptance & Use of Technology (UTAUT) Model and developed a hybrid theoretical framework. The theoretical model outlines the students' attitude towards usage which either favoured or marginalized using technology. It is an integral function to recognize and identify the effects of external variables on the students' decision to participate or not participate in online learning. The hybrid theoretical model highlighted the factors such as available technology, accessibility and learning support, affordability, available resource endowment, social and geographical features, awareness, personal experience and skill, and individual-specific features together decide the students' decision to participate in the online learning. A higher participation rate of students in online learning ultimately expected to contribute to the students' competency enhancement and quality augmentation of the higher education system of Sri Lanka.

A pretested structured questionnaire was administered randomly to the students as an online form, and the cumulative responses were 920 out of 1211 randomly selected sample. Data was scrutinized using descriptive statistics and the binary probit regression model. The students' decision in participating in online learning was analyzed by the binary response model. The dichotomous nature of the dependent variable suggests the suitability of the probit model for the data analysis (Gujarati, 2003; Liao, 1994; de Souza, 1993).

Scientific literature, especially within econometrics (Gujarati, 2003), commonly illustrates the probit model in the following form. $\Pr(P = 1|X) = \Phi(\beta_0 + \beta_1 X_1 + \dots + \beta_k X_k + \epsilon)$. Here, P is the probability that the i^{th} student's decision to participate in the online learning, 1 and 0 otherwise. X vector of the explanatory variables and β vector of the coefficients to be estimated. β_0 is the Y – Intercept, and ϵ is the error term. The data were analyzed using the econometric software STATA 13.1.

Results and findings

Descriptive statistics revealed that the male undergraduates constitute only 29.9% of total respondents, while female undergraduates took the rest. Based on their home location, only 20.4% reside in the urban areas, and the rest of 31.9% and 47.7% of the undergraduates live in the suburban and rural areas of Sri Lanka, respectively. Dialog is far ahead of others in providing internet services and has taken a share of 64.9%. Next to that would be Mobitel and Sri Lanka Telecom, which have taken 21.5% and 16.9%, respectively. 73.3% of the undergraduates expressed their preference for a laptop for online learning, while only 31.2% possessed laptops. In the meantime, only 30.7% of the undergraduates preferred the mobile phone to participate in online learning, but in reality, 79% of them were using mobile phones to participate. When the students have to follow prolonged online learning sessions, laptops could be a convenient option. Students may not be feeling stressed and strained with the larger screens. This may be ultimately fostering their decision to participate in online learning.

The payment method is concerned; 56.8% use the prepaid plan while only 18.3% expressed the post-payment option. Meanwhile, 26.3% of the students voiced having both provisions. It is essential to consider students preferences for devices and modes of payment to create an effective learning environment to motivate them to participate in online learning. Further the regression results revealed that regardless of gender if an undergraduate student living in an urban area, and if a student is belonging to science stream adds 0.11 ($P > |z| = 0.008$) and 0.17 ($P > |z| = 0.042$) respectively to the probability of the decision to online learning participation. Moreover, when the number of income earners in the students' family increases it also favoured ($P > |z| = 0.081$) the students online learning participation decision probability by 0.0021. It was understandable that when a family could afford technology, that would create

a conducive learning environment at home and reinforce the student's decision to participate in online learning.

Conclusions

Infrastructure inadequacies, and individual requirements, especially students living in the rural and sub-urban areas, should be assessed, and effort should be taken to improve the lapses that will result in more participation in online learning of the students belongs to the University of Jaffna. Organizing training for the students to get used and become familiar with the technology and extending the credit facilities with a reasonable interest and grace period would expect to give more access to the technology and devices. This may help improve the students' participation in online learning regularly and consistently. This pandemic might have allowed permanently assimilating the online learning component in the Sri Lankan higher education system. Including online learning in the system calls for improving infrastructure, curriculum design, teacher and student training. Familiarising students with the virtual education systems could be a stepping stone to prepare the Sri Lankan younger generation for the forthcoming virtual era.

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Enhancing students' Higher Order Cognitive Skills (HOCS)

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Abstract

Higher Order Cognitive Skills (HOCS) have made a positive contribution to the qualitative development of foreign education systems but the need for HOCS, to enhance the quality of education in Sri Lanka remains the same. This collaborative action research, therefore, aims at planning and implementing an intervention programme, to enhance the cognitive skills of sixth grade students, who are at different levels of cognitive skills in the subject of Sinhala language and literature. The study relies on scores of a pre-test conducted on 294 students in Grade 6 from a national School in Galle District. 35 students, who obtained the lowest (0-35 marks) from the said test, were selected for the intervention programme conducted by the researcher and two teachers, who teach Sinhala language & literature. A 30-day intervention programme was administered through thirteen lessons. The lessons were devised to reinforce new ideas, creative thinking, using own words in writing, learning grammar, teamwork, writing poems, writing sentences, writing letters, examining characters, learning special characters in the Sinhala alphabet, expressing ideas, and building up stories. The lessons were redesigned, based on the reflections, and intervened to increase the student dynamics. A dependent hypothetical test confirmed a difference in scores of pre-test and post-test, with a 99% increased confidence level, considering the student development after the intervention program. The majority of the 35 students, subjected to the study, scored between 50-31, while few scored 70-51 marks. The results of the study entailed that the students have a lower preference for writing activities such as sentence writing, essay writing, and writing in their own words, and that such activities could be made more compelling by combining different activities. Further, the group activities proved to be successful, as they contributed eminently to the enhancing of HOCS.

Keywords: HOCS, Collaborative Action Research, Intervention Program

Introduction/Background

HOCS are skills that include the application of a theory or knowledge, to unfamiliar situations with an unusual element or dimension (DeCaprariis, 1978). HOCS are essential in achieving quality education in the 21st century. (Miser 2018, Kim 2017, Chen 2016, Shuklad, 2016) The researchers have identified the need to develop HOCS of students from pre-primary to tertiary education. Bruke, (2007) Luca and Mcloughlin, (2001) Margit, (2016) Madhuri et al., (2012) Puteh et al. (2018) have developed HOCS. Researchers also have used a variety of methods to develop HOCS in students. Balakrishnan et al. developed HOCS through the use of fun games and Kim used (2017) computer-based scaffolding, Setyarini et al., (2018) used storytelling, Nkhoma et al, (2017) used event based learning activities and Jaganath and Subramaniyam (2016), used project report writing.

Singh et al (2018) has developed student writing in English, based on HOCS and in Malaysia Kamarudeen et al (2016) have also developed Arabic language writing among students based on HOCS. Guth, (2016) has developed HOCS through English language development in Israeli students and researchers Mohamed (2015), Nejme (2011), and Chen (2016) have developed HOCS in association with the English language. These examples reveal that the concept of HOCS has received special attention even at international level.

Therefore, it is important to consider the concept of HOCS, with regards to utilizing that in the qualitative development of the students in Sri Lanka. The Ministry of Education (2017) has made an effort to develop the creativity of students through school-based assessments. The importance of cognitive development is already being highlighted at a national level and is mentioned as the 5th goal in the National Common Goals of Sri Lanka. Kodithuwakku (2005) has conducted a study on students' Meta-cognition, and Perera (2019) enhanced HOCS of grade 10 students in Science. Apart from these, studies done on HOCS appear to be rare in the education field. In such a setback, it is extremely necessary to develop HOCS in the local students. Thus, a collaborative action research was carried out, which aimed at developing HOCS through Sinhala language and literature, in the Sinhala medium, sixth grade students.

Objectives

The main objective of the study is to design and implement an intervention program to develop the cognitive skills of sixth grade students who are with different levels of cognitive skills in Sinhala language and literature.

The study is based on two research questions.

1. Can an intervention program be introduced to develop HOCS?
2. Can such a program be implemented in practice?

The study was designed to achieve the research objective, based on the above research questions.

Research design and methodology

Collaborative Action Research Method of the Emancipatory Paradigm, which belongs to the qualitative research methodology, was mainly used for the study, while the quantitative research approach was also used where applicable.

A total of 294 sixth grade students from a 1AB type school in the Galle District were subjected to a pre-test of the collaborative action research. Of the 294 students, 35 students scored 35 marks or less for the question paper, which included questions on HOCS. These 35 students with the lowest marks were the participants in the collaborative action research. Two teachers, who teach Sinhala Language and literature as a subject at school and the researcher conducted this research in collaboration. Lewin (1948) Elliot (1981) Altrichter et al. (1983) and Kodithuwakku (1996) have also used the method of contemporary analysis and survey to collect data and identify the problem in particular. The same method was utilized in this research for the purpose of data collection. The next step in a collaborative action research is to plan, implement, intervenes, reflect, re-plan and re-implement in a rotation, to solve the problem.

Grade six Sinhala language and literature textbook, teachers' guide, and student exercise books were used for the content analysis. A questionnaire for the survey, a reflection diary, observation schedules, interviews, test papers, an intervention program, and photographs were used for data collection. The pre and the post-test papers used in the action research consisted of 10 main questions on each. Those questions were prepared in accordance with

the sixth grade syllabus and aimed at covering the desired HOCS. The pre and post-test papers shared the same format, and only the questions were different. The questions were designed to cover the following dimensions of HOCS. The questions one and two were designed to evaluate the ‘application’, questions three to six evaluated the ‘analysis’, question seven measured the ‘evaluation’ and question eight to ten assessed the ‘creativity’.

Intervention

Based on the marks obtained by the students in the pilot test, the question papers were revised by calculating the discrimination index and the difficulty index. A 30-day intervention program was implemented using thirteen sixth grade lessons. The lessons used for the programme were intended to incite students in different aspects: coming up with new ideas, creative thinking, narrating, learning grammar, working as a team, writing poems, writing sentences, writing letters, analysis of characters, learning characters of the Sinhala alphabet, expressing ideas and to building stories. The learning outcomes were realized separately for each lesson. The intervention was carried out by using the content of the text book and the extra reading materials recommended for using in the sixth grade.

Aiming to develop creativity and analytical skills through the lesson, and “To Come Up with New Ideas”, the students were engaged in the same set of activities, in two rounds. The activities were: changing the end of a story, commenting on a character, and drawing cartoons with dialogues. The student collaboration was high and evident in the activity of drawing cartoons. They also managed to write creative dialogues. The students liked to come up with new ideas as a group. The students did not hesitate to participate when they were working in groups. Researchers also encouraged the students who did not answer to get involved in the lesson. We followed a method of providing support to encourage the students to get involved in the activities. The students who were further hesitant and had problems were given attention individually to provide necessary support. However, the issue encountered was not having sufficient time to complete group tasks.

In the lesson “Creative Thinking’, students developed the skills of creativity, analysis, and evaluation, and engaged in activities such as developing the rest of a story, creating the end of a story as a dialogue, presenting dialogues, and suggesting a name for a story and characters. These activities were done in three cycles. Almost every group was able to change the end of the given story creatively. They regretted that everybody was not being able to take part, due

to the restricted time factor. Therefore, we decided to allow more participation when planning such lessons. This lesson proved that creativity can be developed gradually in students.

The aim of the lesson, “Writing in your own words” is to develop the application skill. Paragraphs, poems and sentences were written in their own words. Although such activities were given as group work, the lack of activeness caused problems in retaining student interest.

In the Lesson, “Learning Grammar”, in order to develop the cognitive dimension of application, activities were implemented in three cycles. Two games were used to teach the object of a sentence. A game named “hang – man” was used here. The students loved to play games. Malkanthi (2015) has revealed that even in teaching grammar, linguistic games are extremely important.

“Creativity” and “application” were expected from the Lesson, “Working as a team”. The students were asked to make a wall paper, a noticeboard etc., to display fellow students’ creative work. In creating the wall paper, the cordiality among the students was evidently boosting. They managed to put up a nicely done wall paper by utilizing different special abilities of each team member. Students, who were good at art, drew things to decorate the wall paper and those who preferred writing, contributed with poems. When writing articles, many students wrote about the topics, motherhood and the Corona Virus. They also chose a suitable name for the wall paper from the names they themselves have created.

The Lesson, “Writing Poetry” was also implemented in two cycles, to promote creativity. The teachers also agreed that the students participated in the lesson with more enthusiasm than they did in the classroom. In the Lesson, “Sentence Writing”, the students were made to write essays to particular essay topics. The writing was developed through three cycles. They were made to write down sentences on an art and a video clip. Even though the students did not like to write essays or sentences, it was a novel experience for them to create an event based on a picture and to write down sentences after watching a video.

In the Lesson, “Letter Writing”, creativity and application were developed while the lesson, “Examining the Characters” gave the opportunity to analyse the characters in the story, to compare the characters and to evaluate characters in order to develop the dimensions of evaluation, analysis and creativity. In this lesson what the students loved most was the opportunity given to act out. The students even mentioned this specifically in the student

interview carried out later. In the Lesson, “Learning special characters in the Sinhala alphabet” (ක, ඔ, ඌ, ඹ) the students’ skills were developed under correct application of characters. The Snakes and ladders game was also used for this purpose. The students enjoyed playing language games and they repeatedly demanded such games.

During the Lesson, “Expression of ideas”, comments were expressed on character traits, a song and a part of a children's movie. Two cycles were implemented in order to develop creativity in the lesson, building stories. Expressing students’ comments was successful. It was found that using different methods is easier for students to acquire HOCS. The students also enjoyed watching children's movies and listening to songs. Building up the rest of a story and creating a new story based on a picture were significant among the student activities. Under this collaborative action research, students' HOCS were developed.

Conclusions

A dependent hypothetical test (paired sample test) confirmed that there was a difference in the students’ scores of pre- and post-tests, with a staggering level of 99% increased confidence, when considering student achievement after the above mentioned intervention program. Also, majority of the 35 students who were subjected to the research, scored between 31-40 and 41-50 in the post test, showing higher improvement. Also, five participants scored between 51-60 points. Eight participants scored between 70-61, which was the highest range of score. Three students scored less than 30 points. It also showed a positive relationship between the intervention program and its participation, and the more the students participated, the higher the score was. In this context, it is clear that intervention through collaborative action research is effective in developing HOCS.

It was implied that the students are not much interested in writing sentences, writing essays and writing in own words. For those lessons, effectiveness can be achieved by collaboration of activeness with team work. Further, in order to enhance the student interest when developing the HOCS, the group activities have contributed to a significant level. Using of activities which can obtain the student participation like acting, writing dialogues, playing games, creative drawing and creating imaginary the less preferred activities can be made more successful.

As the leader of the research, the researcher was able to gain good practical knowledge on putting theories into practice and on how to apply HOCS in the field of education. Both

teachers who collaborated in the research had gained practical experience in how to incorporate HOCS into their lessons.

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Corporal punishment and its impact on students' human rights: A case study

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Abstract

This paper presents a case study that investigated the seriousness of corporal punishment (CP) and its impact on students. Harsh, inhumane, degrading and unbearable physical punishment given to some children at some state schools has attracted public discourse and criticism. The researcher investigated the issue of subjecting a grade 7 student to CP at school and not providing him proper medical care and the violation of his human rights. The study aimed to explore the dynamics of CP, examine the role of the authorities in protecting children under loco parentis and investigate how the child's rights were violated by a teacher and principal. Data were collected through three interviews and observation schedules. The findings indicated that the rights of the child, his fundamental rights (FRs) and the rights guaranteed to him as a minor were grossly violated by the authorities. Educating teachers, principals, education authorities and stakeholders on the rights of children and children as rights holders are cited as recommendations to prevent future incidents related to CP in the school system and every education institute. Strengthening the services of 1929 and displaying posters related to CP at schools and educating how children can inform the legal authorities when their rights are violated are also recommended. Law enforcement authorities and legal instruments may be employed to educate school teachers. Future studies with in-depth and comprehensive analysis and opinions of legal professionals and child psychologists are needed to document the root causes of CP at schools.

Keywords: *Corporal, Fundamental, Human, Punishment, Rights.*

Background

Harsh, inhumane, degrading and physical punishment given to some children at some state schools has attracted public opinion, loathsomeness and discourse. Not only physical damage but also psychological damage is heard, noted and reported. These unfortunate, constitutional and inappropriate behaviours of some teachers have been discussed and debated in many academic and professional circles but this issue prevails and its seriousness is given state attention as well. Sri Lanka has a long history of violence against children. As CP has been a serious issue and threat to children's wellbeing, the country has enacted and ratified several acts and conventions that prohibit CP.

Chapter III of the Constitution of Sri Lanka categorically prohibits inhuman and degrading punishment to everyone. Sri Lanka ratified the Child Rights Convention (CRC) on 26th January 1990 and ratified on 12th July 1991. This convention prohibits all forms of corporal punishment. The Act of the National Child Protection Authority also protects children from inhuman and degrading CP. The Sri Lanka Penal Code also protects children from being subjected to physical and psychological torture.

Teachers act in *loco parentis* when children are left with them at school. The role of teachers is that they are entrusted with the task of disciplining them to be useful citizens in society. Discipline does not mean any form of mental or physical punishment; rather it is educating children with values and expectations of our human civilization. Teachers leave an indelible mark in the lives of children. Pleasant learning experiences help children adjust to society —when they grow up, they do not show anti-social behaviour, for example. Antisocial behaviour stems from unpleasant and unpleasant childhood experiences. The age-old adage, spare the rod and spoil the child, does not hold any currency longer, rather if practised, brings agony, worry and maladjustments in children when they leave school and move into society as adults.

Punishing children when they cannot academically progress—failing behind activities, forgetting to complete homework, childhood mischief and issues related to developmental stages are not. Children pass through developmental stages; some children learn fast while others show mild and slow learning. The cane should not be a fear generator in children, rather care, advice and guidance and counselling may help children. Children learning under stress-free and conducive to learning environments experience great joy and attain cognitive maturity.

Problem Statement

Harsh and unconstitutional corporal punishment at some state schools remains an issue. This is a perennial issue in Sri Lanka. Why some teachers physically punish students has been an issue and law enforcement authorities and legal instruments have failed to protect children from being physically punished. CP is forbidden but it is still practised at some schools. This practice is a serious threat to children's physical and psychological well-being as medical professionals and psychologists believe. Many children are physically and mentally abused at schools but no laws, acts, child rights or education seem to end physical punishment at schools.

Case Presentation

Manilsha¹ is 11 years old and comes from a middle-class family. His father works as a manager but his mother is a housewife. Manilsha studies at a type 1A public school and is a Sinhala medium student. In May, the class teacher in charge, requested every child to get ready for shapes for the mathematics lesson. The children were asked to bring gum, string and a blade/knife the following day.

The following day, some children brought them and started making shapes. During this activity, due to an altercation between two boys, one boy cut the left cheek of another boy. The cut was so deep that he was taken to the nearest private medical centre and his cut was treated and the child was brought back to school.

The teacher punished the boy who cut the other boy. After being punished by the teacher, that child was upset. He went home and told his parents what happened at school. The parents met the principal and explained the unprofessional behaviour of the teacher and took the matter to the nearest police station. On inspection, the teacher NCPA arrested the teacher and she was facing legal issues as she had violated the fundamental rights of the child.

The principal, being the head of the school, had also been questioned and a separate legal issue was noted because he took the child to the nearest private medical centre and brought him back to school without any judicial medical examination. By not taking the child to the nearest government hospital, the school principal had shown unscrupulousness and evaded a full investigation about the incident.

¹ This is not the child's actual name.

Research Questions

1. Why do some teachers still administer CP?
2. What is the role of teachers and school administrators in ending CP?
3. How can the legal instruments prevent CP at schools?
4. How can law enforcement authorities and legal instruments prevent CP at school?

Materials and Methods

The researcher administered interview schedules to collect data from the participants. Three structured interview schedules were used in collecting the data. These were pencil and paper type schedules. The data were analysed qualitatively. The instruments gathered qualitative data and thematic analysis was conducted. Before the interviews were conducted, the participants were contacted and explained the type of questions they had to answer.

Objectives

The objectives of this research study were:

1. To explore why some teachers administer CP and its impact on children at school
2. To examine the role of the authorities in protecting children under *loco parentis*
3. To investigate how the children's² rights were violated by a teacher and principal at school

Review of Literature

Previous studies conducted on the detrimental effects of corporal punishment (CP) have reported that children who have been subjected to corporal punishment at school show various medical complications when they grow into adults. CP has physical and psychological issues and teachers are expected not to punish children. No person has legitimate rights to punish minors, a person under the age of full legal responsibility. Physical punishment is unconstitutional and various legal instruments protect child rights in Sri Lanka. Children are rights holders; rights are not given to them, but they are born with rights and people are expected to guarantee them.

² It is the child in question whose human rights have been violated in this context.

Lakshman (2018) argued that “corporal punishment (CP) of students is only one such “harsh” punishment that is still being administered in Sri Lankan schools despite it being a practice “unapproved” of by educational authorities” (p. 2). Elaborating further, she concluded that “however, many punishers including parents and teachers sometimes seem to mistakenly believe that punishment could teach a child to engage in desirable behaviour” (ibid. p.5). Its severity is noted when children are presented for medical advice and examination after they have experienced CP.

The detrimental effects of CP are a serious threat to children’s psychological well-being. Mayugba-Sugai (2017) concluded that “the physical abuse was played out with dolls and animals the trauma inflicted on him. Similarly, the physical abuse was played out with the dolls ... being thrown up in the air” (p. 30). Mayugba-Sugai elaborated further on concluding, “his mistrust in and testing of the milieu contributed to his initial opposition” (ibid. p. 31).

Lucas (2014) also concluded that CP has detrimental and long-lasting effects on children. Further, he believed that the children who have been subjected to CP tend to be socially maladjusted, become isolated, show signs of violent behaviour later in their adulthood and become aggressive towards people (ibid. p. 74). Zoysa et al. (2008) believed that “the association between parental corporal punishment and psychological maladjustment appears to be influenced by various factors in a child's life” (p. 12). Jayasena et al. (2017) concluded that “the simplest explanation of such assaults by teachers is that they punish students to maintain discipline” (p. 40). Elaborating further on, they concluded that “ ... it appears that corporal punishment in schools is under-recognized because of cultural attitudes and a reluctance to report private matters to the authorities, together with a fear that reporting may make matters worse” (ibid. p. 40).

Findings and Discussion

The child whose left cheek was cut with a blade was denied access to proper medical care and his rights were grossly violated. The findings showed that the child was denied his child rights as guaranteed in the CRC, FRs guaranteed in Chapter III of the Sri Lankan Constitution were violated, the provisions as stipulated in the Act of NCPA were also violated. The child was not provided proper medical care. As a result, he had a scar of a cut mark on his left cheek. Lucas (2014) also reported similar findings and concluded that some teachers still

administer CP (p.73). Elaborating further, he concluded that the law enforcement authorities to have failed in their work to prevent CP in the Sri Lankan public school system³.

The Physically Punished Child

When the class teacher physically punished the child who cut the left cheek of his friend violated the child's rights, his FRs and the rights guaranteed to children in the Act of NCPA. The teacher did not have any constitutional power or permission to punish students. The principal too acted in an unprofessional manner and his behaviour indicated gross unprofessional behaviour. As teachers and principals act in loco parentis, they do not have any power over children and are legally accountable for their unprofessional behaviour. However, the law enforcement authorities should pay more attention to island-wide issues related to CP.

Limitations

As this was a case study and qualitative analysis of data reduced the generalizability of the findings. A representative sample of cases is needed and future studies involving an in-depth study of child rights-related cases are required. Access to the medical records of the child was not available. The teacher and the principal refrained from answering some questions raised during the interviews.

Future Research

A study with a large sample from all the districts in Sri Lanka is required to report a comprehensive analysis of the root causes of corporal punishment. Research studies involving students from private and semi-government schools may also be cited as future studies.

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The teachers' perception of principals' instructional leadership practices: A case study of the Northern Province Tamil medium secondary schools

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Abstract

Schools play a pivotal role in the development of a country through educating its populace. The main goal of the schools is to enhance students' educational achievements. However, the results of the national level examinations have been poor in the Northern Province during the past ten years. According to the literature, effective instructional leadership behavior of the Principal is imperative in contributing to student achievements. Hence, the purpose of this study was to investigate principals' instructional leadership practices in the Tamil medium schools in the Northern Province. The study was qualitative in design and used a multiple case-study approach. Four schools were selected purposely as cases for this study. School Education Quality index is considered as one of the key indicators for the school success. It was used in this study for comparing the school success and the students' academic achievements. Based on the literature, the researchers developed a framework for instructional leadership domains and functions that fits the Sri Lankan education system. The Teachers' perception of principals' instructional leadership behaviors were explored through individual and focus group structured interviews. Structured interview questions were designed under the above framework for instructional leadership domains and functions. The findings of this study show that there was a positive relationship between the specific instructional leadership functions of principals and student achievement levels which are as follows, framing the school's vision and goals, communicating the school's goals, using data to make instructional decisions, sharing leadership, supervising and evaluating instruction, coordinating the curriculum and monitoring students' progress, protecting instructional time, maintaining high visibility, provide motivation for teachers and learners, promoting professional development, and seeking and allocating resources. Focus group discussions also revealed that instructional leadership behaviors of principals have positive effects on student achievements.

Keywords: *Instructional Leadership Behavior, Leadership Domain, Student Academic Achievement.*

Background/Introduction

The schools play an important role in the development of a country through education. The main goal of the school is to ensure students' achievement. Therefore, priority should be given to student learning while everything else should revolve around the enhancement of learning. Instructional leadership requires principals to focus their efforts on the core activities of schooling which are teaching and learning. The national level exam results were poor in the Northern Province of Sri Lanka when compared with those of the other Provinces. According to the literature, the effect of instructional leadership on student outcomes was found to be three to four times as great as that of transformational leadership which involves motivation, providing inspiration to followers and holding positive expectations for them. However, there were no identified specific instructional leadership functions and other evidence-based findings in the Northern Province to prove satisfactory instructional leadership behavior practices in the Tamil medium Schools.

The purpose of this study

This study is expected to provide a better understanding on the present state of Principals' instructional leadership practices in the Northern Provincial Tamil medium Secondary Schools. The purpose of this study was to explore and investigate the Principals' Instructional leadership practices in the Northern Province Tamil medium schools. This study is expected to be beneficial to the policy makers and educational authorities in terms of becoming aware of the sustainable solutions to the current situation in the Northern Province of Sri Lanka. The findings of this study suggest the following implications: Pre-service training, selection of principals, principals' professional development and monitoring and evaluation.

The objectives of this study

The objectives of this study are:

To assess the present state of principals' instructional leadership practices in the secondary Tamil medium Schools in the Northern Province.

To examine the relationship between the principals' instructional leadership behaviors and students' academic achievements.

Literature Review

This study was based on the leadership theories, especially the instructional leadership theories and frameworks. Frameworks provide explicit guidance on how to improve the students learning and achieve high academic achievements. This study was developed on the theoretical model based on the successful models and studies in the last four decades, such as Hallinger and Murphy (1985), Nguyễn et al. (2018), Ng et al. (2015), Hallinger (2015), Hallinger and Wang (2015), Shaked et al. (2018), Kaparou & Bush (2016), Cansoy & Parlar (2018), Nguyen et al. (2017), Qian et al. (2017), Lochmiller & Mancinelli (2019), Lineburg (2010), Anderews and Soder (1987), OECD (2009), Hallinger (2003), Hallinger (2005), Akram et al. (2016), Sergiovanni (1984), Weber (1996), Mestry et al. (2013), Muhammad, Akram et al. (2017). Finally based on the designs of the above studies, the researcher developed a framework for instructional leadership which might be appropriate to the Sri Lankan education system. This included fifteen instructional functions under four domains. The interviews were conducted under these domains and functions.

The last decades have seen researchers, policy-makers and practitioners call upon school principals to demonstrate instructional leadership (Hallinger and Wang 2015). Instructional leadership requires principals to focus their efforts on the core activities of schooling, which are teaching and learning according to (Haim. S, Jeffrey, G. & Zehavit, G., 2018). The effect of instructional leadership on student outcomes was found to be three to four times as great as that of transformational leadership, which involves motivation and inspiration to the followers and holding positive expectations for them (Robinson, Lloyd, and Rowe 2008).

Methodology

The study was qualitative in design and used a multiple case-study approach. The samples for this study were selected from the schools in the Northern Province. Four schools were selected for this study. The samples were selected purposely which comprised two national schools and two provincial schools. Furthermore, as the School Education Quality Index was one of the key indicators for the school success, it was used in this study to compare the school successes. The Teachers' Perception of principals' instructional leadership was explored through the focus group structured interviews and pocket meetings held with ten teachers from each of the 4 selected schools. The interview data were entered to the transcripts and coded for thematic analysis. The emerging sub themes were grouped and the main themes were created. Finally the themes were interpreted to provide the description of the cases.

Discussions and Findings

Framing the school's vision and goals:

Schools A and B: Most of the teachers told that the activities in this area were conducted in their schools. Schools C and D: an average number of the teachers told that only a few activities have been conducted in their schools. Therefore, high performance schools have a better vision and goals than the low performance schools

Communicating the school's goals: Schools A and B: Most of the teachers said the following, *"we have communicated the school's goals with the students, other teachers, parents and past pupils"*. However, in school C: 90% of the teachers have expressed these views, *"most of the parents were not interested in their students' academic achievements. They were not properly attending the parents' meeting. So how can we discuss about the goals, objectives and targets with the parents and the old boys"*. The Secondary school teachers had commented in this manner, *"most of the students can't properly read and write. Therefore how can we think about the targets"*. Obviously, half of the teachers agreed to that. In school D: Most of the primary and senior secondary teachers were highly dissatisfied about the student's attendance and literacy level. Therefore their views were expressed in this manner, *"how is it possible to achieve the targets"*. It is evident that high performance schools have communicated the school's goals with their stake holders.

Using data to make instructional decisions: From schools A and B more than 90% of the teachers agreed with the above activity. Schools C and D: 60% and 45 % of the teachers agreed to this activity. School D teachers had mentioned that, *"Using the data analysis reports to make instructional decisions had been a big challenge to them since most of the students had irregular attendance and a low literacy rate"*.

Sharing leadership: Under this theme, the interview focused on the following areas. They were school A and school B: All the teachers agreed with the following statements.; *"Our Principal has shared leadership, He realizes that a leader cannot reach goals alone. He attains school goals through individual and shared efforts. He believes that the staff should collaborate openly and make opportunities to work together"*. School C & school D: Most of the time the principals of these schools' play their role individually or work with small groups being partial towards some teachers.

Supervising and evaluating instruction: In schools A and B: most of the teachers have expressed their views as follows, “*Our classroom activities are aimed at achieving the goals and targets of our school. Regular classroom visits, formal and informal observations are conducted by the Deputy Principals and the Assistant Principals. They provide comments on the strengths and weaknesses of the teachers with healthy discussions and feedback to the teachers individually or by writing.*” School C and school D: all the teachers have agreed with the above statements except for the last two statements. In addition, they have stated that “*at the staff meetings the principal gives his comments regarding classroom observations in general.*”

Coordinating the curriculum: Around 80% of the teachers agreed on this. In addition, they added that, “it is very important to develop the students’ academic achievements”.

Monitoring Students’ progress: All the teachers agreed that these activities be implemented in their schools. However, all the schools have a mechanism for informing the students regarding the progress regarding their achievements through the students’ progress report card. But in schools C and D, most of the time the Principals and the Deputy Principals failed to conduct discussions with the teachers regarding the content areas in which the students had difficulty in achieving adequate competency.

Protecting instructional time: Under this domain interviews were carried out in the following areas. The schools A and B followed the instructions given below. They are, instructions were given during the school time without interrupting the teaching learning activities, principals met the students without interrupting the teaching and learning activities, a substitute teacher was assigned to the class when the teacher for the particular period is absent, the principals encourage their teachers to use modern technology and new methods in the classroom for teaching and learning more effectively. They provide opportunities for engaging in co-curricular activities, meetings, ceremonies and celebrations without interrupting the allocated periods for teaching and learning in the classrooms. In schools A and B, the co-curricular and other activities were conducted before or after the school instructional time. However schools C and D utilized their instructional time between 50% and 75%. In these two schools some of the co-curricular activities and extra activities were conducted during the instructional time. Moreover, as the number of teachers were inadequate in these schools the students are deprived of their instructional time.

Maintaining high visibility: The schools A and B teachers had the following comments, *“very rarely our Principal visits the class room and gives instructions directly to the students. However, our Sectional Heads and the Vice Principals do this”*. But teachers from schools C and D have expressed a contrasting observation *“Our schools Principals take part in the activities as a team member of our school.”*

Provide motivation for the teachers and learners: The school A teachers said, *“During the previous COVID lockdown our Principal gave special rewards to the teachers who started online teaching. This encouraged our entire staff to take up online teaching”*. The school B teachers told, *“Our Principal is very interested in providing motivation to teachers and students. Especially he includes new activities in our annual implementation plan regarding motivation activities”*. Compared to the schools A and B, the schools C and D had less motivation in their schools. In addition, the low performance schools faced less financial or moral support from the society. Therefore, they were unable to engage in the motivation activities. They felt that financial support was important to motivate.

Promoting professional development: School B teachers have said as follows, *“our school principal gives more priority to provide professional development and encourage and support teachers to practice the new techniques and skills which are acquired by us during our in-service training”*. The teachers from the three other schools have commented averagely in relation to promoting professional development activities. However most of the teachers in all the schools have said that *“most of the training programmes are conducted by our respective zones and province. They don’t focus on our personal needs.”* Some of the teachers have said that *“most of the teachers are not ready to spend their after-school time for teacher professional development. If teacher professional development programmes are conducted during school time we are ready to participate in them.”* However, most of the principals like to conduct teacher professional development programmes after school hours or during the weekend. This brings a great challenge in conducting the teacher development programmes.

Conclusions

Finally, based on the above findings it can be concluded that the schools that performed well were the schools with quality instructional leadership practices. In addition, instructional leadership domains such as, framing the school’s vision and goals, communicating the school’s goals, using data to make instructional decisions, sharing leadership, supervising

and evaluating instruction, coordinating the curriculum and monitoring students' progress, protecting instructional time, maintaining high visibility, providing motivation for teachers and learners, promoting professional development and seeking and allocating resources were directly and positively correlated with the student achievements. In addition, the focus group discussions also confirmed that the instructional leadership behaviors of the principals had positive effects on the student achievements.

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Sustainability on employability skills of public university students in Malaysia: Systematic literature review

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Abstract

The development of relevant employability skills is one of the essential aspects of education. An increasing unemployment trend in Malaysia, like any other country, shows a skills mismatch between education and the industry. The researchers predicted the expansion of this gap between academic institutions and the industry during Industrial Revolution 4.0. Hence, this research aims at finding out the relevant employability skills for IR 4.0 from the Literature Review. This study used methods and instruments from the existing research. Focusing on issues published between 2015 to 2021, two databases, namely the Scopus and Web of Science, were investigated using keyword searches. Keywords for searching information are employability skills among Malaysian university students and employability skills for the Industrial Revolution 4.0 (IR4.0). The inclusion criteria used in selecting relevant articles as primary sources included research written in the English language. Initially, this study explored employability skills in various definitions and reviewed their importance for the current industry. Then, this study focused on the relevant employability skills for public university students in Malaysia from the employers' perspective. This study shows that essential employability skills required by public university students in terms of soft skills are communication, organization skills, problem-solving skills, decision-making skills and creativity, innovation, and leadership qualities. The preferred hard skills are IT skills and good time management.

Keywords: *Employability Skills, Industrial Revolution 4.0, Graduates, Work-Based Learning Program.*

Introduction/Background

The employability of graduates in Malaysia has faced an issue since a long time ago. According to the existing literature, increased public and private universities have contributed to the employability issues (Azmi et al., 2018). However, industries could not offer many jobs for degree holders due to the limited number of vacancies. It has caused competition among the graduates too. An excellent academic grade is not necessary to determine the graduates' employability. The existing research found university students lack certain skills, such as soft skills, especially problem solving and communication skills (Hanapi & Nordin, 2014), and lacking hard skills are technical knowledge, difficulty in applying knowledge, and lack of English communication skills (Lim et al., 2016). It seems the government has taken many initiatives to train university graduates. However, there is a need to identify the root source of the problem and take the necessary plans for future education (Azmi et al., 2018).

Another cause of employability among Malaysian graduates was that the mismatch of skills. According to (Hanapi & Nordin, 2014), the report in 2005 shows that about 30 000 graduates working in the industry are not relevant to their qualifications. The existing research shows that our graduates find it challenging to get a suitable job according to their capability. The evidence from many studies shows that tertiary education graduates struggle to secure a career in the industry.

According to the Ministry of Education Malaysia (2015), one contributing reason for this issue has been a mismatch in the supply and demand of graduates. From the employer's perspective, graduates lack required knowledge, skills, and attitudes' (p.12). Therefore, graduates with mismatched skills found it difficult to get a job after graduation. Further, since they were lack of relevant skills for the workplace, it has been/was a challenge to secure their position.

Further, Majid (2019) conducted a study to explore IR4.0 and Graduate employability from the lecturers of public universities. This study found a need to revisit the existing curriculum and introduce the training needs for IR4.0 skills; the participants are aware of graduate employability. However, the participants were unsure about enhancing graduate employability and incorporating IR4.0 in their curriculum to promote graduate employability.

The importance of employability skills has been increasing in recent times. Employability skills are essential skills that involve knowledge base, expertise level, and mindset, which is necessary for success in a modern workplace.

According to Suarta et al. (2017), employer surveys indicated that occupation-specific skills are no longer sufficient for a graduate to meet the industrial demands. Therefore, employers are now looking for an additional set of employability skills needed to equip themselves after graduation for employment in addition to specific knowledge.

Jamaludin et al. (2019) conducted a study to review the relevant employability skills based on employer's perspectives on specific fields by local employers. The sample was taken from 2012 to 2018, explores relevant employability skills required by different types of sectors in Malaysia. This research found the gap as a mismatch between graduates' employability skills and industry needs and graduates from local universities lacking employability skills. Azmi et al. (2018), found that unemployment of the local graduates and a mismatch of skills are other reasons for unemployability.

Ang (2015) found that female students were more aware of the required industry skills. Further, female students performed on all skills except negotiation, planning, computer literacy, and written communication. She concluded that mismatch between the industry and student ranking on 20 skills, especially with six skills commercial awareness, self-management, computer literacy, information retrieval, planning, and conflict resolution. Mismatch of these skills leads have led towards the unemployment.

Research Objectives

1. To identify relevant employability skills for the Industrial- Revolution 4.0 (IR 4.0)
2. To explore the relevant employability skills from the employers' perspective.
3. To understand the importance of employability skills for the future workforce.

Research Method

This study used literature review, methods, and instruments from the existing studies. The literature review focused on issues published between 2015 to 2021, mainly from two databases, namely the Scopus and Web of Science. Initially, the articles were explored using keyword searches, and then inclusion criteria were used for selecting relevant articles as primary sources. This research had been written in the English language. This study explored

employability skills in various definitions and reviewed their importance for the current industry. This study only focused on relevant employability skills from the industry perspective required by multiple industries in Malaysia from employers' attitudes.

For this research, the authors conducted a systematic qualitative literature review from the reports and documents. According to Seers (2015), an excellent systematic study is necessary to understand the focus of the research, identify the gap, and help achieve findings based on the provided data. A systematic qualitative review brings together research on a topic, systematically searches for research evidence from primary qualitative studies, and assists in drawing the findings. There are some processes to review the systematic qualitative review. They were guided by review protocol, formulation of research questions, systematic searching strategies based on identification, screening, and eligibility (Shaffril et al., 2021). This study formed research questions and systematic searching strategies (identification, screening, and eligibility) to conduct the systematic review. Each article, report, and paper was initially screened using its title, abstract, introduction, methods, and conclusion. The researcher used the screening to identify and remove irrelevant publications. Further, systematic searching strategies in three main sections of this article, have been portrayed namely; identification, screening, and eligibility.

Formation of Research questions

- 1) What were the relevant employability skills for Industrial- Revolution 4.0 (IR 4.0)?
- 2) How to explore the relevant employability skills and student work-readiness from the employers' perspective?
- 3) How to understand the importance of employability skills for the future workforce?

Systematic Searching Strategies

Identification

The identification process of this study was mainly to find any terms which have related meaning, synonymous, and variations of keywords in this study, namely, employability skills, Industrial Revolution (IR 4.0). This assisted in providing many options from two selected databases, namely WoS and Scopus, to identify relevant articles for the review. The following Table 1 explained/illustrated the suitable keywords initially used and the identification process. The search process mainly carried out on the primary database and

main keywords and by using advanced search options, such as phrase search, boolean operators, etc.

Table 1: Identification process

Section	Main keywords	Enriched keywords
Relevant employability skills from the employers' perspective	Relevant employability skills	Relevant=suitable, required Employability skills=key skills, essential skills, non-technical skills.
Objective 1 To identify the relevant employability skills for the Industrial- Revolution 4.0 (IR 4.0)?	Relevant Industrial revolution 4.0	Relevant = suitable, proper. Industrial revolution 4.0=4IR, industry, automation + Internet of Things (IoT)
Objective 2 To explore the relevant employability skills from the employers' perspective.	Explore= determine Employability skills Employers' perspective/perception	Employability skills=job skills, generic skills, 21 st -century skills Employers' perspective= Employers' opinion, employers' feedback and employers' thoughts.
Objective 3 How to understand the importance of employability skills for future industry	Understand Importance Future Industry	Understand= Realize, recognize Importance= necessary, significance Future= upcoming, forthcoming Industry=Organization,

Table 2: Complete search string used in selected databases (Scopus and Web of Science)

Section	Scopus	Web of Science
Relevant employability skills from the employers' perspective	TITLE-ABS-KEY (employability AND skills AND from AND the AND employers' AND perspective) AND (LIMIT-TO (EXACTKEYWORD , "Employability Skills")) AND (LIMIT-TO (SRCTYPE , "j"))	ALL=(relevant or suitable employability skills from the employers' perspective)) AND ALL=(Employability skills employer perspective)
Objective 1 To identify the relevant employability skills for the Industrial- Revolution 4.0 (IR4.0).	TITLE-ABS-KEY(Important or employability skills and Industrial- Revolution 4.0) AND (LIMIT-TO (EXACTKEYWORD, "Industrial Revolution 4.0")) AND (LIMIT-TO (SRCTYPE,"j")	AK=(employability skills AND Industrial Revolution 4)
Objective 2 To explore the relevant employability skills from the employers' perspective	explore OR determine employability skills from the employers' perspective AND (LIMIT-TO (SRCTYPE,"j")) AND (LIMIT-TO (EXACTKEYWORD,"Work Readiness") OR LIMIT-TO (EXACTKEYWORD,"Employability Skills") OR LIMIT-TO (EXACTKEYWORD,"Graduate Employability")	AK=(To explore or find relevant employability skills
Objective 3 To understand the importance of employability skills for future industry	understand OR identify AND importance AND of AND employability AND skills AND for AND future AND industry AND (LIMIT-TO (EXACTKEYWORD , "Employability") OR LIMIT-TO (EXACTKEYWORD , "Employability Skills")) AND (LIMIT-TO (SRCTYPE , "j")	AK=(understand or realize the importance of employability skills for future industry) Edit

Screening

This study screened relevant articles based on article selection criteria automatically performed by the available sorting functions in the particular database, Web of Science and Scopus. During the screening process, any article without the sorting function's availability has been removed from the process. Further, as key content, articles published in journals,

and chapters in books have been included from 2015-2021. And articles published in the English language were sorted. This process has excluded 44 articles since they did not meet the inclusion criteria and another 52 articles used with the eligibility process.

Table 3: Process of excluded articles

Criteria	Inclusion	Exclusion
Timeline	2015 to 2021	Before 2014
Type of publication	An article, book chapters	Newspaper, review paper, conference proceeding.
Language	English	Non-English

Eligibility

Eligibility is the third process of systematic search strategies of reviewing an article.

The author manually retrieved articles to conform the remaining pieces to meet the requirement. This process begins by reading the title—abstract, introduction, and conclusion of the article.

Findings

Based on these selected studies, it can be concluded that the highly demanded skills by local employers are communication and interpersonal. It has been derived from the current needs of the global industry. It also concerned the Malaysian Qualification Agency (MQA).

The study's findings showed that basic skills, thinking skills, personal qualities, workplace competencies, and entrepreneurship skills were essential in the local industry (MQA, 2017).

Employability skills had been studied from various perspectives. A study was conducted to explore the employability skills based on “soft skills” and “hard skills.” The respondents were requested to rate the importance of these skills in finding a suitable job. (Azmi et al., 2018). The population of this study is university students studying in public or private universities, as it aims to measure students' readiness based on employability skills. Three public and three private universities were selected as the samples. The data was analyzed using Descriptive and Inferential analysis.

Table 4: Most Important Skills

NO	Skills	Percentage (100%)
1	Disciplined	63.3
2	Responsibility	60
3	Positivity	59.3
4	Time management	58.3
5	Teamwork	55.3
6	Open-minded	53.7
7	Transparency	53
8	Communication	51
9	Leadership skills	50
10	Creative & Innovative	49.7
11	Appearance	48.7
12	Stress Endurance	43.3

Source: Azmi et al., (2018).

Table 4 showed the most necessary skills as perceived by the university students, where disciplined is on the top list (63.3%), and followed by responsibility (60%), positive attitude (59.3%), time management (58.3%), teamwork (55.3%), open-minded (53.7%), transparent (53%), communication skills (51%), leadership skills (50%), creative and innovative (49.7%), appearance (48.7%) and stress endurance (43.3%).

Table 5: Institutions and Soft Skills

	Institutions		Chi-Square (p-value)
	Public Universities	Private Universities	
Communication Skills Important	95.5	90.9	0.275
Organization skills Important	93.5	85.5	0.141
Problem solving skills Important	96.3	85.5	0.003
Decision making skills Important skills	94.3	89.1	0.275
Creative & Innovative thinking Important	91.4	87.1	0.585
Leadership Qualities Important	91.4	90.9	0.873
Teamwork Important	94.7	96.4	0.822

Institutions such as public and private universities were analyzed using association analysis (Chi-square test) of SPSS along with the soft skills, namely/communication skills/organization skills and problem-solving skills, decision-making skills/creative & innovative skills, leadership qualities and team work. The findings showed that there is a significant association between institutions and the importance of problem-solving skills as ($p=0.003 < 0.05$). Generally, showed that public university reported higher on soft skills other than teamwork.

Table 6: Institutions and Hard Skills

	Institutions		Chi-Square (p-value)
	Public Universities (%)	Private Universities (%)	
IT skills Important	90.6	85.5	0.007
Fluent in English Important	78.0	85.5	0.320
Fluent in third language Important	44.1	60	0.075
Good Time Management Important	95.5	90.9	0.123
Analyzing skills	88.6	89.1	0.992

The association analysis of institutions and hard skills such as IT skills, fluency in English language, fluency in a third language, good time management, and analytical skills showed the fact that more private university students reported English proficiency, third language and analytical skills are important skills students need to have when seeking a job.

Discussion and Conclusion

According to figure 1, the vital Employability skills preferred by public university students were in terms of soft skills such as communication, organization skills, problem-solving skills, decision-making skills, creativity and innovation, and leadership qualities. The preferred hard skills were IT skills and good time management.

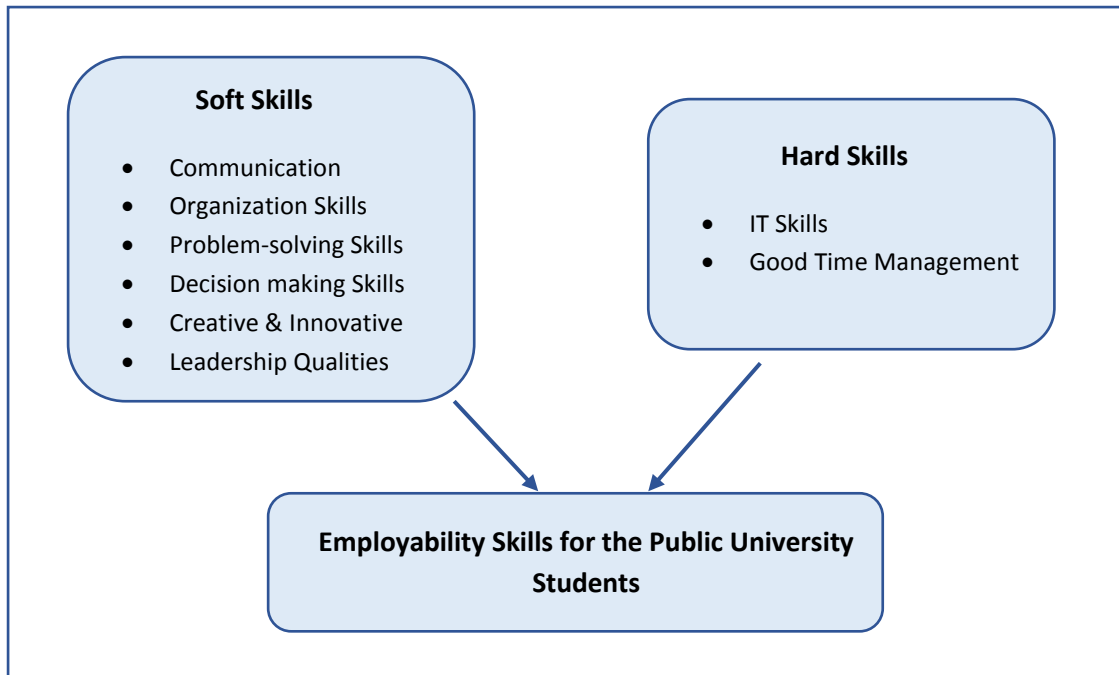


Figure 1: Employability skills for the Public University Students

The unemployment of graduates still was an issue in Malaysia; many factors contribute to unemployment such as lack of industrial training, poor English, lack of problem-solving skills, job-hopping, and lack of confidence. Also, the mismatch of graduates' skills is another alarming issue. These graduates lacked relevant employability skills for the current industry. There has been a gap between their academic qualification and the IT demands of the industry. In this paper, the existing studies have explored the importance of employability skills. Finally, this paper suggests the necessary sustainable employability skills valued by public university students in Malaysia. However, the findings of this review cannot be generalized as it does not represent all public university students in Malaysia.

Acknowledgments

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An analysis of the usage of code switching in the process of teaching and learning in English as a second language in the university: Tertiary level

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Abstract

Code-Switching (CS), as a commonly observed linguistics phenomenon, plays a significant role in the English as a Second Language classroom in the Tertiary level education in Sri Lanka. This study's aim was to uncover the usage of code-switching of undergraduate students and English lecturers in the ESL classroom considering the learners' and lecturers' perceptions of code-switching in relation to the diverse functions of CS in the teaching and learning process. The research was based on two research questions and two hypotheses. The research questions are why do undergraduate students code switch during the English lecture? (reasons) and for what functions do lecturers Code switch?. Besides, the two research hypotheses are the undergraduate students' usage of CS in speaking is higher than the lecturers' usage of CS in speaking and Lecturers mostly use direct translations in the ESL class of undergraduate students. The current study was carried out in the University of the Visual and Performing Arts, Colombo 07. The sample consisted of forty first-year undergraduate students of the Faculty of Dance and Drama who followed the ELTU 11015 Course Unit and ten English lecturers. The primary data were collected through a student questionnaire, classroom observations, speech tests, and semi-structured interviews. For a clear analysis of data, it was decided to analyse the data quantitatively and qualitatively. As major findings, it was found that the level of undergraduate students' usage of code-switching was higher than the level of lecturers' usage. Both undergraduate students and English lecturers generally showed positive attitudes towards Code-Switching in the classroom. The lecturers mainly used code-switching to facilitate students' learning much easier when explaining complex concepts and grammar. This study further recommended that the lecturers should have good knowledge on the potentials of First Language and how it should be utilized to maximize language acquisition in the ESL classroom.

Keywords: *Code-Switching, Diverse Functions, ESL Classroom, Second Language, Teaching and Learning Process.*

Introduction/ Background

Code-Switching plays a significant role in the field of Sociolinguistics in the English as a Second Language Classroom. As a term, Code-Switching (CS) came to prominence with Haugen. According to Haugen (1956), the alternate use of two languages in speech was known as 'switching'. This broadly observed phenomenon, especially in the bilingual or multilingual community, occurs mostly in language education by undergraduate students who do not know a word they want to say when speaking freely. Adendorff (1996) in Bailey & Nunan (1996) also defined CS as "a communicative resource which enables teachers and students to accomplish a considerable range of social and educational objectives" (p. 389). When the utmost goal of the ESL classroom is English language proficiency, the question comes forward whether the L1 usage would impede the acquisition of the Second language. Therefore, it felt significant to investigate the purpose served by the CS in the ESL classroom, especially at the Tertiary level. Although this area has been researched extensively by both local and international researchers such as Larbah (2013), Makulloluwa (2013), and Mareva (2016) using a variety of approaches, most of the studies had looked into either the process of teaching or learning.

The respective state university where the study was carried out is recognized as the only state university in South Asia for aesthetics studies. The undergraduates of the particular university have studied aesthetics subjects for the G.C.E A/Ls besides most of them have followed their A/Ls in the Sinhala medium. Most importantly, the medium of instruction in this university is Sinhala and the English language classroom is the only place where the undergraduates get exposure to an English-speaking environment. In such a situation, the Mother Tongue (L1) plays a significant part in the ESL class in the particular university. Accordingly, the ESL lecturers encounter various difficulties in teaching English for the undergraduates of this university. Therefore, this study was carried out to unveil the usage of CS/use of Sinhala (Mother Tongue) in the ESL classroom of undergraduates while analyzing the various reasons and functions of lecturers' and undergraduate students' usage of CS.

Objectives /Research Questions/Hypotheses

As the present study aimed to uncover the usage of CS/use of Sinhala (Mother Tongue) in the ESL classroom of undergraduates while analyzing various reasons and functions of lecturers'

and undergraduate students' usage of CS, this study focused on two research questions and two hypotheses as follows. The two research questions were:

01. Why do undergraduate students code switch during the English lecture (reasons)?
02. For what functions do lecturers code switch?

In addition, the two hypotheses were:

01. "The undergraduate students' usage of CS in speaking is higher than the lectures' usage of CS in speaking" (H01)
02. "Lectures mostly use direct translations in the ESL class of undergraduates" (H 02)

Research Design and Methods

This research study was carried out at the University of Visual and Performing Arts, Colombo 07. The sample of undergraduate students consisted of randomly selected forty first year undergraduates of the Faculty of Dance and Drama who followed the course unit ELTU 11015. The sample consisted of ten English lecturers who were attached to the Department of English Language Teaching of the respective university. Primary and secondary data were collected for the study. A student questionnaire, speech tests, semi-structured interviews, and three classroom observations were used to collect primary data. The Mixed Research Method was used for this study. In analyzing quantitative data, the Statistical Package for the Social Sciences (SPSS) software was used. At the same time, using an ANOVA given in the SPSS software, the quantitative data gathered from speech tests were analyzed. The Content Analysis of the Deductive Approach was used to analyse qualitative data. Apart from that, secondary data were collected using books, e-Journals, research papers, etc. Initially, to identify the proficiency level of the student sample, a proficiency test was given and analyzed using the SPSS Software.

Results

The student questionnaire was planned to get valid opinions from undergraduate students regarding the usage of CS in the English classroom. It could identify that Sinhalese was the Mother Tongue (L1) of all the informants whereas the majority of the undergraduate students had marked that they had no English-speaking background at home. When analyzing the

questionnaire, among the reasons for the usage of CS of undergraduates, the results showed that most of the respondents use Sinhala when they did not know the exact English words (72.5%), and 35% wanted to avoid misunderstanding while 20% responded that they used Sinhala as they were more familiar with the mother tongue. Regarding the appropriateness of the usage of Sinhala in the ESL classroom, 82.5% of the respondents claimed that they were in favour of using more English and less Sinhala in the classroom. Based on the data, 77% responded that they preferred to have Sinhala mostly when explaining complex grammar. When analyzing the opinions regarding the importance of using Sinhala in an ESL class as undergraduates in the aesthetics field, it was discovered that the students had positive attitudes towards using Sinhala as they felt comfortable and encouraging when Sinhala was used in the ESL classroom. But, few raised the point that Sinhala should be rarely used in the ESL classroom while 15% said it was good that the Sinhala language needed to be used only when necessary during the ESL class.

The results of the Semi-Structured Interviews of the lecturers were based on the model of Apple and Musyken (2006). It has six types of functions of CS as the Directive Function, Referential Function, Meta-linguistic Function, Expressive Function, Phatic Function, and Poetic Function. The Directive Function exists in situations where a speaker wishes to direct someone such as including or excluding someone or a group from the conversations by using a language that is familiar or unfamiliar to the hearers. The Referential function takes place in a lack of knowledge or facility in a language, and failure of lexical retrieval. In the Metalinguistic Function, speakers switch for metalinguistic function when commenting directly or indirectly on a specific feature of a language by the use of the other language. The Expressive Function suggests that speakers who code-switch express emotions or true feelings to others such as happiness, anger, sadness, and so on. The Phatic Function can be found in the speeches of stand-up comedians who use jokes in the standard variety. For the Poetic Functions, bilingual speakers involve switched jokes, stories, and poetic quotations into English for entertainment or amusement. When analyzing the responses, most of all the lecturers responded positively towards the usage of CS, amidst certain negative responses. The majority responded in favour of the Referential Functions since the lecturers used Sinhala most often to explain difficult English words giving the equivalents in Sinhala to provide better understanding to the students. The lecturers' responses showed there were situations like clarifying things, explaining grammar, and making jokes that helped building rapport when they use Sinhala. According to lecturers, students used Sinhala mostly to fill the

stop-gap due to lack of vocabulary in English and also in learning grammar. In addition, 90% of lecturers had accepted the fact that switching to Sinhala in the ESL classroom was a helpful tool in comprehending the lesson content properly. This was further supported with the discussion held with lecturer 1:

“When the lecturer asks them to respond they stuck with the language. When they don’t know the exact word, they try to fill the stop-gap with the Sinhala words”.

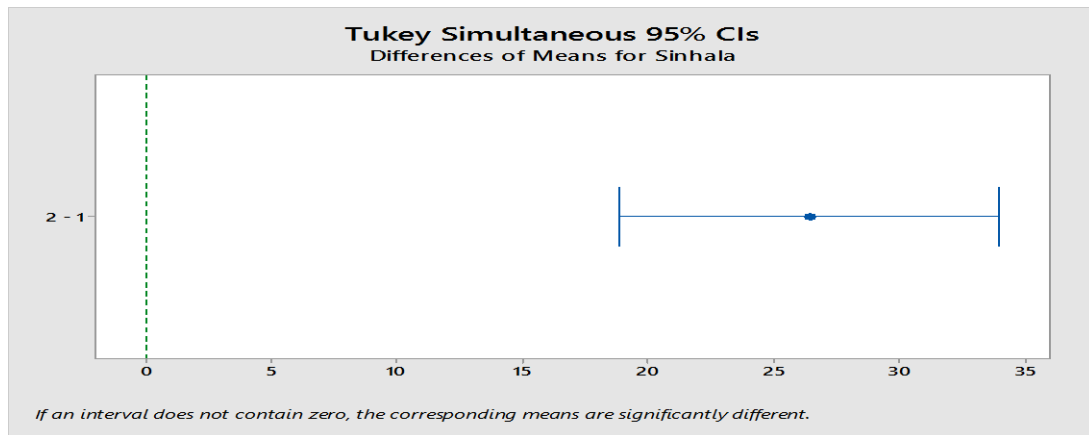
According to the analyzed data of the Speech Tests that appear in the following ANOVA table (Table 01) and the Tukey test (Graph 01), there is a statistically significant difference between the mean number of Sinhala word count of lecturers and undergraduate students while speaking as the p-value is less than the given alpha value (0.05). Thus, it showed that the undergraduate students were more into the usage of CS than lecturers. Moreover, it was highlighted that there were certain cultural-related terms in Sinhalese like ‘thalampata’ (/θa:lʌmpʌtə/ a musical instrument) ‘beraya’ /berəyə/ (a musical instrument), ‘shanthikarma’ (/sha:nθikʌrmə/) (traditional functions which commonly held to get rid of evil spirits, natural disease and also to gods’ blessings) in the speeches of undergraduates .

Table 01

Descriptive

Sinhala

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Lecturers	10	.00	.000	.000	.00	.00	0	0
Undergraduate students	40	26.40	11.790	1.864	22.63	30.17	1	57
Total	50	21.12	14.981	2.119	16.86	25.38	0	57



Graph 01

The Classroom Observations were analyzed using the model of Poplack (1980). This model has three types of CS; Intra-sentential, Inter-sentential, and Tag Switching. Apart from that, there was a common type of Code-Switching called Direct Translation that existed where the lecturer provides the exact translation of the same thing that he or she uttered in TL which is English. Tag-switching is inserting a tag phrase from one language into another language. Inter-sentential codeswitching involves a switch at a clause or sentence boundary, where each clause or sentence is in one language or another. Moreover, intra-sentential switching is switching from one language to another at the clause, phrase, or word level. The three English lectures conducted for the particular course unit were observed focusing on the utterances of the lecturers. As shown in Table 02, the most common type discovered was intra-sentential code-switching.

E.g.: Requests කියන්නේමොනවද? Request [kɪʌnnɛː monʌvɑːðə]

Let's say pairs, දන්නාදන්නා[ðɛnnaː ðɛnnaː]

Table 02

Type	Counts	Percentage
Tag Switching	04	7.54%
Inter-sentential CS	05	9.43%
Intra-sentential CS	35	66.03%
Direct Translation	09	16.98%

After analyzing the overall results mentioned above, proving Hypothesis 01, it showed that the undergraduates were more into the usage of CS in ESL than the lecturers. Further, there were many reasons for the undergraduates to use CS such as the lack of exposure to English, lack of proper vocabulary, and being more familiar with the L1. Further, it was depicted that there were functions of CS of the lecturers such as to facilitate students when explaining grammar, vocabulary and to build a good rapport that could positively incorporate to conduct successful teaching. Disproving Hypothesis 02, it was depicted that the lecturers had mostly used the Intra-sentential type of utterances during the lectures. Although very few responses came with the negative impact of CS, the majority of lecturers and undergraduates had positive attitudes towards the usage of CS in ESL classrooms.

Conclusion

Based on the overall facts obtained, in the teaching and learning process, CS plays a positive and significant role in the ESL classroom according to the learners' and lecturers' perspectives. After recognizing the different reasons for the CS to have existed in the ESL class with the lecturers' functions of CS, it has provided remarkable insights into overcoming the problems of CS at the tertiary level. This study further suggests that the undergraduates' usage of L1 should not be discouraged but it needs to be maintained properly by the lecturer as the role model of the students. Especially in the Sri Lankan aesthetic arena, including the traditional dancing field, many technical and cultural terms in Sinhalese could be identified for which English equivalents were unable to find. Since the ultimate goal of the ESL context would be making students well proficient in the L2, lecturers should have sound knowledge on the potentials of L1 and how it should be utilized to maximize language acquisition in the ESL classroom. In that sense, the medium of instruction and the communication has to be carried out in English as much as possible, as the students get the English exposure only in the ESL classroom.

Through well-organized lesson plans incorporating interactive activities such as role-plays and debates, the students can be motivated to actively engage in the lecture and can get them more familiar with English. Most importantly, the lecturers must make the students aware of the importance of English towards Academic studies in the Aesthetics stream. Accordingly, Policymakers should collaborate with English lecturers and implement some other courses where the undergraduate students can study in the English medium, where they can develop a comprehensive English knowledge. Further, by initiating Toast Masters Clubs, Rotaract

Clubs, English Oratory Society, and English Drama Competitions in the university the students will be more exposed to English. Further, in terms of directions for future research, further work will be able to investigate the usage CS of other State Universities in Sri Lanka as Longitudinal Comparative studies and would be able to discover more significant facts regarding Code Switching in the Tertiary Level Education in Sri Lanka.

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English medium science teacher education in the national colleges of education; theory and practice

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Abstract

English Medium Education (EME) was introduced to the general Education in Sri Lanka in 2003 to develop the English Language Proficiency (ELP) of the students with the aim of preparing them for gainful employment and higher education. However, to this date EME has been introduced only in a few selected schools due to the shortage of teachers who could teach in English. Thus, a gap was created between a majority of the students who did not have this opportunity and the minority who had the opportunity. In 2005, National Colleges of Education (NCoE) in Sri Lanka produced English Medium (EM) Science and Mathematics teachers who could contribute to minimize the above gap. Although the NCoEs produced an average of sixty EM Science teachers every year, few studies have been conducted to evaluate their performance in the schools. This study aimed to examine whether the existing Science curriculum in the NCoEs was adequate to prepare the teacher for EME in the schools by identifying the challenges and issues the Prospective Science Teachers (PSTs) faced in the actual classroom setting. Data were collected from a purposive sample of twenty two PSTs from an NCoE in the Western Province by using documentary analysis, questionnaire, interviews and classroom observations and analyzed applying the Qualitative dominant descriptive design. Key findings of the study were; there was mismatch between the practice of the NCoE and the requirements of the EME in the schools; more weight was placed on developing the theoretical subject knowledge than the ELP and practical skills; Subject lecturers did not give attention to the ELP development of the PSTs. English Language course units were not designed to address the actual learning needs of the PSTs. Majority of the PSTs have not developed essential ELP skills to teach in the EM. Therefore it is important to revisit the EM Science curriculum in the NCoEs in-order to propose an effective curriculum for the simultaneous development of ELP and content knowledge of the PSTs.

Keywords: *English Medium, National Colleges of Education, Prospective Science Teachers, English Language Proficiency*

Background

English Medium Education (EME) was first introduced in Sri Lanka (then Ceylon) by the Colonial rulers for the purpose of producing a few native Sri Lankans to support in their administrative and commercial work (Fernando 2010; Wickramasinghe, 2000). However, it had not been successful mainly due to the teacher shortage. A limited number of fee-levying English Medium (EM) schools were established for a small percentage of children from economically advantaged backgrounds (Coperehewa, 2011). This created a gap between a majority of children who did not have the opportunity and the minority who were at an advantage for employment with their English Language Proficiency (ELP). The main reason for the limited expansion of EME was lack of qualified teachers.

The first Teacher Training College in Sri Lanka was established in 1903 in Sinhala, English and Bilingual Media and by 1939 there were 23 Teacher Education Colleges. The language of instruction in these colleges was English and the admission of prospective teachers to these colleges was based on an examination that gave advantage for a few English educated people to be enrolled in these colleges. The teachers who qualified from these colleges were appointed in the advantaged urban schools to educate another elite group of students (Jeya, 2021). After Independence, EME was removed from general education with the purpose of bridging the gap between the advantaged and disadvantaged students due to ELP.

However, with the rapid growth of globalization, the need to develop the ELP skills has become very important in the economic, social, education and political spheres. Identifying the dire need to develop the ELP skills of the students in Sri Lanka, and recognizing the necessity of an alternate method of language development apart from teaching English as a subject in the schools, the Ministry of Education (MoE) introduced EME under the Amity Project to Advanced Level (A/L) Science stream by the circular (No 12/2002). Gradually in 2003, EM was introduced as Bilingual Medium to secondary classes offering a few selected subjects in English and other subjects in the First Language (L1) of the students. Science and Mathematics were two core subjects that were offered in English. However, this opportunity could be extended to only a few schools in the urban areas where there were teachers who were competent to teach the subject matter in English. This once again created a gap between two groups of students; a small group who had the opportunity for EME and a majority who did not have this opportunity.

Research studies of Neranjani (2021), Perera & Kularathne (2014), and Wijeskera (2011) have revealed teacher shortage as the main reason for the slow expansion of English Medium Instruction in the general education in Sri Lanka. In-order to address this need, National Colleges of Education (NCOEs) in Sri Lanka were given the responsibility to produce teachers for the secondary grades in schools (NIE, 2007). Accordingly, the three NCOEs, Siyane, Nilwala and Jaffna took the responsibility to produce professional EM Science and Mathematics teachers.

Although the NCoEs produced an average of sixty EM teachers every year, the shortage of EME teachers to teach Science in EM has not yet been addressed. The main aim of introducing EM to general education was the simultaneous development of ELP and the subject knowledge of the secondary school students. However, very few research studies have been conducted to find out whether the teachers produced by the NCoEs have successfully contributed to achieve the objective of introducing EME to the school curriculum. Therefore the objectives of this study were as follows.

Objectives

1. Examine whether the existing practice of NCoEs has contributed to develop the required language and content competencies of Prospective Science Teachers (PSTs).
2. Investigate the issues faced by the PSTs in the actual classroom teaching-learning process.
3. Propose practices to be adopted by the NCoEs to develop the required skills of the PSTs

Research Design/Materials and Methods

This study adopted a qualitative dominant descriptive design to examine the process, procedure and practice followed by the NCoE to produce competent science teachers who could teach Science successfully in the EME in schools.

A convenient sample of one NCoE from the Western Province that produced science teachers was selected for the study because the researcher needed frequent contact with the NCoE and the Prospective Science Teachers (PSTs) to collect data. Twenty two PSTs, five science lecturers and two English lecturers from the NCoE were selected by using the purposive sampling method. The reason for selecting PSTs and not the prospective Mathematics teachers was that the research of Neranjani (2021) and NEC (2016) have highlighted

Mathematics as a numerical subject that did not require extensive language skills. Descriptive language skills are required in teaching science in the school and it is important for the PSTs to develop both language and content skills simultaneously.

Implementation process, procedure and practice of the EM science curriculum in the NCoE were investigated using the documentary survey, classroom observations and interviews. Further, in-depth qualitative data were obtained regarding the challenges and issues faced by the PSTs in the classroom teaching and learning process by administering a questionnaire to the PSTs and observations of their teaching in the actual classroom setting as well as in the 'block teaching' sessions in which PSTs were involved in the teaching-learning process for a period of thirty days in a school under NCoE supervision. In addition, the assignments, lesson plans, reflective journals and other written documents of the PSTs were analyzed to identify the language and content issues. Data collected from the above were verified through interviews with the Lecturers and PSTs.

Data were analyzed thematically using qualitative data analysis methods to identify the issues of the PSTs and determine the strengths and drawbacks of the theory and practice of the NCoE.

Results/Findings

Curriculum of the NCoE placed more importance on the impartation of theories, knowledge and skills of science as a subject but less weight is given to develop the skills required for teaching Science in English in the classroom setting. Subject lecturers paid little attention to the ELP development of the PSTs and their language issues were ignored in the classroom. Lecturers adapted a bilingual mode of teaching and complex concepts were explained in the L1. Therefore, PSTs did not realize the need for the development of language skills until they were required to be engaged in teaching on their own.

There was a significant gap between the curriculum the PSTs were exposed to in the NCoE and their actual professional needs in the teaching-learning process in the school. PSTs were given extensive theoretical knowledge by using the traditional teaching methods but there was little opportunity in the subject classroom for the development of EM teaching skills. There was no uniformity in the content of the science syllabus of the NCoE and the classroom observations and interviews revealed that each lecturer planned lessons according

to what he or she thought would be appropriate and useful to be taught in the school curriculum.

There was no collaboration between the subject lecturers and the English Language lecturers within the NCoE setting. Students were not exposed to subject specific language development in the English language classroom. According to the Common European Framework of Reference for Languages (2001:p.114), an EM teacher should belong to category C; that is the ‘Proficient User’ of language but the majority of the PSTs belonged to the categories A2 and B1 by the time they passed out from the NCoE; that is the ‘Basic Language User’. There were some teachers who belonged to the lowest level of A1 because they had not developed the basic communication skills. During the classroom teaching practice, they were unable to explain complex Science concepts such as ‘Photo synthesis’, ‘micro organisms’ and ‘respiration in plants’ in English and they faced many difficulties and embarrassment in the classroom. They reverted to teaching in the L1 in several occasions.

Most of the PSTs had completed their general education in the L1 and majority of them have had limited opportunities to develop their ELP skills prior to joining the NCoE. Majority of them had not developed the basic ELP skills required to follow the programme in English. Majority of them were not motivated to develop their ELP skills outside the NCoE setting and they had not understood the requirement of the ELP skills for teaching in English until they were engaged in the actual classroom teaching.

Many language errors were identified in the written scripts of majority of the PSTs. Although they were conversant with the grammatical rules and structures, majority of them could not use it appropriately in the context. Some PSTs had pronunciation difficulties due to the Mother Tongue interference which needed to be addressed in order to avoid embarrassment in the classroom setting. Many PSTs resorted to using para-linguistic features such as gestures, fillers and body language when they found it difficult to pronounce words or lacked the required vocabulary and grammatical structures to express their ideas.

An instructional framework ‘Sheltered Instruction Observation Protocol’ (SIOP) by Echevarria & Vogt (2010) introduces some components that could be used successfully to facilitate the content and language integrated learning. Out of these components, this study focused on Preparation, Strategies, Interaction, and Lesson Delivery.

In the preparation, the subject content is adapted to suit the language proficiency of the students by introducing meaningful content and language integrated activities. The student is provided with opportunities for language practice in the classroom. Strategies that have been proposed in the framework were scaffolding techniques to support student understanding, tasks that promote higher order thinking skills, lesson objectives formulated to develop both language and content skills and ample opportunities for students to clarify key concepts in L1. Interaction provides frequent opportunities to the students for interaction and discussion with peers. Lesson delivery is based on the content and language objectives which facilitates high student engagement. The pacing of the lesson is appropriate to the ability level of the students.

This study investigated the teaching and learning process in the NCoE under these four components. It was revealed that Science subject content was taught in isolation in the NCoE and there was no content and language integrated activities. Language development was ignored in the classroom. Although there were activities in the subject classroom to promote higher order thinking skills, PSTs were engaged in group discussions mostly in L1 and English was rarely used in group discussions that addressed higher order thinking skills. However, there was ample opportunity for the PSTs to clarify the concepts in L1 and they conveniently resorted to requesting L1 explanations to understand complex concepts without making an effort to understand it in English. Thus they did not make an attempt to develop their ELP skills. As a result, although the PSTs developed their content knowledge they did not develop the required ELP skills.

Conclusions

A competent English Medium science teacher cannot be produced only by focusing only on the development of the content knowledge and the teaching skills of the PSTs. Development of the ELP skills are equally important for the teacher to be efficient and successful in the EME in schools. If the PSTs have not developed adequate ELP skills, they would not be able to help the students in the schools to develop their ELP skills while learning the subject content. Hence, the aim of introducing EME to the general education; that is to develop the ELP skills while learning the subject matter will not be fulfilled. It is important for the PSTs to be equipped with essential academic ELP skills along with the subject skills in order for them to be competent teachers who could contribute successfully in the development of EME in the general education in Sri Lanka.

Therefore, an integrated curriculum of the subject content and language should be developed for the PSTs in the NCoE to equip them with the essential content and language skills required for them to be effective EM teachers in the schools. Process, procedure and practice of developing PSTs in the NCoE can be planned based on the Common Underlying Proficiency Theory of Cummins (2000) because this theory explains how the skills acquired in one's L1 would facilitate in the acquisition and development of skills in the Second Language.

The LCPSID model introduced by Neranjani (2018) facilitates the integrated development of Language, Content knowledge and Professional skills of the learners in the subject classroom. This model was introduced to the Bachelor of Education students who would be appointed as English Medium Teachers in the schools. Many strategies introduced in this model can be adapted for the integrated language and content development of the PSTs in the NCoE. Some of these strategies are; encouraging the students to understand the complex ideas in the reading materials by breaking the ideas into smaller units; promoting reflective practice among the students in-order for them to develop their own learning while the teacher develops his or her teaching strategies through reflective practice. This model introduces self-directed learning strategies to guide the students from teacher directed learning to self-directed learning.

Therefore, it is important to develop an effective mechanism to the NCoE by considering the existing research findings and models to produce EM Science Teachers who are equipped with the required skills to overcome challenges and be competent teachers in the schools.

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Applying thematic analysis to analyse qualitative data: A researcher's experience

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Abstract

The employment of qualitative descriptive approaches, for example, descriptive phenomenology, content analysis, and thematic analysis, are appropriate for researchers who want to use a comparatively low level of explanation, in contrast to grounded theory or hermeneutic phenomenology, which requires a higher level of interpretive complications. Explanatory sequential mixed methods research design was employed in this study. Sri Lankan low socio-economic students' motivation and engagement was examined employing the Motivation and Engagement Scale-Junior School. In the first quantitative phase, the scale was administered to 220 students in Monaragala and Nuwara Eliya districts in Sri Lanka. According to the scale's guidelines least motivated and engaged 24 students, and 12 teachers and 12 principals were selected using the purposive sampling method to conduct interviews in the second qualitative phase to identify the school-related conditions impacting their motivation and engagement in learning. Those interview responses were analysed using thematic analysis. Therefore, how thematic analysis was undertaken to analyse qualitative data is discussed in this paper. The two objectives of this paper are; to examine the thematic analysis approach employed to analyse qualitative data and to examine the stages of thematic analysis employed to analyse qualitative data. Accordingly, data driven (inductive) and semantic approach was employed. Adhering to the six main stages of thematic analysis, four main themes were identified; students: quality of classroom relationships, quality of curriculum and resources, teachers, and principals: quality of participants in the system, and quality of curriculum resources. Therefore, thematic analysis can be used to analyse qualitative data to get a better understanding about the participants' responses.

Keywords: *Thematic Analysis, Thematic Analysis Approach, Thematic Analysis Stages*

Background/Introduction

As stated by Cohen, Manion, and Morrison (2011), qualitative data analysis comprises data organisation, process, and explanation. Vaismoradi (2013) argues that the employment of qualitative descriptive approaches, for example, descriptive phenomenology, content analysis, and thematic analysis, are appropriate for researchers who want to use a comparatively low level of explanation, in contrast to grounded theory or hermeneutic phenomenology, which requires a higher level of interpretive complications.

Sri Lankan low socio-economic students' motivation and engagement was examined employing the Motivation and Engagement Scale-Junior School introduced by Martin (2014). That scale measures the age 9-13 students' motivation and engagement in learning. Therefore, in the first quantitative phase, the scale was administered to 220 students in the Monaragala and Nuwara Eliya districts in Sri Lanka. According to the scale's guidelines least motivated and engaged 24 students and 12 teachers, 12 principals were selected, for interviews in the second qualitative phase to identify the school-related conditions impacting students' motivation and engagement in learning. Those interviews were analysed using thematic analysis introduced by Braun and Clarke (2006). That is the theoretical basis of this paper.

There are two main objectives formulated in relation to this study.

1. To examine the thematic analysis approach employed to analyse qualitative data
2. To examine the stages of thematic analysis employed to analyse qualitative data

Braun and Clarke (2006) described thematic analysis as a fundamental approach for qualitative analysis. It is a process of identifying, analysing, and searching for themes or patterns to identify repeated items particularly related to the research topic. Braun and Clarke (2006) argued that themes do not simply emerge from the data but are derived by the researcher who plays a lively role in recognising them, choosing which are of interest and importance, and reporting themes to readers. King and Harrocks (2010), noted that the purpose of thematic analysis is to look for patterns of themes among the entire data set, emphasising what respondents have in common and how they differ. Hence, the aim of analysis is not only to generate themes, but also to organise those themes in a manner that represents how they are conceptualised to link to each other. This process might involve some degree of hierarchy in relationship, in determining which key themes include sub-

themes (Braun & Clarke, 2006). There are, however, some weaknesses of thematic analysis. In particular, the overlap between themes may be an issue (Braun & Clarke, 2006). In this paper it is discussed how thematic analysis approach and steps were applied to analyse the particular qualitative dataset.

Research Design/Materials/Methods

Explanatory sequential mixed methods research design was employed in the main study. However, this paper is based on the second phase; qualitative. Accordingly, 24 students were selected based on the scores of the Motivation and Engagement Scale-Junior School (Martin, 2014) and, 12 teachers, and 12 principals were selected using purposive sampling method to conduct interviews. Interview responses were analysed using thematic analysis. Accordingly, semi-systematic approach and the six stages of thematic analysis introduced by Braun and Clarke (2006) were applied to analyse the qualitative data.

Findings

The thematic analysis approach employed to analyse qualitative data

Braun and Clarke (2006) identified three main approaches to thematic analysis: (1) Inductive versus theoretical thematic analysis (ways in themes or patterns in data identified); (2) semantic or latent themes (which themes are to be identified); and (3) essentialist/realist versus constructionist (what can say about data and inform how theories meaning) thematic analysis.

Patton (1990) argues that in the inductive approach themes are recognised as being strongly connected to the data itself. However, the deductive (theoretical) approach is determined by the researcher's theoretical or analytic concentration in the area and is therefore more clearly analyst driven (Braun & Clarke, 2006). In this study, the inductive approach was used for data analysis. The data were coded without attempting to fit them into a pre-existing coding structure (Table 1).

Table 1: Examples of coded extracts

Data extracts	Coded for
“I don’t like to learn mathematics. I hate mathematics periods. I cannot understand that”	Subject likes and dislikes
“I like reading books. But there is no library in our school”	Lack of facilities
“Some teachers blame and punish me for not doing homework and not listening to the lesson. So, I feel very embarrassed in front of classmates”	Punishments
“In this school lots of students are frequently absent to the school. But there is no action taken by the school administration. This school administration is so problematic”	Absenteeism
“Most of the students do not like learning. They must concentrate in learning. Learning is the only thing make them forward”	Valuing learning
“Teachers are also not motivated in teaching this kind of students. How do they motivate students towards learning? Teachers just come for their jobs”	Teachers’ motivation

In relation to the inductive approach Braun and Clarke (2006) advised that if the data collection derives from interviews, the themes identified might carry little connection to the exact questions which were asked of the participants. Furthermore, inductive analysis is a procedure of coding the data without attempting to fit them into a pre-existing coding structure, or the researchers’ analytic presumptions. In this data-driven approach, researchers can have confidence that they will arrive at a required endpoint, because they do not know where it will be (Boyatzis, 1998). Braun and Clarke (2006) highlighted that a theme captures something significant about the data according to the research question and represents some level of patterned reactions or sense in the dataset. A theme is typically wider than a code in that it includes many aspects. A high-quality code will capture one thought; a theme has a central organising concept but will hold many diverse thoughts or aspects connected to it (Braun & Clarke, 2013).

Braun and Clarke (2013) explained that themes could be discovered from a data-driven “bottom-top” method based on what is included in the data. Or they could be discovered in a rather “top-down” way in which the investigator employs the data to discover exacting theoretical views. Braun and Clarke (2006) believe that researchers should not disregard their theoretical and epistemological commitments and should not code in an epistemological void.

According to Boyatzis (1998), the label should be developed at the end of the procedure of writing or creating the code. The label should be theoretically expressive to the incident being researched, obvious and brief, expressing the spirit of the theme in the fewest words possible, and relevant to the data. Keeping these tenets in mind, data were coded with a theoretical and epistemological commitment, and the themes named accordingly.

In the semantic approach, the themes are explored in the open or external views of the data (Braun & Clarke, 2006). The analyst should consider only the words of the participants. As Patton (1990) explained, the analytic process ideally involves a progression from description, where the data have basically been organised to show patterns in semantic content and summarised to interpretation, and where there is an attempt to theorise the significance of the patterns and their wider meanings and implications. In this study, the semantic approach was used because the themes were explored within an open or external meaning of the data while an attempt was made to consider patterns and their connotations.

In summary, a data driven (inductive) and semantic approach was employed for thematic analysis in this study. It should be noted that software was not used to analyse the qualitative data; that is, these data was analysed using manual techniques involving colour coding and working through the transcript.

To examine the stages of thematic analysis employed to analyse qualitative data

Qualitative data were analysed employing the six main stages of thematic analysis as structured by Braun and Clarke (2006): (1) becoming familiar with the data, (2) generating initial codes, (3) searching for themes, (4) reviewing themes, (5) defining and naming themes, and (6) producing the final report.

Stage 1: Data familiarisation

The first stage involved data transcribing, reading, and re-reading the entire data set, and writing down the initial meanings and views (Braun & Clarke, 2006). During this stage, the field notes were transcribed to conduct the analysis. The process of transcription was a good method for immersing and familiarising the researcher with the data (Braun & Clarke, 2006). Following transcription of the interviews, the researcher read and re-read each transcript and documented a list of ideas and notes concerning what were included within the data and how these notes and ideas might be of interest within the context of the study.

Stage 2: Generating initial codes

The second stage started when the researcher was very familiar with the data and had generated a list of views (Braun & Clarke, 2006). This stage encompassed the production of the preliminary codes of the data. A code identifies a characteristic of the data that seems attractive to the researcher and refers to the most essential element or segment of the data that could be evaluated in a significant manner pertaining to the incident. Codes vary from the unit of analysis themes that are often wider and may capture several codes (Braun & Clarke, 2006).

A high-quality thematic code is one that grasps the qualitative treasures of the incident. It is functional in the research analysis, interpretation, and presentation. A high-quality thematic analysis has five aspects: a label, an explanation of what the theme refers to, an explanation of how to be aware of the occurrence of the theme, an explanation of any qualifications or eliminations to the recognition of the theme, and examples (positive and negative) to reduce probable uncertainty when looking for the theme (Boyatis, 1998).

Once the researcher had read and become familiar with the content of the data and had created a list of ideas about the data, the initial coding process began. By providing complete and equal concentration to every individual transcript, the researcher coded the data manually using different colours. During this process, the researcher highlighted fascinating aspects (extracts) in the data that might form the foundation of repetitive patterns (themes) and wrote their codes on the side of transcripts (Braun & Clarke, 2006). By the completion of this stage, the researcher had generated a list of codes that collated with the data extracts. Table 1 provides an example of extracts and their codes.

Stage 3: Searching for themes

This stage follows the early coding and collecting of the data (Braun & Clarke, 2006). It involves categorisation of the diverse codes into possible themes and sub-themes. Braun and Clarke (2006) noted that visual representations (e.g., tables or mind-maps) might be useful in sorting codes into themes and sub-themes.

During this stage, the researcher examined the codes identified in the previous stage to uncover broader patterns of meanings (overarching themes and sub-themes within them). The researcher then organised the codes and sorted them into candidate themes and sub-themes based on their overlap and similarity in meaning. At this stage, the researcher developed the

initial thematic map (Figure 1). It was basically based on school-related conditions stated by students, teachers, and principals.

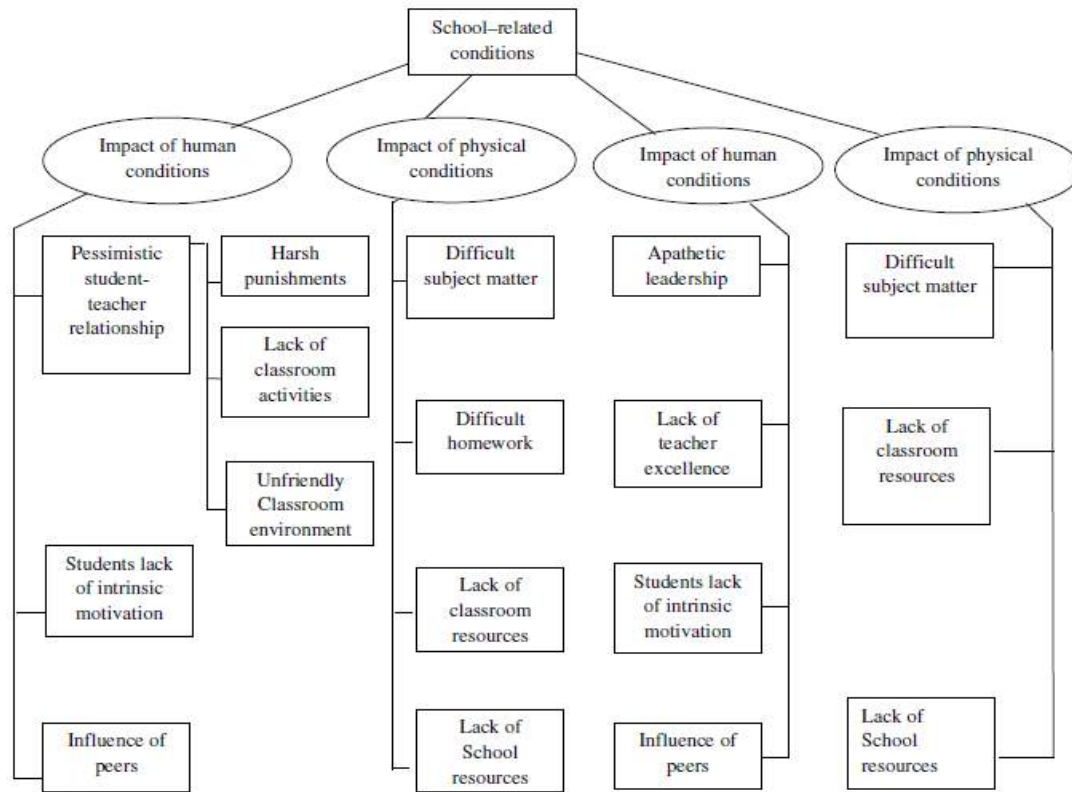


Figure 1: Initial Thematic Map

Stage 4: Reviewing themes

This stage involved the review and modification of the candidate themes and sub-themes recognised in the previous stage. Braun and Clarke (2006) explained that some themes or sub-themes may be abandoned (e.g., if there are not enough data to support them), merged (e.g., two seemingly disconnected themes might form one theme), and/or broken down to create additional themes or sub-themes.

The first level encompasses reviewing the themes against the coded data extracts to ensure that all the collected data extracts for every theme create a logical pattern. The second level entails reviewing the candidate themes alongside the whole data set to check for the validity of individual themes according to the data set and to ascertain whether they accurately reproduce the connotations apparent in the data set as an entity.

Stage 5: Defining and naming themes

Stage five starts when the researcher has an acceptable thematic map of the data (Braun & Clarke, 2006). At this point the researcher recognises the spirit of every theme and decides what section of the data each theme is represented by. Although the researcher had already given working titles to the themes, in this stage the researcher reflected further on the themes and ensured they were concise, rich, and coherent, and presented a worthwhile image of leading patterns in the data that deal with the research questions.

Creswell (2007) argued that the way to ensure the trustworthiness of qualitative analysis procedures is to ask others to inspect the data. These could be colleagues who are well versed in qualitative research and the subject area of the research, or they could be external auditors, persons not allied with the research who evaluate the database and the qualitative outcomes employing their own measures. To this end, the researcher validated the resulting themes and the coded extracts for each sub-theme by discussing them with two colleagues who had expertise in qualitative data analysis. After stages 4 and 5, the thematic map evolved to the final map as presented in Figure 2.

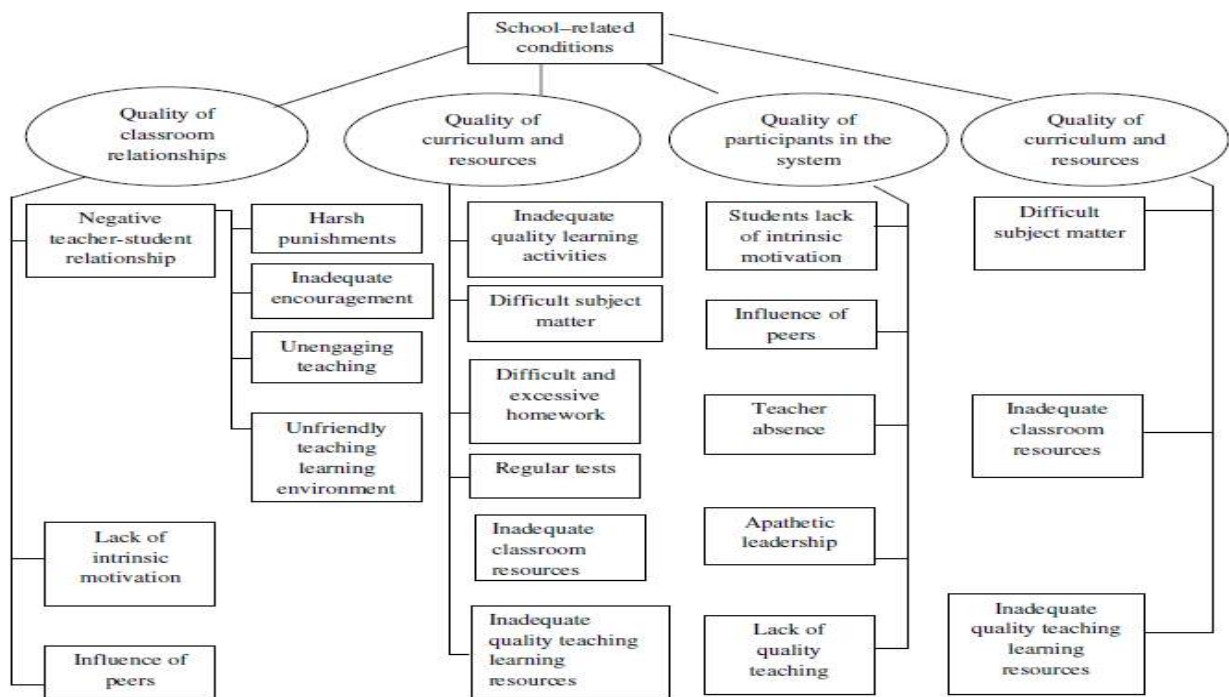


Figure 2: Final Thematic Map

Stage 6: Producing the final report

After a set of themes and their sub-themes are identified and finalised, the last stage comprises creating the final report. Braun and Clarke (2006) suggest that the final report should offer a logical, brief, non-repetitive, reasonable, and fascinating explanation of the data shows among and inside themes. They also suggest that extracts need to be fixed in a logical way that offers the narrative the researcher is telling about the data, and the logical description should go further than explanation of the data and ultimately produce an argument according to the research questions.

Conclusions

In summary, to examine the school-related conditions impacting early adolescents' motivation and engagement in learning, a data driven (inductive) and semantic approach was employed in thematic analysis in this study. Six main stages of thematic analysis were employed (1) becoming familiar with the data, (2) generating initial codes, (3) searching for themes, (4) reviewing themes, (5) defining and naming themes, and (6) producing the final report, accordingly, in relation to students' responses two main themes emerged: quality of classroom relationships and quality of curriculum and resources. In theme one, quality of classroom relationships; negative teacher-student relationship and influence of peers emerged as sub-themes. Under the sub-theme, negative teacher-student relationship, four categories were identified: harsh punishments, inadequate encouragement, un-engaging teaching, and unfriendly teaching-learning environment. In theme two, inadequate quality learning activities, difficult subject matters, difficult and excessive homework, regular tests, inadequate classroom resources, and inadequate quality teaching-learning resources emerged as sub-themes. Under the main theme, quality of participants in the system, three common sub-themes emerged from both teachers' and principals' responses: students' lack of intrinsic motivation, influence of peers, and teacher absence. Other than those three common themes, from the teachers' interviews "apathetic leadership", and from the principals' interviews "lack of quality teaching" also emerged separately. Under the main theme of quality of curriculum and resources, three sub-themes emerged from both teachers' and principals' interview data: Difficult subject matter, inadequate classroom resources, and inadequate quality teaching-learning resources. It is imperative that, thematic analysis can be used to analyse qualitative data to get a better understanding about the participants' responses.

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School-based planning and the contribution of stakeholders in developing the reopened schools

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Abstract

The Programme for School Improvement (PSI) based on the School Based Management concept was introduced to the education system of Sri Lanka in 2006. It empowers the school stakeholders to make school-related decisions and enable them to manage schools autonomously. School Based Planning for the improvement of the school has been delegated to the School Development Committee under the School Based Management. The government's objective is to provide equitable education opportunities to all schools, as disparities among the schools are a serious problem in Sri Lanka. These disparities make schools disadvantaged and at risk of closure. Some of the schools that have been closed were reopened. How the stakeholders contributed in school based planning amidst adverse conditions in the reopened schools was the research issue. The study was conducted to investigate the contribution of the stakeholders of reopened schools for school based planning. This study employed the survey research method. All the 22 schools reopened in the central province was the target population. A random sample of 319 stakeholders was selected from the 22 reopened schools and 281 stakeholders responded to the questionnaire administered. Quantitative data were analyzed using percentages and correlation coefficient. According to the results, the stakeholders had extended their fullest support in school based planning, implementation and in school improvement practices. They had faced challenges due to issues such as, low participation, a shortage of trained human resources and the lack of resources in the creation of a new school culture based on school improving practices. To overcome the challenges, training programmes have been conducted, resources have been found by various community sources and a new school culture has been created with the support of the stakeholders. Findings from the study indicate that the required resources and capacity building programmes should be provided regarding school based planning. Furthermore, public participation with the stakeholders was very important for school based planning in developing the reopened schools.

Keywords: School-Based Management, School-Based Planning, Stakeholder Contribution

Introduction/Background

Education management is an effective strategy for making a change in school education. Education planning is the fundamental function of it (Kularathne, 1993; Ranasingha, 2004). Maximum utilization of limited resources can be obtained in planning (Thilakarathnabanda, 1991; Kularathna, 1993; Ranasinghe, 2004; Atugoda, 2005).

The Programme for School Improvement (PSI) based on the School Based Management concept was introduced to the education system of Sri Lanka in 2006. It empowers school stakeholders in decision making and enables them to manage schools autonomously. It is expected that this will create and implement a more effective learning environment for all the students. Accordingly, the school management activities are carried out by the school development committees of the school development society. This committee includes internal stakeholders and external stakeholders (Kularathna, 2008; Ministry of Education, 2013). Accordingly a balanced control model of the school based management is being implemented in Sri Lanka.

Studies by Kularathna, (1993), Ranasinghe, (2004), and the Ministry of Education, (2004) have stated that in decentralizing education, micro planning done in school based management found to be better than macro planning. School based planning is the key component of decentralized decision-making power of the school management. It provides equal opportunities for schools by gaining public participation (Kularathna, 2008; Ministry of Education, 2013). In school level planning, the responsibility of the principal and the stakeholders was to prepare plans to make schools function more effectively.

Although there are policies to ensure equity in education, disparities could be seen among the schools and these disparities make schools disadvantaged (National Education Commission, 2004, Rupasingha 2004). Some of the schools that faced this problem are at the risk of closure due to the decrease in the student number (Ministry of education, 1991 to 2017). It has been identified that some of the schools closed have been reopened now according to the Census reports of the Central Province and the researcher's professional experiences. Out of the 116 Schools which were closed in the central province 23 have been reopened. The phenomena of schools being small, the closure of small schools and the improvement of disadvantaged schools were identified through the literature reviews done in Sri Lanka and in other countries.

Although research done locally and internationally could be found in relation to disadvantaged schools, school based management and planning and support of stakeholders, no research was available on school based management, planning and support of stakeholders of reopened schools. (Kilpatrick, Johnson and Mulford, 2003; National Education Commission, 2004; Barly and Beesy, 2004; Vithanapathirana, 2005; National Institute of Education, 2009; Sunderman and Payne, 2009; Larsen, 2014; Wakishta, 2015). It was identified that there is a knowledge gap between the process of school-based planning and the stakeholder support in the schools once closed and reopened.

The participation of the stakeholders in school based planning and the implementation of the plan amidst adverse conditions were investigated in this study. The challenges they faced and the steps that have been taken to overcome the challenges were also examined.

Objectives

- To investigate the implementation of school-based planning in developing the reopened schools that have been closed
- To examine the support given by the stakeholders in school-based planning in the reopened schools
- To identify the challenges that have been faced by the stakeholders in supporting the school-based planning
- To investigate the actions that have been taken by the stakeholders to overcome the challenges faced

Research Design

A descriptive survey method was employed under the quantitative research approach and 22 reopened schools in 8 educational zones of the Central Province were used in this study.

Sample of the research

The population of the study was the closed and reopened schools in Sri Lanka. All the 22 schools which were reopened and being developed in the Central Province were the target population. A random sample of the only thing stakeholders was selected from the reopened schools (Table 1).

Table 1: Sample of the study

Stakeholders	Number
Principals	22
Deputy Principals	22
Teachers	130
Member of the school development committee	123
Zonal Representatives in-charge of schools	22
Total	319

Sources: Sample survey, 2020

Instruments of data collection

Separate questionnaires were administered to each of the stakeholders. A questionnaire included open ended and closed ended questions and both quantitative and qualitative data were collected.

Data Collection

The data were collected using the validated questionnaire. The researcher visited all the 22 schools and administered the questionnaire herself. From among 319 stakeholders, 281 had responded to the questionnaire.

Analysis of Data

The quantitative data were analyzed according to the descriptive statistical method by using, percentages, correlation co-efficient, mean and ANOVA test. The qualitative data derived by the open ended questions were analyzed thematically.

Results

The quantitative data from the questionnaire on how the school based planning is done in closed, reopened schools, are given in average percentages in Table No. 2.

Table No. 2: The participation of stakeholders in school-based planning and implementation

Activities done in school based planning by the stakeholders	Average percentage
The process of school-based planning and implementation by the school development committee	87.4
Awareness by the stakeholders regarding the vision is always done by the principal	93.75
Explaining about the mission statement or the process of achieving long term goals of the school is executed by the principal	92.5
Preparation of the five-year plan	93.5
Preparation of the annual implementation plan is done by all the stakeholders	95
Plans are prepared by considering all the components of the environment that are connected to the reopened schools	92.5
Preparation of plans by building up on a total data base	88.25
Quality analysis is implemented when planning the five-year plan and the annual implementation plan	84.25
Simple action research was done by the teachers	69.75
The budget planned according to the circulars	95.25
The annual plan approved accordingly	98.25
Implementation of programmes by studying about the human and physical resources	91.25
Decisions taken by the School Development Executive Committee	88
Delegating responsibilities to activate the Annual implementation plan	91
Progress reviews are done	62.5
Maintaining a methodology or an operational unit for planning	82.5
Inversions are prepared by the stakeholders	88.25
Preparation of the Annual Performance Report	78.6

Source: Sample survey, 2020

The Pearson correlation value for performance of internal and external stakeholders is 0.92. The mean of the performance of internal stakeholders is 3.8 and the mean of the performance of external stakeholders is 4.43. The p value of the performance of stakeholders is 0.00

The results obtained by the qualitative data analysis are as follows.

The stakeholders have extended their support in three main areas, namely school based planning, implementation of the plan and the school improvement practices.

They have supported in school based planning by proposing suggestions, analyzing data, preparation of reports and joining school development society and committees. They have supported in implementing the plan by fulfilling their responsibilities delegated to them.

The challenges faced by the stakeholders in school based planning were, low participation from the school development society and committee, problems in preparing and getting the approval of the budgets and school plans, and the lack of trained human resources. The challenges faced by the stakeholders in the implementation of the plan are, lack of resources, less community support and the lack of positive attitudes towards the school by the community. The challenges faced by the stakeholders in school improvement practices were, transport and environmental problems in addition to the difficulties faced by creating a new school culture.

The strategies used in school based planning were, identifying the strengths of the school and creating strategies to develop them. The strategies used in the implementation of the plan were, finding resources by organizing weekly fairs and concerts, getting support from well-wishers, school community and the officials from the zonal education office. The strategies used in school improvement practices were taking steps to develop school culture by arranging awareness and training programmes for the school development committee, increasing the achievement levels of academic and extra-curricular activities of the students. Improving the quality of education with the help of the teachers and launching projects by identifying external human resources were also done. In addition, the plans and the projects activated by reopened schools which were successful were also studied and at the same time the environment of the school was made attractive. By implementing these strategies the school was able to fulfill the community needs.

Findings

The school-based planning has been actively done by the school development committee when developing the reopened schools. The stakeholders have been aware of the vision and the mission of the school, preparing the five year plan and the annual implementation plan by building up a database considering all the facts of the school. Preparing the budget plan and getting them approved had been done by the principal with the stakeholders of the

school. Delegation of responsibilities, availability of human and physical resources have been considered together with the report of the progress during the implementation of the plan. Although decision making had been done by the school development committee, the preparation of the annual performance report and the implementation of simple action research by the teachers were comparatively low.

Since the Pearson correlation value was 0.92, there was a positive correlation in the ideas of the stakeholders in the implementation of the school based planning. A difference could be identified between the ideas of the internal stakeholders and the external stakeholders, as the ANOVA p value was 0.00. The mean value of the performance of the external stakeholders (3.80) in the school based planning was greater than that of the performance of the internal stakeholders as it was 4.43.

According to the above results, it can be determined that the stakeholders had extended their fullest support in the school based planning, in the implementation of the plans and in the school improvement practices.

In addition, they have faced challenges due to low participation and untrained human resources when planning, lack of resources in the implementation and in the creation of a new school culture in relation to school improving practices.

Awareness programmes have been conducted to overcome the challenges in planning. Adequate resources have been obtained by various community sources to overcome the challenges faced in the implementation of the plan. The findings further revealed that a new school culture had been created by the stakeholders to overcome other challenges that they faced related to school improvement. Not only that, the school has also fulfilled the community needs.

Conclusion

The cooperation of the internal and external stakeholders was important in the school-based planning in the reopened schools. The future development programmes could be carried out and updated by preparing the annual performance report. It is important to implement an action research culture to increase the student performance. The most challenging factor for school-based planning was the lack of resources. These challenges could be overcome by the dedication and cooperation of the stakeholders for the development of the school. Therefore,

participatory management strategy is very important in school-based planning to develop the reopened schools.

Recommendations

The following suggestions are presented based on the findings of the study. The resources required should be provided through the responsible authorities of the hierarchy to ensure equity of this type of schools. Continuous capacity building programmes together with the technical knowledge and training on school-based planning should be organized and implemented for the stakeholders. However, it is recommended that a continuous monitoring programme need to be planned and implemented to ensure the quality of the programmes introduced. It can be further recommended that programmes should be arranged to exchange the best practices implemented by the successful schools. Priority should be given to create an attractive school environment, as it is essential in the development of the reopened schools. School based planning should be strengthened by empowering the participation of the stakeholders.

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Resurfacing the lost: Academic identity for the public good in Sri Lanka

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Abstract

Little attention has been paid to research, funding, and development of higher education in Sri Lanka by its policy makers and those in the higher education sector. Situated within a nation that has been hard hit by war, colonialism, and neoliberalism, higher education's critical mission towards social justice (Williams, 2016) has seemingly disappeared among the other purposes and necessities of contemporary academic practice in public higher education institutions. In the Sri Lankan higher education system, there has been interest in the issues of massification and other student-focused educational concerns; however, there is a lack of academic study on how the effects of late modernity (and its postcolonial legacies) and politicization, which is a legacy of the conflict, have interfered with academic freedom in Sri Lankan higher education institutions. Academic freedom and agency have not attracted the attention they warranted for the full functionality of higher education in a fledgling democracy, which leaves a knowledge gap. Texts produced by the intellectual community in Sri Lanka (including Chandra & Rasika, 2017; Daily, 2019; Justine & Thomas, 2017) reveal the unsettling nature of the country's current higher education system; there is a notable lack of collegiality and teamwork as well as resistance to changes within the country's university system (Chandra & Rasika, 2017). Academics are constantly negotiating power within a climate of fear of state repression, public scrutiny, and institutional backlashes when they attempt to express critical consciousness about social injustice and engage in challenge-led research and social justice movements (Chandra & Rasika, 2017; Godwin et al., 2014; Justine & Thomas, 2017; Shamala, 2020). The deeply politicized and centralized control of the Sri Lankan institutions undermines academics' ability to challenge institutional pressure and hostile political interferences.

In this paper, I have discussed the findings in the literature on the current practices in Sri Lankan higher education and how academics negotiate the complexities around academic identity. Reviews of existing local literature and its commission as well as concepts and theories underpinned by critical theory are involved in my discussion. This work is part of the ongoing doctoral study that I am currently following. The overall research intends to explore academics' perceptions of social justice and their agency in terms of addressing social disparities through the various facets of their academic practices.

Keywords: *Higher Education, Sri Lanka, Academics, Politicization, Social Justice.*

Introduction/Background

Sri Lanka's normative culture that honors certain traditions and norms (Hofstede Insight, 2021) have been implicated in numerous discriminatory policies (Tambiah, 1986). Recent arguments are that these contradicting policies do not offer a sensible connection between higher education's public and social values. One such example that demonstrates the disconnect of education policies to social values is, the continuing rejection of privatization of higher education that leaves a significant percentage of eligible candidates deprived of their chances for higher education (Justine & Thomas, 2017) to espouse the nation's notion on equality.

While research into the Sri Lankan academy has been sparse and dated, the dominant claim is that public higher education has been normative, with a culture complicit with dominant norms within the fledgling democracy. The 'typical' academic in Sri Lanka may be characterized as what Gay & Kirkland (2003), Um (2019) and Pollard (2017) identify as submissive academics who compromise with and surrender to the reality of oppression imposed on them and become the 'oppressed.' The behavior associated with this is the avoidance of analyzing one's thoughts about one's beliefs, biases, racial, ethnic, and cultural diversity in education, amongst others. Characteristics of timidity and reluctance to engage with critiques about social inequality within and beyond the academy is a clear indication of submission to oppression because, as the social activists Steve & Arnold (1978) state, "The most potent weapon of the oppressor is the mind of the oppressed" (p.21).

A critical review of existing practices of university governance in Sri Lanka reflected its current state of decay due to politicization (Godwin et al., 2014). The current situation with insufficient information on quality, limited reputation on academic research, recurrent political unrest have created discord with public discourses on the intellectual and moral qualities of the higher education system. An argument is that Sri Lankan universities require a new critical review of academia's mission, plan, practices, and priorities (Godwin et al., 2014) and a new direction for public policies at the macro-level for socio-economic change.

However, leaders of the higher education system often represent feeble points in violation of democratic and accountable governance. Proceedings of a workshop for Sri Lanka's Vice Chancellors (Senaratne et al., 2012) highlighted how the intense politicization has invaded academic appointments which subsequently strengthened the bureaucrats within the system. Consequently, the prolonged and intense political influence on higher education

administration, caused academics to become concerned over universities neglecting their responsibility to society (Godwin et al., 2014).

In the Sri Lankan context, where higher education has been subjected to long-term oppressions, discriminations and where academic freedom is challenged for speaking the truth, developing critical consciousness can help in order to expose the academic community's root causes of oppression. The paper presents past and current insights into Sri Lankan academics' consciousness by recalling the various processes of academic engagement, reflection on conditions -action that enabled academics to examine their historical, racial and socio-political position critically.

Research aim and objective:

While this paper demonstrated the Sri Lankan academics real-life struggles to maintain a critical form of their profession, the actual research has been aimed to explore how Sri Lankan academic staff identify, negotiate and act in ways that expressed their own critical consciousness and utilized their academic practice to develop that of others towards the purpose of social justice.

Theoretical and conceptual framework:

This study's theoretical orientation is primarily underpinned by Critical Theory, including elements from the concept of critical consciousness, which are critical reflection, critical motivation, and critical action. As Freire (2000) indicated, Critical Theory assumes that injustices are rooted from within the society where some seek to privilege and oppress others while coercing the marginalized to accept their oppressive status. This thinking and understanding reflect the reported political context evident in Sri Lanka higher education as discussed above.

Reviews informed that Sri Lanka's higher education policies and principles have resulted in academics becoming complicit in eroding their freedom, thus being passive on activism towards social justice. Further an array of literature inform that Sri Lankan higher education institutions play no significant role towards the nation's social good and that academic perception and epistemological diversity concerning social justice are minimal (Dundar et al., 2017; Hoole, 2007; Matthews, 1995; Sorensen, 2011; Youth and development, 2014).

The persistent call out for critical social development requires educators to reconceptualize their responsibility to fight for social and political issues. Even when literature demands academics' responsibility towards democratic society (Giroux, 1997), academics reality is somewhat different. Especially in the South Asian context, academics have become complicit in eroding academic freedom (Campbell & Mccrystal, 2005; Clammer, 2001; Reiter, 2002; Wadia, 2020) and have surrendered to top-down ideologies and authoritarian modernity.

Unlike other studies that have immensely relied on pedagogy to study and examine social justice (as quoted in the previous section), this study is using the Critical Consciousness framework to examine academic engagement in social justice using their intellectual engagement. The three social conditions that operationalize Critical Consciousness are oppression, emancipation and dominant ideology. Through the transitive cycle of the three core elements of Critical Consciousness- critical reflection, critical motivation and critical action, the oppressed is said to become less constrained from the social factor causing oppressions. To counter the politicization of education, academics must reconceptualize their responsibility to fight for social and political issues that affect their lives and society through reflection and action.

Thus, critical theory has been able to help in deconstructing the higher education academic agency and oppressions evident in the Sri Lanka context. Therefore, the study aligned itself with Critical Theory, focusing on experiences of injustices and founded on the ideology that human nature operates in a world infested with subjugation and domination (Gibson, 1986) where subjugation can be evident in the social interaction that shows disparities and oppression based on race, ethnicity, gender, social class, sexual orientation, and physical ability.

Study design

This project explored the meaning and interpretation of the participant's responses about oppressions in their context, which was relatively linked to the different levels of commitment and action towards socio-political issues (Grant & Agosto, 2008). A hermeneutic approach that constructed a reality-based on interpreting thick descriptions or insights using individual "interpretive schemas" seems suitable. As explained by Ortner (1996), Interpretive schemas are a concept that informs an individual's sense, feeling, and cognitive patterns. The constructs of interpretive schemas are referred and looked out for, during the interview process that aims at capturing accounts of academic experiences. The

research's interpretive orientation will both elicit and explore the perception and engagement of current Sri Lankan academics, which otherwise may remain unheard.

Methodology

The data collection method entailed a series of a semi-structured one-to-one interviews of academics (within public higher education institutions) with open-ended questions. Within some of these, report-and-resource approaches have been conducted. Literature review references, current Sri Lankan trends, and academic engagement statistics towards social justice have been taken into consideration during the interview in order to understand the varying opinions on the specific context. Through this semi-structured interview of academics, the researcher has been able to catalyze self-reflection processes to enable dominant group members to extricate themselves from the trapping of invisible privilege and become more effective agents of change in their academic communities of practice. Therefore, academic perceptions of their oppressive conditions have remained the central focus of research in generating "thick description" (Geertz, 1973) grounded on the academics' insights in Sri Lanka's public universities.

Essentially, participants' (academics) reflections on real-life experiences have been the focal point of this study. The collected data and factors have been included in the form of explanations on academic's experiences and the nuances of academics' micro-level interactions of everyday practices and their perceived relations to centers or axis of power and related social conditions within and beyond the academy.

Conclusion

Academics to develop the capacity to challenge infringements of neoliberalism, marketization and politicization requires establishing the right for speech and reflectivity as these articulate the freedom that universities enjoy (Diemer et al., 2016; Watts et al., 1999; Zembylas, 2021). As noted in this brief literature review, it has been noted that lack of opportunity for critical reflection undermined the academics ability to act and empower towards issues of social injustice. Therefore, this paper attempted to draw and highlight academic oppressions in Sri Lankan higher education institutions while taking into consideration multiple instances and examples from the global context. In doing so, the researcher was successful in collecting a sophisticated socio-political understanding of

structural and societal oppressions that undermined academic agency in Sri Lanka. However, the data collection, analysis, and explorations of the context so far have been a major part of this paper which broadly permitted the academics an opportunity for reflection. This work in turn intends to develop critical action- an ability to play an active role individually or collectively towards perceived social injustice.

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Status of students' performance in geometry in the secondary schools in Sri Lanka

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Abstract

Geometry is a key component of mathematics and geometrical thinking is a fundamental way to engage with mathematics. Even though geometry is an important area from the mathematical point of view, it is considered as a difficult subject by the secondary school students in Sri Lanka. As a result, the purpose of this study was to analyze the performance of geometry of senior secondary students. This study was also attempted to encompass a deep analysis on the current status of geometry in schools situated in the Jaffna District. A mixed methods design was used in this study. A sample of students and teachers was drawn from different types of schools situated in the Jaffna District Educational zones using stratified sampling technique. The sample also consisted of in-service advisors of mathematics, additional directors of mathematics and subject coordinators of mathematics. Data for the study were collected through questionnaire, interviews, documents and a geometry achievement test. In the analyzing process, quantitative data were analyzed using the descriptive survey methods and qualitative data were analyzed using thematic analyzing techniques. By utilizing both analyzing techniques and literature, the current status of geometry in secondary schools was revealed. Furthermore, results indicated that the status of students' performance in geometry is poor among the senior secondary students in Sri Lanka.

Keywords: *Geometry, Achievement, Performance, Concepts, Knowledge*

Introduction/ Background

Geometry' is a term used very often in mathematics contexts and real-life situations. Geometry is not only an academic subject but it is mingled with each and every step of our real life. Geometry has many practical applications. Geometrical concepts are very essential to the study of Mathematics as well as many other related fields and their uses are infinite. The aim of geometry is to provide students with the ability of critical thinking, problem solving and a better understanding of the other subjects in mathematics by making the students have a high level of geometric thinking skills (Battisa, 1999).

In Sri Lanka, mathematics is a compulsory subject and it is the basic requirement to continue their higher studies. In the Sri Lankan curriculum, geometry is introduced in grade 6 and taught step by step until grade 11. At the senior secondary level, more emphasis is given to the basics of higher mathematics including algebra and geometry (NIE, 2016). Thus the government of Sri Lanka accepts the necessity of geometry and implemented several reforms from time to time, from primary education to advanced level education. According to the report of the Department of Education, (2016), even though geometry is an important area from the mathematical point of view, it is considered as a difficult subject by secondary school students in Sri Lanka.

Therefore, to bring about improvements in geometry teaching and learning, first of all, it is important to analyze the status of students' performance in geometry. This study was an attempt to identify the status of students' performance in geometry of senior secondary students in the state schools of Jaffna.

Objective

To fulfill the purpose of the study the following objective was targeted.

- To identify the current status of students' performance in geometry in the senior secondary schools.

Methodology

This study adopted the mixed methods design. A mixed methods design is the type of research in which the researcher combines elements of qualitative and quantitative research approaches for the purposes of breadth and depth of understanding and corroboration (Creswell, 2010). Here both quantitative and qualitative approaches had been used to

investigate the status of students' performance in geometry in secondary schools in Sri Lanka.

Descriptive research was utilized in the study by focusing the attention on relevance and research purpose. Questionnaires and interviews were used in this research applying both quantitative and qualitative methods.

This study was conducted in the Jaffna District in the Northern Province of Sri Lanka. Stratified sampling technique was utilized to select informants based on the particular needs. The sample consisted of students, teachers, in-service advisors of Mathematics, additional directors of Mathematics and subject coordinators of Mathematics from the senior secondary schools in the Jaffna District. As the Jaffna District has 5 educational zones, this study was targeted to the teachers and students from the senior secondary schools in each educational zone. Moreover, the participants were chosen from all types of schools: 1AB, 1C and Type 2 schools.

In order to identify the current status of students' performance in geometry 50 teachers and 1020 students from 40 senior secondary schools were selected from all 5 zones of the Jaffna District.

To identify the current status of students' performance in geometry, a question paper that contained the geometry achievement test was implemented in the Jaffna District in Northern Province in 2019 to promote knowledge in geometry and increase the mathematics achievement level. For this purpose, the Geometry achievement test was conducted by the Department of Education in the Northern Province. This project was implemented only for grades 9, 10 & 11. The marks of the examination were collected from 40 randomly selected schools in all five educational zones of the Jaffna District. From the schools 1020 grade 11 students with different levels of mathematics were chosen to analyze their achievement level. This question paper included all types of geometrical concepts. The question paper was formed by gathering facts from the seminars and experts.

Quantitative data were collected through teacher questionnaire and geometry achievement test. Qualitative data were collected through interviews. The teachers' questionnaire was designed to find out the difficulties they faced when teaching geometry, prior knowledge on geometry and the current status of students' performance in geometry. Interviews were done with various groups (subject coordinators, mathematics teachers, Additional Director of

Education- mathematics) to explore the views, experiences, and performance of students in geometry. Thus the interview schedule was semi-structured.

In the data analyzing process, quantitative data were analyzed using the descriptive survey method and qualitative data were analyzed using thematic analyzing techniques.

Results

The results of the study were obtained through geometry achievement test, teacher questionnaire, literature and interviews.

Results of Geometry achievement test

According to the findings of the students' achievement test marks zonal-wise, 1AB schools' mean value was greater than the other types of schools. On the other hand, 1C schools and type 2 schools showed poor performance in geometry. Comparatively schools from Jaffna and Vadamarachi were ahead of the other zones. The Island zone scored least in the Jaffna District. The marks obtained from the exam showed that 67% of the students got fail marks (below 35) and only 10% of the students scored above average. As most of the students showed low performance in geometry, it indicates that the students' performance of geometry in the Jaffna District was poor.

Results of the Teacher questionnaire

The current status of students' performance in geometry was analyzed through a teacher questionnaire by considering the level of geometry of the students in the present, level of geometry of the students in the previous class and students' struggle in geometry. The questionnaire was administered to 50 teachers and the findings of the teacher questionnaire revealed that: 54% of the students were below the average level in their classes. 18% of teachers said that most of the students were in the average level and 24% of teachers said that most of the students were above the average level. Whereas only 4% of teachers said that students were good.

62% of teachers said that most of the students were below the average level in their previous class but only 6% of teachers said that students are good in their previous class. Nearly 74% of teachers agreed that students had difficulty in understanding geometry and only 12 % of teachers expressed that students chose the geometry questions at the exams out of curiosity. As per 86% of teacher's opinions students always or often struggled in geometry when doing

geometrical sums. Whereas only 14% of teachers conveyed that students sometimes or never struggled in geometry. Therefore, the teachers' opinion revealed that most of the students struggled in geometry.

On the whole, the findings of the teacher questionnaire revealed that the performance of students in geometry was poor.

Results of Interview

The interview was done with provincial and zonal mathematics A.D.Es, in-service advisers and subject coordinators. From the interview transcripts, the opinions were put together and thematic analysis was done to reach the objective.

The following opinions were put forward by provincial and zonal mathematics A.D.Es:

- Though the students in the Jaffna District were keen on studying Mathematics, they did not pay much interest in learning geometry.
- They ignored geometry questions at the exams.
- Students considered geometry to be a difficult subject that was not easy to learn.

The following opinions were put forward by in-service advisers and subject Coordinators.

- Overall performance of the students in mathematics is poor.
- Especially in geometry students showed low performance than the other sections in Mathematics
- Students tried to ignore geometry question at the exams.
- Mathematics teachers too failed to pay attention to the components of geometry.

Thus the interview transcripts also revealed that the current status of students' performance in geometry was poor. In addition to the above facts, analysis of the GCE O/L Mathematics papers carried out by the Research and Development branch of the Department of Examination also supported this statement. It revealed that in the years 2014 and 2015 the performance of students in geometry was extremely poor. Moreover, in 2014, questions on geometry were selected by less than 45 percent of the students and among them over 75 percent of the students scored less than 25 out of a total of 100. Similar trends were seen in 2015 too. This too indicates that the performance of students in geometry was poor.

Apart from these, literature also supported the idea. It is obvious that geometry is very important as well as a very interesting subject. But unfortunately, the people of Sri Lanka rarely realized the actual usages of geometry. As our students are not exposed to the subject much they tended to ignore the subject and they showed poor performance in geometry (Kalamani, 2016).

There are some drawbacks in learning geometrical concepts. Vethanayakam (2014) says that the students are not much clear about the basic concepts of geometry and there is a fear among students that geometry is a difficult subject.

Conclusion

The analysis done through various types of instruments such as achievement test, questionnaire, documentary interview and literature revealed almost similar findings. The overall analysis indicates that the current status of students' performance in geometry is poor.

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The techniques used in group learning method

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Abstract

Group learning is one of the student-centered methods which is used in the learning teaching process in many educational institutes. Also, this method can be applied in the school classroom to engage in the active learning throughout the entire time period. One of the most important aspects of group learning is that students learn and encourage each other. Students are encouraged and helped to develop and practice team skills, soft skills such as leadership, communication, and conflict management. Therefore, for the effective learning teaching process group learning can be used as one of the student-centered methods. Therefore, various types of techniques that can be used in group learning method should be identified and should know how these techniques can be applied within the learning teaching process effectively. So, this research was carried out on relevant samples of students and In-service teachers who follow the Post Graduate Diploma in Education in Faculty of Education, University of Colombo to study the group learning techniques in the learning teaching process. This research used survey method for the data collection and the total population of in-service teachers participated in the research which consisted of 37 students. The data collection was done by using discussions, observations, questionnaires and interviews. The main objectives of the research were to identify different types of techniques used in group learning method, to identify how these techniques can be applied effectively within the group learning method and to identify the effect of group learning method in the learning teaching process. Most of the students are willing to work in groups in the learning process and they are willing to apply those group learning techniques in their learning teaching process also. Jig Saw method and Think Pair Share techniques are the most effective group learning techniques which are suitable for the active learning process. Also, student engagement in learning is increased when they are doing group or pair group activity rather than doing self-learning. Group learning can develop students' motivation for the lesson, knowledge sharing, active engagement, personality development, soft skills development, creativity development, reasoning, self-confidence and efficacy.

Keywords: *Group Learning, Learning Teaching Process, Learning Techniques, Active Learning, In-Service Teachers*

Introduction/Background

Group learning is one of student-centered method which is used in the learning teaching process in many educational institutes. Also, this method can be applied in the school classroom to engage in the active learning throughout the entire time period. One of the most important aspects of group learning is that students learn and encourage each other. Students are encouraged and helped to develop and practice team skills, soft skills such as leadership, communication, and conflict management. Group learning is usually meant an organizational form of education based on work in small groups involving learner's cooperation (Boruvkova and Emanovsky, 2016). Also, within group learning several techniques can be applied such as problem-based learning, project-based learning, cooperative learning, collaborative learning or inquiry-based learning. According to Johnson, and Holubeck (1994) as cited in Boruvkova and Emanovsky (2016), small group learning can bring improvements in areas such as tolerance and positive interactions among students from different cultural backgrounds, the exchange and processing of information, academic achievement, ownership of new knowledge and skills, opportunities to solve real-world problems, positive attitudes toward the content, openness to new perspectives, motivation to learn, confidence in one's social skills, psychological health (e.g., social development, self-esteem) and attendance. According to Definition of a learning group (2005), it explains a collection of persons who are emotionally, intellectually, and aesthetically engaged in solving problems, creating products, and making meaning—an assemblage in which each person learns autonomously and through the ways of learning of others.

Gibbs & Habeshaw (2011) explained about the importance of the use of group learning in a classroom environment as students usually accept that sitting in lectures, reading in the library or working in the laboratory involve concentrated individual effort. But there is much to be gained from working collaboratively with others, both in terms of the richness of ideas which come from hearing and discussing a variety of points of view, and in terms of the personal and interpersonal benefits that derive from co-operative activity. Furthermore, discussing points of interest and controversy enables the contributors to develop deep approaches to the processing of information. Therefore, for the effective learning teaching process group learning can be used as one of a student-centered method. It helps to keep the student engagement in active throughout the entire time period. Therefore, this research study aimed to identify the techniques used in the group learning method. To achieve this aim three objectives were formed as follows.

Objectives

The main objectives of this research were,

- To identify different types of techniques used in Group learning method
- To identify how these techniques can be applied effectively within the group learning method
- To identify the effect of group learning method in the learning teaching process

Research Design/Materials and Methods

This research was a mixed method research and research design was survey method. The purposive sample was selected from in-service teachers who follow the Post Graduate Diploma in Education in the Faculty of Education, University of Colombo. The total population of in-service teachers participated for the research consisted of 37 students. The data collection was done by using discussions, observations, questionnaires and interviews. Different types of techniques which can be applied within the group learning method were identified by analysing existing literature in different sources. Then each identified technique was applied within different learning teaching situations and examined the student's behaviour and their engagement for the particular situation. Finally, a questionnaire was administered to in-service student teachers to get their feedback related to the corresponding situation to identify the effect of group learning method in the learning teaching process. Data analysis was done quantitatively and qualitatively.

Results/ Findings

By referring various articles and books the best and practicable group learning techniques to apply for the lectures were selected. Formal tasks, informal tasks can be applied in the group learning and ice breaker activities, discussion activities, problem solving activities, reciprocal peer teaching activities, writing activities, laboratory activities are some of activities can be used within group learning. Based on what kind of activity is used in the group learning, the learning process can be named as different types of group learning. Out of various types of group learning, few leaning techniques were practiced in various lectures in an effective manner and identified how those groups learning technique were effective for the learners. Most of the students are willing to work as group and pair-group activity. Also student's motivation for the lesson, knowledge sharing, active engagement, personality development,

soft skills development, creativity development, reasoning, self-confidence and efficacy can be developed through the group learning.

Conclusions

Group learning is one of the student centered teaching learning methodologies. Most of the students are willing to work in group in the learning process and they are willing to apply those group learning techniques in their learning teaching process too. Jig Saw method and Think Pair Share techniques are the most effective group learning techniques which are suitable for the active learning process. Also student's engagement in learning is increased when they are doing group or pair group activity rather than doing self-learning. Group learning can develop student's motivation for the lesson, knowledge sharing, active engagement, personality development, soft skills development, creativity development, reasoning, self-confidence and efficacy through group learning.

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Classroom management efficacy of trained teachers with reference to in-service and pre-service trained teachers

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Abstract

Classroom management efficacy of teachers is an important factor that determines how they execute classroom practice. Efficacious teachers provide students a conducive learning environment and ensure achievement of their academic success. Classrooms managed by low efficacious teachers could be chaotic and disruptive leading to various negative consequences in the part of students' academic achievement. Trained teachers represent 52% of the total teacher population and therefore, they are vital for success or failure of the education of the country. Theories on teacher efficacy and research findings established the fact that teacher efficacy has positive correlation with students' academic success. However, insufficient research has been done to explore the extent of classroom management efficacy of teachers in the Sri Lankan context. The primary objective of this study was to examine the degree of classroom management efficacy of trained teachers with special reference to in-service and pre-service trained teachers. This study has been based on the theoretical framework of Bandura's Social Cognitive Theory (1986) and used descriptive quantitative research design. 112 teachers were engaged as respondents in the study and data collected from them were analyzed using SPSS software and interpreted accordingly with mean value and standard deviation. The results revealed that trained teachers' perception towards their capability to demonstrate classroom management efficacy is marginally lower ($M=3.77$) than the average level ($M=4.00$). It was found that classroom management efficacy of in-service trained teachers ($M=3.89$) was relatively higher compared to pre-service trained teachers ($M=3.66$). The P value of independent sample T -test was 0.2355 which concludes that the difference between the average of the pre-service trained teachers and in-service trained teachers is not large enough to be statistically significant.

Keywords: *Academic Success, Classroom Management, In-Service and Pre-Service Trained Teachers, Teacher Efficacy*

Introduction/ Background

Educational excellence depends on various factors of which teachers' performance plays a vital role. Efficacious teachers are capable of making impact on students' behavior and their academic success. According to Bandura (1997), efficacy is one's belief in his capabilities to organize and execute the courses of action required to realize the given goal. Many studies have examined the co-relation between classroom management efficacy of teachers and student's success. Teachers' ability to organize classrooms and manage students' behavior is highly important to achieve positive educational outcomes (Khurram & Sajidha, 2017). Highly self-efficacious teachers believe that they have the ability to control over students and make an impact on their accomplishments as well as they are able to motivate them (Tschannen-Moran & Hoy, et al., 1998). Classroom management is a challenging task for both experienced and novice teachers (Brouwers & Tomic, 2001). Maintaining discipline, controlling disruptive students and handling defiant students are serious concerns for teachers (Braden & Smith, 2006, n.d). A person with high degree of self-efficacy makes judgments about his capacity to achieve a certain level of performance. Teachers' sense of efficacy may influence their emotional state, goal setting and persistence (Ashton and Webb, 1986). Teachers with less classroom management skills tend to have classrooms characterized by aggression (Shernoff and Kratochwill, 2007).

Student misbehavior during class session is one of the common problems in schools in Sri Lanka and around the world as well (Menikdiwela, 2020). Studies have examined the association of lower teacher efficacy with teachers' failure in controlling disruptive students, maltreatment, use of abusing words and corporal punishments towards students (Khoury-Kassabri, 2012). It has been reported that Sri Lanka has still issues with regard to the quality improvement of classroom practices and there are critical observations as to having corporal punishments been done by teachers during class sessions (Lakshman, 2018; UNICEF, 2019). A recent study concluded that the use of corporal punishment is widespread with physical harm on students being common in schools (Sathiadas et al., 2020). Teacher efficacy related studies have been done in various aspects in the context of Sri Lanka (Nawasdeen et al., 2017). Studies, reports and proposals have been presented for the last few decades with reference to pre-service and in-service trained teachers in terms of subjects taught by them and effectiveness of teacher preparation programs (Gunawardhane, 2011; Yahampath & Johnson, 2002; Dharamadasa, 1996; Ariyadasa, 1976). However, no studies were found on classroom management efficacy of teachers specifically with reference to pre-service and in-

service trained teachers. Therefore, classroom management efficacy of teachers as an integrated and vital part of teaching learning process is worthwhile to be investigated in the Sri Lankan context.

According to Bandura's social cognitive theory (1997), teacher self-efficacy means the ability associated with self-confidence to execute specific demands to reach the goal. One's ability and his self-confidence are co-relative factors and the more his ability increases the more his confidence increases. The ability is gained mainly through experience and practice. Teachers with less or no experience in teaching struggle to tackle students in the classroom. Bandura (1995) defines experience as an important source of self-efficacy. According to efficacy theory, mastery teaching experience, vicarious experience, social persuasion and physiological and emotional status are defined as sources of self-efficacy. Mastery experience is earned through constant and continuous teaching practice while vicarious experience comes from lessons learned from success and failure of others. Teachers are motivated by positive comments and encouraged by verbal persuasion of the principal and other stakeholders of a school. Physical, psychological and demographic factors also influence on the efficacy level of teachers and they are unable to do their job unless they are not well physically and psychologically.

Theories and studies, a few of which have been referred to above on teachers' self-efficacy in classroom management and related issues, reiterate that classroom management has been a primary concern of teachers. Teachers are required to keep up a smooth learning environment in the classroom where there are students of diverse characteristics, intelligence, attitudes, moods and behaviors. Lack of classroom management skill affects both the teacher and the students. Teachers tend to behave inappropriately with disruptive students showing anger, hatred and committing corporal punishments. This situation leads to demoralizing students' psychology and thereby, obstructing development of their talents and abilities. Similarly, inability of teachers to control disruptive and misbehaving students from disturbing classroom activities causes to losing learning opportunities of other students as well. Ineffective classroom management results in chaos; student learning is disrupted and teacher morale is often damaged beyond repair (Marzano & Marzano, 2003). Similarly, the theory of self-efficacy implies that teachers need to personally connect with each student in the classroom in order to make students feel comfortable and welcome and thus to manage the

classroom effectively while enhancing their knowledge, skills, attitudes and values of students.

This study has been an attempt to examine the classroom management efficacy level of trained teachers (in-service and pre-service). They represented 52.8% of the total teacher population (School Census Report, 2018) and therefore, their success and failure in achieving required goals determine the destiny of whole education system of Sri Lanka. Teacher education and professional development programs have been conducted for teachers to equip them with multiple talents, skills and techniques and thereby to increase their efficacy level. A considerable portion of the national budget has also been allocated to train in-service and pre-service trained teachers who are expected to be more efficacious particularly in classroom management. Teachers should capitalize all learning opportunities to empower themselves with essential competencies based on knowledge, skills, attitudes in order to be competent and efficient. Hence, the role of these teachers cannot be confined just to delivering the subjects in the classroom.

The main objective of this study was to examine the classroom management efficacy of teachers giving special reference to pre-service and in-service trained teachers of public schools. The findings of the present study were primarily expected to define the efficacy level of trained teachers in classroom management and secondly find more efficacious teacher category. Therefore, findings and discussions were followed by answering the following two research questions;

1. How far trained teachers were efficacious in managing their classrooms?
2. Which teacher category was more efficacious in classroom management with reference to pre-service or in-service trained teachers?

Method and Material

The research employed the Teacher Self-Efficacy Scale (TSES) developed by Tschannen-Moran and Woolfolk Hoy (2001) for data collection in this study. TSES has been already validated and its reliability has been established by using previous studies (Burkett, 2011). The primary purpose of this research is to measure the efficacy level of trained teachers in classroom management and therefore, only items related to research area were adopted in this study. Accordingly, question numbers; 3,5,8,13,15,16,19 and 21 from the original version of the scale which comprises 24 items were administered among participant teachers along with

another 22 items to collect particulars pertaining to their demographic features. Five (5) point Likert scale was used to measure the numerical value of each item of the questionnaire. The descriptors ranged from 1= Not efficacious at all, 2=Not efficacious, 3= Low Efficacious, 4= Averagely Efficacious and 5=Highly Efficacious. Participants were allowed to express their views against each question on Likert scale choosing the above descriptors.

Population and Procedure

Adopting purposive sampling technique, 112 secondary level teachers were selected representing a population of 174 teachers from selected Tamil medium government schools in the Puttalam education zone. There were two categories of trained teachers based on their training method and appointment. Pre-service trained teachers with national diploma in teaching represented 60% (N=67) of the total respondents while in-service trained teachers were represented by 40% (N=45). Most of participants voluntarily accepted the invitation to participate in the answering session arranged at the teacher training center in Puttalam in coordination with the center manager while others were coordinated through principals at their schools. All participants were approached personally and explained the purpose of the study and the contents of the questionnaire giving enough time to provide their responses independently. Due clarifications were given when and where needed and they were assured to protect confidentiality of their personal information.

Data Analysis and Findings

Data collected from participant teachers were computed and analyzed using SPSS software. The results obtained from data analysis were interpreted using percentage and mean value. At the meantime, the result was further tested employing Two Sample T-test. Findings of the research revealed that majority of respondents expressed their positive perception towards their efficacy level. However, the overall mean value was 3.77 which indicates that teachers' capability to demonstrate classroom management efficacy is marginally lower than the average level. The results further described that teachers' abilities in terms of clear expectation about students' behavior (Q=5), establishing routines (Q=8) and classroom management systems (Q=16) were viewed relatively at satisfactory level showing mean values at average level or marginally higher as shown by relevant mean values; (M=4.01), (M=3.94) and (M=3.98) respectively. Teachers' perceptions with regard to their skills in terms of controlling disruptive behavior (Q=3), calming disruptive students (Q=15) and responding to defiant students (Q=21) were shown as marginally lower than average level

with mean values; (M=3.49), (M=3.55) and (M=3.60) respectively. However, abilities to get students to follow rules (Q=13) and to avoiding a few problematic students ruining the entire class (Q=19) were shown at average level with mean values; (M=3.88) and (M=3.70).

In addition, the results showed that efficacy level of in-service and pre-service trained teachers in classroom management domain was found at an average level although a marginal level difference was observed. Numerical data revealed in-service trained teachers' perception of their sense of efficacy in classroom management was relatively higher (M=3.89) compared to pre-service trained teachers with mean score (M=3.66). However, it was evident that the perception of pre-service and in-service trained teachers towards their sense of efficacy in classroom management varied at most of the occasions. Mean values obtained for questions (Q=5), (Q=8) and (Q=16) indicated a substantial variation; (Mean=3.73:4.42), (Mean=3.67:4.33) and (Mean=3.81:4.69) respectively for pre-service and in-service trained teachers. Both types of teachers perceived their ability and confidence for statements regarding calming disruptive students (Q=15), avoiding a few problematic students ruining entire class (Q=19) and responding to defiant students (Q=21) almost in the same manner. Mean values; (M=3.39:3.64) and (M=3.54:3.60) against questions (Q=3; controlling disruptive behavior) and (Q=13; ability to get students to follow rules) respectively reveals that both categories of teachers were capable of demonstrating classroom management efficacy in different degrees.

Discussion

The research question number one was the extent to which trained teachers were efficacious in managing their classroom. The result indicated that trained teachers' sense of self-efficacy in classroom management was marginally average level (M=3.77). According to the findings, teachers perceived that they did not have much ability to tackle students of disruptive behavior and misconduct though they had abilities to develop classroom routines, rules and regulations to some extent. This may be a resultant of lack of enough experience for teachers in handling misbehaving students and due to inadequacies found in teacher training programs. Previous researches reinforced the fact that teacher training programs have had positive influences on increasing teacher efficacy (Omar, 2014). The experience is a pivotal determinant of teachers' classroom management efficacy (Bandura et al., 1996). Teacher efficacy in classroom management has positive correlation with students' academic performance (Moore & Esselman, 1994; Muijs & Reynolds, 2001). Therefore, it could be

argued that the problem referred to in this study might have been caused due to teachers' inadequacy of classroom management efficacy. Previous research work support this argument and prove that inefficacious teachers in classroom management used abusive words and displayed misbehavior towards students (M. Khoury-Kassabri, 2012). The logical implication arising from these findings was that enhancing teacher efficacy in classroom management from average level to high level may lead to increasing students' performance simultaneously. In order to increase teachers' efficacy in classroom management, a well-structured systematic training package should be implemented and more focus should be given on practical components of the program. Professional development programs should be undertaken as a constant and continuous process (Guskey, 2002).

The research question number two was to identify whether pre-service trained teachers or in-service trained teachers are more efficacious in classroom management. According to findings, in-service trained teachers were fairly more efficacious in classroom management than pre-service trained teachers. In-service trained teachers expressed their sense of ability more confidently in three areas of classroom management efficacy; clear expectation of students' behavior (Q=5), establishing routines (Q=8) and classroom management systems (Q=16). Similarly, pre-service trained teachers were relatively more capable to get students follow rules. The variation found in expressing teachers' sense of efficacy to demonstrate classroom management skills and techniques may be due to unfamiliarity with areas under discussion. Researchers found the effectiveness of pre-service training and in-service teacher training in different ways. Pre-service trained teachers have demonstrated a more positive perception over their self-efficacy in classroom management (Tammie T. Patterson, Aarek Farmer; 2018). Gunawardhane (2011) emphasizes the importance and advantage of in-service teacher training and the way it should be conducted. The quality of training programs was found as a factor that determines classroom management efficacy of teachers (Aloysius M., 2015).

Conclusion

This study has been an attempt to examine the present phenomenon with regard to the sense of teacher efficacy in classroom management with reference to in-service and pre-service trained teachers. This study was conducted on a small sample size being confined to trained teachers of secondary level classes in Tamil medium schools in the Puttalam zone. If this

study was conducted on a larger sample size including graduate teachers within a wider geographical territory the result would have been more interesting and promising.

The study recommends any attempt to investigate the teacher efficacy of secondary level teachers in public and private schools and reflection of performance in O/L and A/L exams by taking into consideration students in both sectors. The findings may encourage teachers to utilize various classroom management techniques rather than confining to traditional methods. Training programs for teachers should be designed with the sole purpose of improving their level of self-efficacy in classroom management.

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Learning English online: Students' perception on collaborative learning

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Abstract

Collaborative learning occurs when students engage in a discussion as a whole class, groups or pairs. As a result, each learner is provided with an impartial and equivalent prospect to participate in the learning process, which facilitates dynamic engagement in generating, comprehending, and involving awareness of the language. Thus, the present study addresses whether the prevailing online English Language Teaching (ELT) at the tertiary level involves collaborative learning. In fact, the selected English course was not offered online till 2020. However, due to the pandemic, the delivery transferred to online mode which is still less researched in the Sri Lankan higher educational context. Thus, data was obtained from the students following English as a core subject in their first year of the Bachelor of Science in Biotechnology (B.Sc. in Biotechnology) at a non-state Higher Educational Institute (HEI). In accordance with the relevant literature, the study administers an online questionnaire among the selected sample of students to examine their level of collaboration involved in online ELT environment, level of knowledge construction, strategies followed to overcome any prevailing challenges. In fact, the research also focused on online ELT practices followed to assist involvement of students in pair and group or even whole class tasks, which stimulates the learning, and increases students' achieving the Intended Learning Outcomes (ILOs) to gain the required language skills. In conclusion, the research discovered that students encounter challenges during online collaborative work with regard to ELT, for which they follow strategies created by them rather the teacher assists them in resolving these challenges. Furthermore, it can also be concluded that these online collaborative work do not comprise peer evaluation.

Keywords: *Collaborative Learning; Online English Language Teaching, Higher Educational Institute; Synchronous and Asynchronous Learning.*

Introduction/Background

As defined by IGI Global publishing website (2021) collaborative learning is a strategy of learning that supports learning in pairs or groups where members intermingle actively to learn and produce assignments together. This approach is incorporated into online teaching both when the delivery is not bound by an exact or scheduled time slot as well as when the learning is limited to a particular time period (IGI Global, 2021).

In fact, with the unexpected closure of the worldwide education system due to COVID-19, both secondary and tertiary education converted themselves to online mode. Similarly, in Sri Lanka, university education shifted to online delivery in 2020 and this challenged the courses including English, which were offered physically for all first year undergraduates. Even though the selected non-state higher educational institute has maintained a Learning Management System (LMS) even during on campus delivery period, that does not suffice the current teaching. As a result, all academic activities are currently conducted via various online platforms and applications. In fact, learners began familiarizing themselves with these different collaboration platforms and many other tools in and out of the online class.

When referring to Harasim's (2012) Online Collaborative Learning theory (OCL), learners have to be stimulated and facilitated to engage in learning in order to produce knowledge, which enables them to discover new knowledge required to resolve issues without simply narrating what they believe to be accurate answers. In fact, in this type of learning, the teacher becomes the linkage to the required knowledge that learners have to be acquired in the discipline. OCL in fact incorporates theories of cognitive development which specify student integration (Pask, 1975), enhancement of academic awareness (Laurillard, 2001), and knowledge production (Scardamalia and Bereiter, 2006). In addition, according to OCL there are three stages of knowledge building: first through brainstorming among the group members, second, organization of those ideas gathered where students evaluate and classify dissimilar ideas and finally reaching an amalgamation of intellectual comprehension and showcase their accord as in the form of an essay, report or an assignment.

In this approach of OCL, the teacher is viewed as a facilitator as well as a representative of the community or discipline so that the mandatory values and ideologies of that particular discipline are included into the process of learning. Another important factor is that in the OCL when adopted accordingly it can be used as a compulsory work that has a direct impact on the students' assignments, which stimulates learners to be engaged in OCL. In fact, there

is no re-opening day for universities, but even so, online learning might transform to blended learning, which still require collaborative learning online.

Thus, when it comes to learning English, it is essential to examine how much students learn collaboratively with regard to listening, reading, speaking and writing skills. Thus, it is vital to examine the prevailing online collaborative learning with regard to the said four skills so that it can be discovered whether there are any evolving matters and challenges, if so, how they can be resolved when engaged in online collaborative work when learning English.

Objectives

The aim of the study was to examine the undergraduates' perception on collaborative learning English online. For this there are two specific objectives: to identify students' participation collaborative work, and to examine whether the collaborative learning assist in the knowledge construction.

Research design / materials and methods

Research sample comprised 50 first year undergraduates reading for the Bachelor of Science in Biotechnology at a non-state Higher Educational Institute (HEI) in Sri Lanka. In fact, this was the total student population enrolled for the said degree program. Data was collected using a questionnaire which was administered online due to the closure of the institute. The questionnaire aimed to gather both qualitative and quantitative data on their participation in both synchronous and asynchronous collaborative online learning English, construction of knowledge, strategies followed by learners themselves to overcome any prevailing challenges.

Results/findings

Peer Interaction

When they engage in these pair and group work, it is essential to examine whether any disputes occur when sharing ideas.

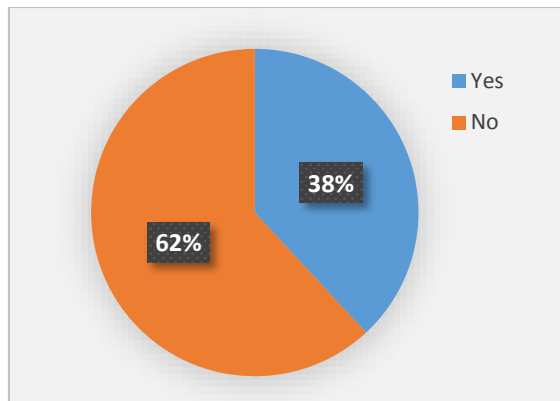


Figure 1: Occurrence of Conflicts during Collaborative Work

As depicted in Figure 1, majority of the participants assured that no such disputes occur during the collaborative work, however, more than one quarter responds contrastingly. Thus the following table illustrates strategies followed by them during such disagreements:

Table 1: Strategies Followed during Conflicts of Ideas

Should consider about the best solution
Then talk with everyone and vote on the options and choose the popular option
We talk and discuss.
No
We talk to each other and come to a mutual decision.
We spoke and came up with the best and better solution for the addressed dispute. We make sure teammates do not get offended too.
We talk with each other about all of our ideas and then chose the most suitable ones.
Good communication
No
Asking about others ideas as well regarding the dispute. If all are in same idea I will remain silent. If it differs from one to another gather information and get it clarify as soon as I can with the help of others.
Although I studies online, I solved problems by telephone calls with them.

As mentioned, the common strategy followed to overcome any conflicts during collaborative work is by agreeing on the most suitable alternative and arriving on a ‘mutual’ accordance within the group.

In addition, in order to encourage students learning collaboratively the teacher can assess these learning processes as well their outcomes.

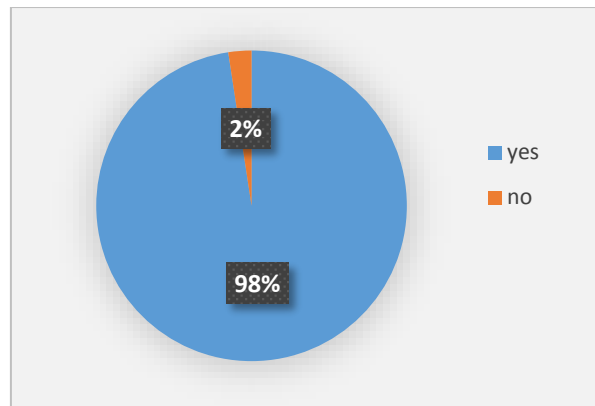


Figure 2: Assessing the Collaborative Work

Thus as per responses given by students in Figure 2, the teacher evaluates their collaborative learning and how is it conducted. Based on the response it is evident that this work is mainly assessed via ‘presentations, debates, speeches, and mind maps’.

And as illustrated in the following Figure 3, these assessments are mostly conducted during synchronous learning.

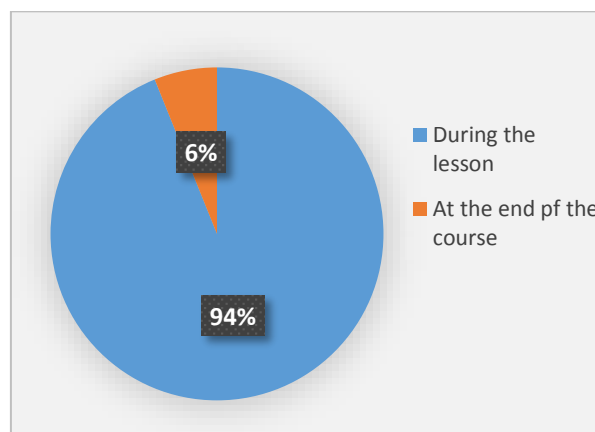


Figure 3: Time of Assessment

In fact, as these evaluations take place during synchronous learning, the study subsequently examined students’ preference to engage in these collaborative work synchronously and asynchronously.

Synchronous and Asynchronous Collaborative Work

Since language learning occurs both synchronously as well as asynchronously, it is significant to examine which mode is more productive for collaborative learning. According to the IGI Global: International Academic Publisher, synchronous learning occurs when student learn during the teaching at a given time whereas asynchronous learning is limited neither by time nor place, as in distant learning.

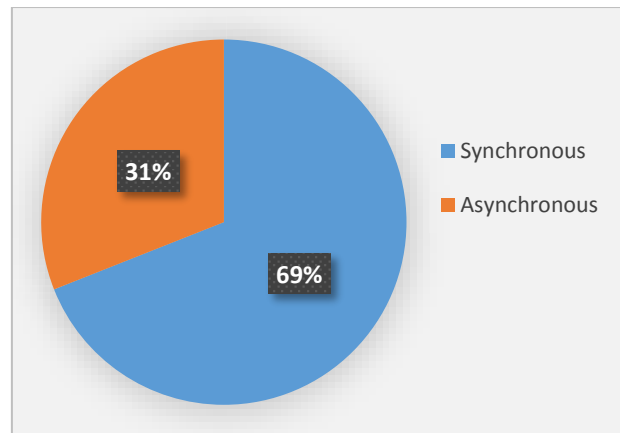


Figure 4: Preferred Learning Style for Collaborative Work

As illustrated in Figure 4, majority of the undergraduates mentions that collaborative learning is more effective when it occurs synchronously. One of the common reasons given on how collaborative learning benefits from synchronous learning is when it allows them to clarify questions ‘then and there from the lecturer’, when they arise during collaborative learning. During this process, the teacher can be both the facilitator as well as the representative of the community so that the respective values and ideologies of English language are included into the process of learning. This is emphasized in the theory of OCL as well.

Knowledge Construction

As mentioned in the OCL theory (2012), collaborative learning aims to produce knowledge. The said learning in fact requires to allow peer evaluation and feedback.

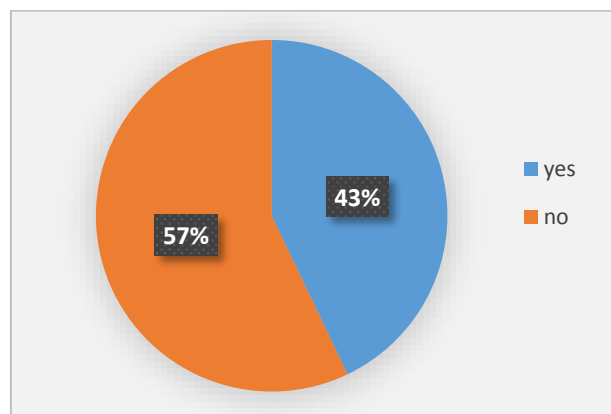


Figure 5: Engagement in Peer Evaluation

In fact, as the above Figure5 illustrates more than half of the participants indicates that they engage in peer evaluation followed by appropriate feedback.

Not only peer feedback, collaborative learning should consist of teacher feedback as well. Once the study questions on how the teacher provides feedback for these collaborative work, majority of them mentioned that it is given ‘both verbally and in written form’.

Challenges and Strategies to Overcome

Since learners had to commence their English language learning completely in the online mode, it is essential to examine whether they have encountered any challenges during their online collaborative work and if so what type of strategies they recommend in order to overcome such instances which become a hindrance to their learning process. The commonest issue mentioned by these students is related to ‘network connection’. In fact, to overcome that challenge some have recommended to ‘upgrade the connection’.

Conclusions and Recommendations

To sum up, it can be concluded that students engage in collaborative learning mainly during the synchronous learning which is challenged by the network connection issues. Thus it is essential to see how this can be developed in asynchronous learning as well. In addition, many students agree that there are instances where students might possess disagreements. Thus, the teacher is required to pay concern on that and decide strategies which can resolve or lessen such instances within group discussions. However, these collaborative works are still not assessed via a variety of assignments within units of instruction, realizing that students do not all learn in the same way.

As recommendations, the teachers have to facilitate these collaborative work by suggesting methods for students to practice when they encounter any challenges during these types of work. In fact, the effectiveness of these strategies can be discussed with the students after the task which will bring out novel ideas from students. In addition, each collaborative work has to consist of peer evaluation which assigns a responsibility for other groups/pairs as well rather simply being passive learners.

Thus more priority has to be given on developing student collaboration and future research can focus teachers’ perspective on this learning style in order to delve more into this topic so that both teaching and learning can be more effective.

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A comparative study on history syllabuses of Cambridge IGCSE and Ordinary Level in Sri Lanka

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Abstract

History is an essential subject for school students because it teaches students that events which occurred in the past, shape the present and future of human civilization. History education should ideally contain a balance between the teaching of prehistories and modern histories in order to enable students to investigate the past in relation to their current lives and aim to produce young adults capable of critically evaluating history and envisioning futures where the mistakes of the past are not repeated. Tracing the background to the evolution of history education in the United Kingdom and Sri Lanka, it reveals that many changes have been made to the school history curriculum over the last few decades. However, the move from focusing on rote learning and memorization of historical facts to emphasizing and encouraging the development of critical thinking skills through history education has not been an easy task. This paper, therefore, conducts a comparative study of the two syllabuses of Cambridge IGCSE History of the United Kingdom and the Ordinary Level History syllabus of Sri Lanka in order to understand what is currently taught as history, and based on the data gathered, the paper looks at what aspects of the curriculum needs to be further improved and developed in teaching Ordinary Level History. The study is based on John Dewey's theories on education, and adopts a qualitative approach to educational research by utilizing the curriculum mapping method and document analysis technique to conduct a comparative evaluation of the content of the two syllabuses. The paper makes several recommendations that could be adopted to improve the Ordinary Level History curriculum of Sri Lanka and concludes by arguing that providing a more inclusive and holistic history education to secondary school students in Sri Lanka will produce independent thinkers capable of looking at historical events critically with an open mind.

Keywords: *History Education, Ordinary Level Textbook, Cambridge IGCSE, Inclusive Education, Critical thinking.*

Introduction/Background

History education, no matter to which part of the world it belongs, has encountered drastic changes and christened controversial ideologies. Given the importance of its contemporary relevance, this paper conducts a comparative study of the history syllabuses of Cambridge IGCSE in the United Kingdom and Ordinary Level (Grade 10/11) in Sri Lanka to find out what is currently taught as history, what aspects of the curriculum needs to be further improved and how history education can help build the critical thinking of an O/L student in Sri Lanka. The reason for choosing Cambridge IGCSE was the historical legacy that the United Kingdom as a former empire possesses and the position the United Kingdom has gained as a developed country in the West. Conducting the study based on these two nations would assist us in understanding the content that each country – one being the former empire and the other being the former colony – teach as history for their youth.

The United Kingdom has come a long way introducing several reforms to its history education. For instance, until the 1960s, history education in the United Kingdom was largely “confined to Anglo-centric, political, military and socio-economic focus” (Smart, Harnett, 2009, p. 100). Back then, history was all about learning and memorizing facts and events. However, this changed in the late 20th century due to multiple forms of pressure faced by education providers. During this period, the necessity of adopting to ‘modern needs’ was highlighted. As Smart and Harnett opine, the traditional factual model of history education led to many young people opting out of history at the age of fourteen. In 1968, the publication of the article titled ‘History in Danger’ by Mary Price made a much-needed contribution towards changing the existing out-of-date curriculum by bringing to light the debate about the value of history. With the influence of a number of efforts taken to rectify the outdated system of history education, school history education in the United Kingdom has come to a place where it advocates an all-inclusive and holistic approach to learning and teaching, focusing more on developing critical thinking skills of history students rather than encouraging rote learning of facts and events.

Similarly, history education in Sri Lanka has undergone several changes over the years. After the youth resurrection in 1971, history and literature were given less priority in the school curriculum. History became a part of the subject “social studies” (Karunaratne, 2021, p. 33). This eventually led a lot of teachers and lecturers of history to leave the country, creating a void of trained teachers in history. This situation gave birth to the Sri Lankan History

Association, which kept voicing the need to restore history as a core subject in the school curriculum. Their continuous campaigns won the attention of the Government in the early 21st century and arrangements were made to re-establish history as a main subject in the National curriculum. In the meantime, many scholars like Amal Jayawardena and Prof. Nira Wickramasinghe pioneered the reforming of history to address the modern needs of contemporary Sri Lanka.

Objectives

Having this background to the evolution of history education in the United Kingdom and Sri Lanka, this paper attempts to conduct a comparative study of the two history syllabuses with the specific objective of finding out the differences in content in teaching history at the ordinary level stage. In addition to this, the paper makes several recommendations that Sri Lanka could consider adopting to teach history in a holistic manner and to promote critical thinking skills of students through history education.

Research Design/Materials and Methods

The study adopts a qualitative approach to educational research by utilizing mainly the curriculum mapping method and document analysis technique to conduct a comparative evaluation of the content of the two syllabuses. The curriculum mapping method was used as it facilitates in obtaining a deeper understanding on both the similarities and dissimilarities between two syllabuses and the areas that can be developed in each syllabus, Furthermore, the study uses John Dewey's theories on education as a theoretical framework to argue for the need to integrate critical thinking skills in teaching history.

Table1: Presence and Absence of Features in Qualifications

Key features of comparison	IGCSE (History syllabus)	Ordinary Level Examination (History syllabus)
Learner develops procedural knowledge	✓	?
Learner develops descriptive knowledge	✓	✓
Learner develops critical thinking	✓	✗

As there are different examination boards which offer history as a subject in ordinary level qualification examinations in the United Kingdom such as Cambridge International

Examinations and Pearson Edexcel, there are multiple history syllabuses as well. This is different from Sri Lanka where all examinations are conducted by a single examination board, that is the Examinations Department of the Ministry of Education. Our study is based on the Cambridge IGCSE History syllabuses of “History 0470”, “History 097” and “History 2147”, all of which are at the same level and offered through the Cambridge International Examinations board.

Results/Findings

The Cambridge IGCSE history syllabus focuses mainly on teaching world history and focuses on the nineteenth century to the beginning of the twenty-first century. Students have the option of selecting between “The nineteenth century: the development of modern nation states, 1848–1914”, called Option A, or “The twentieth century: international relations since 1919” called Option B. Students also need to choose a topic for in-depth studies such as “The First World War, 1914–18” or the history of a world power such as Russia, United States, China, South Africa or Israelis and Palestinians. At the end of the study period, students need to sit for three papers. Papers one and two are based on the core contents from Option A and B, and in-depth studies, while for the third paper (except in the case of “History 2147”), a student can choose between writing a 2000 word piece of extended writing as a research component or sit a further paper focusing exclusively on an in-depth study. The curriculum encourages a student to obtain an international understanding and to develop transferrable skills that can be obtained through history education such as investigation skills, analysis and evaluation of materials. The syllabus aims to pique the student’s interest in order to encourage further and advance in studies in the field of history. As one can see, this is completely different from the Sri Lankan ordinary level syllabus which has one textbook each for Grade 10 and 11, and students do not have the option of choosing the content depending on their personal preferences. Furthermore, the Sri Lankan student does not have a research component option and the only form of assessment available is through competitive examination.

When observing the IGCSE History syllabus one also notes that it not only focuses on helping students learn and memorize historical information (the textbook provides many different sources, diagrams and timelines, and also summaries of each chapter including revision tips) but it is structured in a way that helps students prepare for their examination. Each chapter contains a list of the type of questions that might be asked at the examination

along with sample questions and answers for practicing purposes. Each chapter also guides students on how to apply what they learn. Through a ‘source analysis’, students are encouraged to critically evaluate historical sources and think about the usefulness and contemporary relevance of such sources.

In contrast, the Ordinary Level textbooks (Grade 10 and 11) do not provide such comprehensive material and even the content is lacking in comparison – it is not only brief but lacks details and analysis. Moreover, no material is provided in the textbook for the student to obtain examination practice. Although there are activities at the end of each chapter, their focus is on the reinforcement of already learnt information and not their application. As such, even though these activities may be interesting, they do not help students at the examination or in the wider world. Thus, despite the inclusion of such activities, students are not encouraged to develop their critical thinking skills.

Moreover, the study also revealed that nine out of the ten chapters in the Grade 10 history textbook focus entirely on the early history of Sri Lanka such as its prehistoric settlements, ancient cities and monarchies. Similarly, five out of eight chapters in the Grade 11 history textbook focus exclusively on looking at Sri Lanka under British rule. The remaining three chapters give brief outlines of the industrial revolution, a random selection of revolutions in America, France and Russia, world wars and international conventions. Thus, for a student who sits for the Ordinary Level history examination, Sri Lankan history “ends” after receiving independence from the British. Their knowledge of world history is also very limited as the material provided is too confined and brief, and once again, “ends” after the establishment of the United Nations. A very significant shortcoming of the Ordinary Level history curriculum, therefore, is that nothing at all is included regarding recent historical events, whether in relation to the world or Sri Lanka itself.

Thus, when examining the two syllabuses it comes to light that a sixteen-year-old O/L student in Sri Lanka learns facts and events largely through memorizing, while their counterpart, an O/L student in the United Kingdom, learns historical events through critical thinking. Although rote learning and memorization has its own merits, we believe that critical thinking needs to be prioritized at least to a certain extent and at least a few exercises should be included in the curriculum to help develop students' critical thinking skills. Furthermore, students in the United Kingdom are exposed to events from the recent past like the Afghan war, gulf issue, etc. while the Sri Lankan student is not exposed to any knowledge on current

world issues. It is, therefore, quite obvious that there is a knowledge gap between the two students which cannot be taken lightly.

Conclusion

Based on the above findings, we recommend that historical accounts of events from the recent past, both at the local and global level, such as the civil uprisings in the 1970s and late 1980s, ethnic conflicts and party politics in Sri Lanka, and important milestones in world politics after 1945 including the emergence of regional powers should be included in the Ordinary Level history syllabus of Sri Lanka. This should be done alongside the teaching of pre-historic and ancient monarchic histories of Sri Lanka. A knowledge of recent history helps students comprehend where we as a country stand today in the present world. By teaching the recent past, the meaning of studying history in Sri Lanka can be redefined; not only will students develop the feeling that history is not something far removed from their current lives or limited to memorizing facts and information but something that has value today and requires critical analysis and important in examining contemporary issues. Eventually, this holistic and inclusive approach to history education will discourage the rise of implicit racism and narrow nationalism, and create students who are more open minded with the ability to engage in independent and critical thinking.

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The impact of resource management on job satisfaction of teachers(A study based on the teachers of secondary schools in the Jaffna District)

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Abstract

The resource management practices are being initiated based on the approaches of human resource management. The resource management is being formulated based on national policies, service minute of teachers, special gazette notifications and circulars at national level, provincial level and zonal level and it is implemented for strengthening the application level of resource management at school level through education and achieving the national educational goals and the mission of schools. Based on the above background, the study on “The impact of resource management on job satisfaction of teachers based on the teachers of secondary schools in the Jaffna District” has been built upon the research questions: What are the positive and negative effects of the practices of resource management on job satisfaction of teachers? and What factors are influencing the job satisfaction of teachers? and the research objectives: To identify the positive and negative effects of the practices of resource management on job satisfaction of teachers and To identify the factors which influence the job satisfaction of teachers.

The qualitative research design approach has been adopted and the multilevel simple random sampling of 100 teachers were selected. They all work in secondary schools of five zones in the Jaffna District. Twenty teachers from each zone were selected based on the facilities and the types of schools such as well facilitated, risky area, high risky area and IAB, IC and Type II. The data were collected through discussion and interviews. The data were analyzed through the process of categorizing, creating initial coding, summarizing and symbolizing and according to the qualitative approach. The salary, one of the attributes of resource management and the factors: promotion, transfer, professional development, motivation, distribution of workforce and supervision according to the area, gender, location of the school and the practices of administration have negative impacts on the job satisfaction of teachers comparatively. The salary, transfer, distribution of workforce and promotion highly influence the job satisfaction of teachers. It is necessary to empower the resource management practices to escalate the level of job satisfaction of teachers in the future.

Keywords: School, Teacher, Job Satisfaction, Resource Management

Introduction/Background

Education is the unique and predominant factor of stimulating national development (Jhon & Agba, 2010). International evidence suggests that school quality is an important determinant of student academic achievement (measured in terms of standardized test scores), and that teachers are an important determinant of school quality (Hanushek and Rivkin 2006). If all the objectives and the competencies should be developed amongst students through curriculum it is on the hands of teachers (Indian National Institute of Education, 2000). The concepts of resource management of teachers and job satisfaction are interrelated. The term teacher denotes the work force confined to the teacher service (Service minutes of teachers, 2014). Teachers are the prominent resource of a school and the resource who determine the quality of education (Bolin, 2007). The term resource management denotes the management of the workforce which is related to the teacher service. Educational management is an operational component of resource management (MOE, 2009).

The concept of job satisfaction is the combination of job and satisfaction and job means the process of work and satisfaction means the perception of process of work and the working environment (Mitra, 2018). Job satisfactions are the attitudes and feelings people have about their jobs. For Armstrong (2006), positive or favorable attitudes about the work and the work environment indicate job satisfaction, and the inverse, referring to negative or unfavorable attitudes towards the work indicate job dissatisfaction.

Educational management processes are being initiated in relation to Ministry of Education, Sri Lanka. They are being carried out on the basis of provincial, zonal, divisional and school level. The resource management is one of the facets of educational management process (National Educational Commission, 2014). National policies, special gazette notifications, service minute of teachers, circulars, circulars of Public Service Commission, provincial council decisions, management process at zonal and school levels are the basis of educational management and resource management (MOE, 2009).

The high-quality educational research programmes should be widely initiated. The approaches of human resource management such as upgrading the working conditions of teachers internationally to be a role model in teacher resource management in Sri Lanka, empowering achievement, supervision, supporting, attracting, empowering, assessing the achievement have not been considered on the basis of need, evaluation and evaluation of process in designing the resource management process and also there is no definite and well

planned processes which can be followed at national and provincial levels. And Sri Lanka is increasingly seeking to ensure that its public-school system not only delivers greater shares of students who have completed higher secondary and tertiary education but also that all students obtain a much better education. Raising teacher effectiveness is considered to be crucial for achieving these aims (Raju, 2016).

The challenges for the educational administrative personnel in regards of duties, processes at zonal, provincial and national level and the 13th amendment have been pointed out (National Educational Commission, 2014). The roles of teachers are the fundamentals for the phenomenon of national human resource and knowledge-based society. Hence, the job performance of teachers should be quality and efficient. The service minute of teachers, national policies and circulars are emphasising the management process of teachers. However, the weaknesses, corruptions and unhealthy situations have been pointed out in implementation (Transparency International, 2009). Rs. 5605 million is allocated on the annual budget for the creation of national human resource and upliftment by the government. The main objective of this is the creation of human resource, knowledge-based society (Ministry of Finance, 2019).

The reports of Education in Ceylon – A Centenary Volume of Ministry of Education & Cultural Affairs - MOE, 1969, Management Development of Sri Lankan schools - Len Watson, 1982, Management of Education Development of Sri Lanka - MOE, 1984, Management of Education - National Educational Commission, 2004, Envisioning education development – proposal for a national policy frame work on general education in Sri Lanka - National educational commission, 2003, World Bank -2007, World Bank -2001, World Bank - 2011-a, World Bank – 2013 and the study of educational planning & management - National Educational Commission, 2014 emphasize the importance and the needs of scientific researches, healthy and quality planning and activities.

It has identified three major contributory factors for the overall inefficiency and ineffectiveness of the education management system, extreme politicization of the system at all levels, lack of coordination, inefficiency, incompetence and indifference of some officials and principals, and lack of motivation among some teachers (NEC, 2003). Professional qualification is not a must in Sri Lanka in recruitment of teachers. There are no policies which have been continuously executed for the recruitment of teachers (NEC, 2014). All qualified teachers belong to the SLTS and the recruitment does not match the need of school.

Teachers also complain of not getting promotions on a regular basis. Development of teachers has become a serious issue (National Educational Commission, 2014). Teachers use political and other influence to get a transfer to a school of their preference even without assuming duties in the assigned school. In most of the schools the TPA is reduced to a mechanical form filling exercise except in a few schools, -the relationship between teacher education recruitment, development & promotion. Teacher Education in Sri Lanka is a complex system. There is a need of practicing policies for the professional development and the quality in relation to human resource management. (National Educational Commission, 2014).

The research background of teacher resource management and job satisfaction can be understood from the above research reports. The relationship amongst resource management job satisfaction-teachers are identified in a separate, in a combined and in a relative manner at national, provincial and zonal levels and also the background of no researches carried out at national, provincial and district level in a deeper manner and the research gaps have been identified. Hence, the research “The impact of resource management on job satisfaction of teachers” was carried out in the Jaffna District based on the teachers of secondary schools.

Research objectives

- To identify the positive and the negative impact of resource management process on the job satisfaction of teachers in the Jaffna District.
- To identify the factors of resource management that affect the job satisfaction of teachers in the Jaffna District.
- To identify the means and ways the resource management need to be followed to uplift the job satisfaction of teachers.

Research Questions

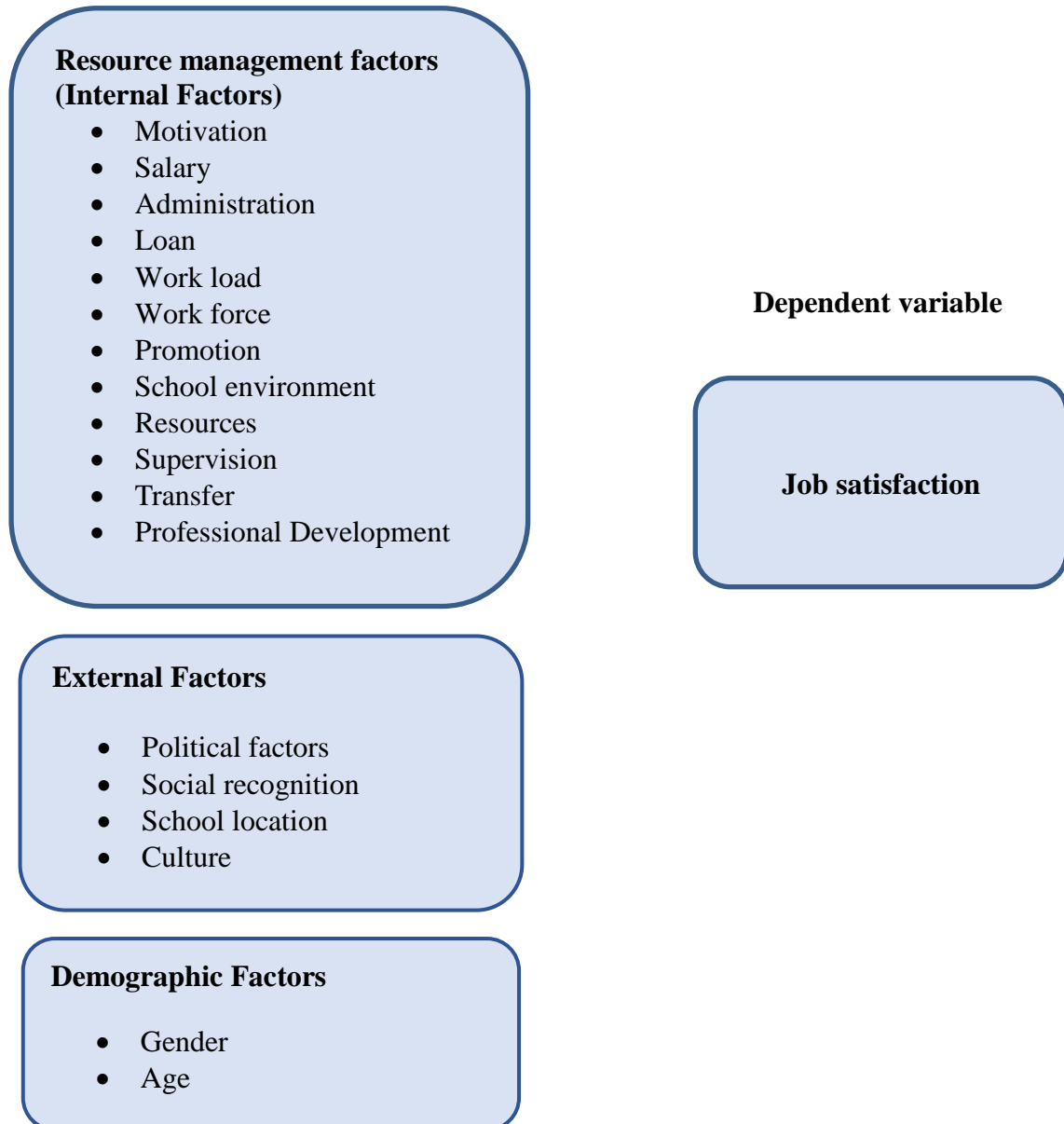
The following research questions have been built upon the research goal and research objective by the researcher.

- What are the positive and the negative impacts of the resource management process on the job satisfaction of teachers?
- What are the factors of resource management that influence the job satisfaction of teachers?

- What means and ways of resource management need to be followed to uplift the job satisfaction of teachers

Concept Frame

Independent variable



Research methodology and research design

The qualitative approach has been adopted and the multilevel simple random sampling of 100 teachers were selected. They all work in secondary schools of five zones in the Jaffna District. Twenty teachers from each zone were selected based on the facilities and the types of schools such as well facilitated, risky area, high risky area and 1AB, 1C and Type II. The data were collected through discussion and interviews. The data were analyzed through the

process of categorizing, creating initial coding, summarizing and symbolizing and according to the Thematic Analyzed.

Findings

The job satisfaction amongst teachers and difficulties in resource management are varied in accordance with the influence of the factors, location of schools, gender, administration, attitude and culture. There are unsatisfactory instances such as dissatisfaction in relation to salary, the expenditure from the salary to initiate online teaching learning process during the pandemic situation, not giving salary increment on time, lapses in promotion processes, no social recognition, mental depression and stress, not suitable school appointments according to the qualification, school administration pressure, improper administrative approaches, political interferences, difficulties faced by female teachers based on gender, school environment, increased amount of periods and subject load, lack of physical resources, unused resources, difficulties in transfer process, not perfect motivation, weaknesses in monitoring processes and professional development activities and loan plans.

The salary, one of the attributes of resource management and the factors: recruitment, promotion, transfer, appraisal, professional development, motivation, distribution of workforce and supervision according to the area, gender, location of the school and the practices of administration have negative impacts on the job satisfaction of teachers comparatively. The salary, transfer, distribution of workforce and promotion highly influence the job satisfaction of teachers.

Recommendations

To increase the job satisfaction, involvement and dedication of teachers, the group management approach should be empowered based on solving salary problems, the Ministry of Education making decisions through healthy discussions for the requests made by trade unions which represent teacher, paying incentives to initiate online teaching learning process during the pandemic situation, initiating teacher resource management effectively and efficiently, empowering win-win management approach, ensuring conducive working environment through educational management, making decisions by concerning the service done at remote areas and out district when transferring process, paying enough incentives for quality monitoring practices and confirming obtaining loan facilities on time . (Robert R. Blake and Jane Mouton, 1960).

Conclusion

It is felt that the unhealthy trends are there in location of schools, area, nature of administration, culture and gender when finding the relationship amongst job satisfaction of teachers and resource management. Further, the attributes of resource management have positive and negative impacts on the job satisfaction of teachers. It is necessary to empower work plans to uplift the level of job satisfaction of teachers at national and provincial level through educational management in future.

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Activity based learning to promote Sustainable Development Goals among G.C.E. Advanced Level students

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Abstract

Sri Lanka is challenged by open economic system with economic prosperity, industrialization, urbanization and population growth in the 21st century. Education is emphasized as the key enabler for achieving SDGs. In line with the SD, the Ministry of Education in Sri Lanka has taken an effort to implement various types of educational programmes since 1992 to strengthen the sustainable society according to the process of economic development. However, many Sri Lankan and foreign researchers have emphasized that the level of awareness, knowledge, and attitude towards the SDGs is not satisfactory not only among school children but also in the society. The main objectives of this study are to investigate the impact of activity based learning on Advanced Level students' knowledge and perception towards the selected SDGs. Under quantitative research methodology nonrandomized Control-Group Pretest–Posttest Design of quasi experimental design was employed. A sample of 90 out of 178 students following physical science stream in grade 12 from 1 AB school was selected using non-probability purposive sampling, where experimental and control group consisted 45 each. An intervention with an activity based-learning on selected SDGs was the proposed treatment for a period of twenty-four weeks once a week with the experimental group. Pre-test and post-test were also used to measure the knowledge and perception and data was analyzed using independent samples t-test. Fact findings revealed no significant difference between the two groups before the intervention with regard to students' knowledge ($t=.626$, $p>0.05$) and perception ($t=.565$, $p>0.05$) towards SDGs. However, it found an improvement of knowledge ($t=-24.840$, $p<0.05$) and perception ($t =-11.074$, $p<0.05$) towards SDGs of experimental group compared to that of control group. It further discusses how activity based learning approach could be effectively applied in promoting SDGs among school children.

Keywords: Sustainable Development Goals, Activity Based Learning

Introduction/Background

The open economic system with complex and dynamic society in the globe is contributing to significant positive and negative changes in the social, economic and environmental fields. Positive changes will bring future prosperity and negative changes will bring nasty consequences to society, economy and environment of the country.

The concept Sustainable Development (SD) emerged as a well-defined concept at the end of the 20th century since the earth was in a crisis as a result of limited awareness and understanding about real values of nature and natural resources (Schlor, Wolfgang & Jurgen, 2012). The concept of SD has been progressing since 1987 to tackle the “burning issues” in the 21st century. An Agenda is proposed in 2015 for this to be accomplished in 2030. The 2030 Agenda is composed of seventeen Sustainable Development Goals (SDGs). SDGs are compartmentalization of sectors that provide a holistic and multidimensional view on development to transform our world to ensure well-being, economic prosperity, and environmental protection (UNESCO, 2016). Many researchers and organizations have identified that SD cannot be achieved by simply relying on state intervention, legislation, or new technologies, it requires that people actively participate in decision making, problem solving, and sustainable change with better knowledge and attitude towards SD (Welskop, 2013; UNESCO, 2012). Furthermore, literature emphasizes that sustained society would be achieved through education by developing knowledge and attitudes of the young generations towards SDGs which in turn lead to favourable behaviours.

In line with the SD, the Ministry of Education in Sri Lanka has taken an effort to implement various types of educational programmes since 1992 to strengthen the sustainable society according to the process of economic development. However as a developing country Sri Lanka has faced some obstacles in carrying out educational programmes with regard to SDGs. However, in the international context and the Sri Lankan context many researchers have emphasized that the level of awareness, knowledge, and attitude towards the SDGs is not satisfactory not only among school children but also in the society (Kandangama, 2018; Shilunga, Amukugo and Mitonga, 2018; Varoglu, Temel and Yilmaz, 2017). Hence, it is timely and important to identify a suitable well planned approach to enhance the knowledge, attitudes and skills of students towards SDGs using the prevailing resources in the school environment. This study aims to empower the advanced level students regarding selected SDGs through Activity Based Learning (ABL). ABL develops skills regarding intercultural

awareness skills, problem solving, meta-cognitive, reflective and critical thinking strategies for successful completion of the task, self-confidence and autonomy of the students. Further, it enhances the students' ability to work cooperatively. In addition, Activity Based Learning facilitates the students to acquire more knowledge and develop attitudes towards SDGs which in turn lead to establish a person who is sensitive to the social issues and problems. Hence, this study is important to develop citizens who contribute to SD using prevailing resources.

Objectives

This study as an ongoing research of promoting selected SDGs via Activity Based Learning aims to investigate the impact of activity based learning on advanced level students' knowledge and perception towards the selected SDGs.

Accordingly, sub research questions were;

- (1) What is the impact of Activity Based Learning on students' knowledge of the selected SDGs of Zero Hunger, Good Health and Well Being, Quality Education, Clean Water and Sanitation, Climate Action and Life of G.C.E. Advanced Level students?;
- (2) What is the impact of Activity Based Learning on perception towards selected SDGs of G.C.E. Advanced Level students?

Research design/materials and methods

The present study employed quasi experimental design that belongs to quantitative research methodology. Under the quasi experimental design, nonrandomized Control-Group Pre-test–Post-test Design was used to investigate the impact of activity based learning on enhancing advanced level students' knowledge and perception towards selected SDGs after the intervention with activity based learning.

According to Kandangama (2018) Advanced Level students in secondary schools can be considered as a very important category of students in creating awareness in students on the concepts of SD. Further students in that category are likely to bid farewell to school and enter society quite soon as responsible citizens and therefore it is of extreme importance to equip them with useful concepts and positive attitudes. Also, physical science stream was selected to achieve high external validity. Therefore, in this research non-probability purposive sampling technique was used to obtain a total of 90 students (n=90) in the selected 1 AB

school following physical science stream from the target population of all the students following physical science stream(N=178) in grade 12 academic year 2019-2021.

Hence, 2 classes having 45 students each were selected from the Physical Science stream and classes were divided into experimental group and control group. The students in the two classes were given the pre-test achievement test and attitude test one week before the intervention in order to determine the knowledge and perception towards SDGs before implementing intervention. Students' achievement test and attitude test were adapted with slight modifications of items according to the Sri Lankan context from existing achievement test and attitude tests.

The content validity of the achievement test and attitude test were confirmed by a panel of six experts. Reliability was measured using the Cronbach's alpha method (Cronbach, 1951) and questions with Cronbach's alpha coefficient less than 0.7 were removed from the tests. The experimental group was treated with the intervention once a week based on activity based learning for twenty-four weeks. The intervention was carried out using twenty four lesson plans which included various interactive classroom sessions, field exposures, students' hands-on exercises, small group projects. Students in the two classes were given the same post-test and attitude test after twenty-four weeks of the administration of the intervention to determine the impact of activity based learning on advanced level students' knowledge and perception towards the selected SDGs.

Results/ findings

The independent samples t-test was used to assess the initial comparability of the two groups. Accordingly, experimental group students' and control group students' knowledge towards the selected SDGs was not statistically significant ($t=.626, p>0.05$).

Furthermore, in the selected SGD wise, experimental group students' and control group students' knowledge found Zero Hunger ($t=-.153, df=88, p>0.05$), Good Health and Well Being ($t=.175, df=88, p>0.05$), Quality Education ($t=-.305, df=88, p>0.05$), Clean Water and Sanitation ($t=.731, df=88, p>0.05$), Climate Action ($t=-.459, df=88, p>0.05$), Life on Land ($t=.751, df=88, p>0.05$) which all were not statistically significant.

At the same time, the difference in the self-reported perception towards the selected SDGs between the two groups was also not statistically significant ($t=.565, p>0.05$). Similarly, the detailed analysis of self-reported perceptions towards selected SDGs revealed no significant

difference; Zero Hunger ($t=.118$, $p>0.05$), Good Health and Well Being ($t=-.120$, $p>0.05$), Quality Education ($t=-.639$, $p>0.05$) Clean Water and Sanitation ($t=-.079$, $p>0.05$) Climate Action ($t=.369$, $p>0.05$), Life on Land ($t=.005$, $p>0.05$).

The results from the independent samples t-test disclosed a significant difference between the two groups after the intervention. Accordingly, experimental group students' and control group students' knowledge and perception towards the selected SDGs was statistically significant ($t=-24.840$, $p<0.05$; $t=-11.074$, $p<0.05$). However, in control group students, there was no significant difference between the pre and post-test mean scores. Furthermore, the difference in knowledge and perception towards the selected SDGs between the experimental group and the control group was also statistically significant. (Zero Hunger ($t=-3.411$, $p<0.05$; $t=-3.045$, $p<0.05$), Good Health and Well Being ($t=-3.313$, $p<0.05$; $t=-2.164$, $p<0.05$), Quality Education ($t=-4.633$, $p<0.05$; $t=-2.149$, $p<0.05$), Clean Water and Sanitation ($t=-4.116$, $p<0.05$; $t=-2.092$, $p<0.05$), Climate Action ($t=-3.856$, $p<0.05$; $t=-2.509$, $p<0.05$), Life on Land ($t=-3.354$, $p<0.05$; $t=-2.493$, $p<0.05$).

Conclusions

Hussain, Anwar, and Majoka (2011) have emphasized that activity-based learning is very effective for constructing scientific knowledge, developing deep understanding of scientific concepts and application of scientific knowledge in various situations. Alexandar and Poyyamoli (2014) have emphasized that active teaching /learning approach significantly improved knowledge, attitude, skills and knowledge on local environmental issues. The findings of the present study are consistent with these findings.

The post-test analysis revealed that there was a significant difference in the knowledge and perception towards SDGs among the students in the experimental group. Finally, it can be concluded that the use of Activity Based Learning is effective for promoting SDGs related knowledge and perception among students in the school. In sum, the Activity Based Learning could be effectively used to provide more opportunities for students to learn beyond the classroom teaching and also to allow them to apply the theoretical concepts in the real life contexts.

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Principal's instructional leadership: Effect on teacher's self-efficacy in student engagement in scientific inquiry activities

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Abstract

Transition of a classroom into an inquiry oriented one in science is an evolutionary process that greatly depend on the teacher receptivity. In recent years, self-efficacy has been long reported in the western professional literature as a key predictor of teacher performance which is also closely related to school factors. In order to fill the gap this correlational study examined how science teachers (n=350) in the Colombo District in Sri Lanka perceived principal's instructional leadership behaviors towards their self-efficacy beliefs in student engagement. Under the quantitative paradigm, data gathered administering a survey questionnaire was analyzed using General Linear Model (GLM) Univariate analysis of SPSS 21.00 programme. The fact findings revealed a fairly high perceived overall Teacher Self-efficacy (TSE) in teaching scientific inquiry (7.24 ± 0.44). Out of subscales, TSE in Student Engagement in scientific inquiry activities (6.91 ± 0.50) reported comparatively low than that of Classroom Management when students engage in scientific inquiry activities (7.56 ± 0.56) and of Instructional Strategies (7.34 ± 0.50). Prevalence of mastery experiences and vicarious experiences related behaviors were prominent, yet with less verbal support in principal's instructional leadership based on teachers' perceptions. GLM results showed school type ($p=.031$) and principal instructional leadership ($r^2 = 0.083$, $p=.007$) as significant predictors of teacher self-efficacy in student engagement. Furthermore, self-reported mean self-efficacy in student engagement for scientific inquiry differed across different school types, where it found statistically significant difference between Type 1AB and Type 3 ($r^2 = 0.187$, $p=.036$). Mixed findings of changes in TSE in student engagement need to be empirically supported with further research. Remedial measures have been discussed based on the issuing areas in principal's instructional leadership.

Keywords: *Self-efficacy, Scientific Inquiry, Student Engagement, Principal's Instructional Leadership*

Introduction/Background

Inculcation of the spirit of scientific inquiry is central to any curriculum framework in science and teacher constitutes one of the most important dimensions of such innovative instruction. Teacher preparedness associated with teacher's personal attributing factors, environmental factors and interaction of these factors are influential for the implementation of inquiry learning in the classroom. Out of Teacher's personal attribute factors, low teacher self-efficacy has long been a problem (Roberts et al., 2006; Stripling et al., 2008; Swan, Wolf, & Cano, 2011; Wolf et al., 2008), which results in teachers being limited in using confirmatory activities rather than authentic inquiry.

Teacher's sense of efficacy is defined as one's belief of his or her capabilities to bring about desired outcomes of students' engagement, achievement, and learning, even among those students who may be difficult or unmotivated (Bandura, 1997). This construct is analogous to self-confidence which is an individual's belief in his or her ability to perform tasks competently. The construct has established itself as having significant implications in education settings as it deals with three domains of the instructional behavior, namely, student engagement, instructional strategies, and classroom management.

Recent studies in the professional literature also discusses how school principal's leadership related to teacher's self-efficacy. Among the many different leadership behaviors of the principal, the impact of instructional leadership on teacher self-efficacy is evident in the extant literature (Afayori, 2020; Branch, 2020; Calik et al., 2012; Cansoy & Parlar, 2018; Dou et al., 2017; Fee, 2019; Liu & Hallinger, 2018; Musa et al., 2021; Ma'mun & Suryana, 2019 & Yusof et al., 2019).

Although the knowledge base on instructional leadership is quite well developed in Western societies empirical studies have only recently begun to emerge in the developing societies of Asia, Africa and Latin America. In this respect, it seems necessary to investigate teacher efficacy in association with different organizational variables, in order to better understand the concept and its implications for practice.

This research which attempted to analyze the principal's instructional leadership behaviours on self-efficacy amongst teachers, was conceptualized in the theoretical foundation of Bandura's social cognitive theory (Bandura, 1986) and the associated theory of self-efficacy (Bandura, 1997). According to Bandura (1997), personal efficacy is one of the most central

mechanisms which has an influence on human behavior. Individuals possess self-beliefs that enable them to exercise a measure of control over their thoughts, feelings, and actions. The four efficacy sources proposed by Bandura (1994) can produce changes in self-efficacy includes: (1) enactive mastery experiences, (2) vicarious experiences, verbal persuasion, and psychological/affective states. Enactive mastery experiences are authentic experiences in which one demonstrates the capability to succeed in the task and considered to be the most powerful source in fostering sense of self-efficacy. The second source, vicarious experiences occur when seeing or visualizing a person perform a task successfully can enhance observer's belief in his/her capability. The third efficacy source is social persuasion which occurs when significant others express one's capabilities. Physiological/affective state refers to one's reaction to stress, fatigue and mood.

Objectives

Under the quantitative paradigm, this cross-sectional, correlational study was therefore, designed to examine the relationships between school principals' instructional leadership behaviors and teacher self-efficacy in enacting the inquiry-based science teaching in the classroom based on teachers' perceptions. The following research objectives guided the study:

1. Determine the teachers' perceived self-efficacy in student engagement, classroom management, and in instructional strategies in teaching scientific inquiry
2. Investigate the school principals' instructional leadership behaviors based on science teachers' perceptions
3. Examine if perceived school principals' instructional leadership behaviors and organizational factors are predictors of teacher efficacy in student engagement in teaching scientific inquiry

Research Design/Materials and Methods

Participants

A stratified random sample of 350 science teachers participated in this study. The in-service science teachers comprised 61 males (17.4%) and 289 females (82.6%) from state schools in Colombo and Homagama education zones of the Colombo District in Sri Lanka.

Instrumentation

This study utilized a questionnaire which consisted of three sections, namely, (1) teacher demographics (Q1-Q6), (2) teacher self-efficacy (Q7-Q26), and (3) perceived principal instructional leadership behaviours (Q27-Q36). The Teachers’ Sense of Efficacy Scale or TSES (Tschannen–Moran et al., 1998; Tschannen–Moran & Woolfolk Hoy, 2001) was adapted to assess the teacher self-efficacy of the science teachers. Section three of the survey instrument contained the statements related to teachers’ perceptions of principal instructional leadership behaviours in terms of four sources of self-efficacy by Bandura (1986, 1997). Adhering to the ethics which assured the self-esteem and self-respect of the subjects, the pilot tested survey instrument was administered personally just once, over a period of one month. Table 1 illustrates the summary of the items under two constructs after the pilot test.

Table 1: Summary of the items under two constructs after the pilot test

Construct	Dimensions	No. of items		Cronbach’s α
		Initial	Final	
Principal Instructional Leadership (PIL)		10	10	0.943
Teacher Self-efficacy (TSE)		24	20	0.901
	Student Engagement (TSESE)	8	6	0.809
	Classroom management (TSECM)	8	7	0.870
	Instructional Strategies (TSEIS)	8	7	0.825

A General Linear Model (GLM) Univariate analysis using SPSS 21.00 programme was used for descriptive statistics and association among school characteristics; school type, education zone in which the school is situated, and principal instructional leadership and the sub scale of self-efficacy in student engagement in scientific inquiry (SE) in teaching scientific inquiry.

Results/ Findings

1. Teachers’ perceived self-efficacy in teaching scientific inquiry

For the 350 science teachers participated in the survey, the mean perceived overall Teacher Self-efficacy (TSE) in teaching scientific inquiry was 7.24 ± 0.44 , while mean perceived TSE in Student Engagement in scientific inquiry activities was 6.91 ± 0.50 . The mean perceived TSE in Classroom Management when students engage in scientific inquiry activities reported 7.56 ± 0.56 , while that of in Instructional Strategies in relation to scientific inquiry was 7.34 ± 0.50 .

Table 2 illustrates the descriptive statistics for each factor under the sub scales of Teacher self-efficacy in student engagement, classroom management, and instructional strategies in scientific inquiry activities.

Table 2: Descriptive statistics for each factor under three sub scale of Teacher self-efficacy: Student engagement

Components of Teaches self-efficacy	n	Factors	Mean ± SD (1-9)
Student engagement	350	SE1- Helping students to think critically	7.15 ± 0.69
		SE2- motivating students who show low interest in scientific inquiry	6.52 ± 0.71
		SE3- Getting students to believe they can do well in scientific inquiry	7.07 ± 0.71
		SE4-Helpin.;nl,g students value learning through scientific inquiry	7.27 ± 0.69
		SE5- Fostering student creativity	6.93 ± 0.69
		SE6-Improving understanding of a student who is failing in scientific inquiry	6.57 ± 0.72
Classroom management	350	CM1- Making teacher’s expectations clear about student behavior	7.22 ± 0.70
		CM2-Establishing routines to keep activities running smoothly	7.27 ± 0.73
		CM3-Getting students to follow classroom rules	7.56 ± 0.66
		CM4-Calming a student who is disruptive or noisy	7.51 ± 0.71
		CM5-Establishing a classroom management system with groups of students in scientific inquiry activities	7.58 ± 0.70
		CM6- Keeping a few problem students from running an entire lesson	7.51 ± 0.74
		CM7- Responding to defiant students	7.65 ± 0.73
Instructional strategies	350	IS1-Responding difficult questions in scientific inquiry from students	7.56 ± 0.65
		IS2-gauging (assessing) student’s comprehension in scientific inquiry what teacher has taught	7.22 ± 0.70
		IS3- crafting good questions for scientific inquiry for students	7.38 ± 0.71
		IS4-using a variety of assessment strategies for assessing scientific inquiry	7.07 ± 0.71
		IS5- Providing an alternative explanation or example when students are confused in scientific inquiry	7.56 ± 0.66
		IS6-Implementing alternative strategies for scientific inquiry in the classroom	7.07 ± 0.61
		IS7-Providing appropriate challenges for very capable students in scientific inquiry	7.58 ± 0.71

Perceived teacher self-efficacy in student engagement (TSESE)

As per the description in Table 2, the lowest perceived teacher self-efficacy in TSESE reported for motivating students who show low interest in scientific inquiry (6.52 ± 0.71) and for improving understanding of a student who is failing in scientific inquiry (6.57 ± 0.72). On the other hand, they were with quite high belief in getting students to believe they can do well in scientific inquiry (7.22 ± 0.69) and also in helping students value learning through scientific inquiry (7.27 ± 0.73). The self-reported efficacy in fostering student creativity was 6.93 ± 0.69 . The mean score of around 6 suggest that there is however, low self-efficacy in overall beliefs in student engagement associated with scientific inquiry in science.

47.7% of the science teachers are with moderate belief that they can motivate students who show low interest in scientific inquiry in teaching scientific inquiry. 52.6% of respondents believe they can make a quite bit influence in fostering student creativity (SE5) while the percentage with high belief is 16.9%. With regard to improving understanding of a student who is failing in scientific inquiry (SE6), the percentage with high belief is low ((11.1%).

2. Teacher perceived principal instructional leadership

The teacher perceived principal's instructional leadership towards developing teacher self-efficacy in teaching Scientific Inquiry was investigated in terms of efficacy sources of Social Cognitive Theory and results are shown in Table 3.

Table 3: Descriptive statistics for each principal instructional leadership behavior related to four efficacy sources

Self-efficacy sources	n	Factors	Mean \pm SD (1- 5)
Enactive mastery experiences	350	ILP3-Encouraging teachers to have control over their classroom management while still providing resources to stop disruptive behaviors	4.24 ± 0.96
		ILP9-Providing efficacy building mastery experiences through carefully designed staff development activities and action research projects	3.76 ± 1.18
Vicarious experiences	350	ILP4-Modelling/displaying specific set of professional behaviors that promoted classroom instruction	4.07 ± 1.06
		ILP6-Monitoring classroom instruction through walk-through observations	4.17 ± 1.04

Social/verbal persuasion	350	ILP7- Making frequent observations and provides feedback on classroom instruction	3.39 ± 1.11
		ILP10-Verbal support and encouragement that can effectively build ‘can do’ belief	3.00 ± 1.24
		ILP1-Well informed about current trends and effective instructional practices (healthy organization)	3.94 ± 1.08

Table 3 showed that principal’s instructional behaviours which categorized under self – efficacy sources of enactive mastery experiences and vicarious experiences reported comparatively higher than that of verbal persuasion. It is noteworthy to indicate the contribution of principal instructional leadership in creating a healthy organization through well informed current trends and effective and high instructional practices. However, the principal instructional behavior in providing verbal support and encouragement that can effectively build ‘can do’ belief is not satisfactory based on the teachers’ perceptions.

3. School organizational predictors of teacher perceived self-efficacy

Among the tested variables, only school type and principal instructional leadership reported as significant predictors of teacher self-efficacy in student engagement with regard to scientific inquiry teaching. Results of GLM are shown in Table 4.

Table 5: Results from GLM Univariate procedure

Variable	Mean ± SE (1-5)	B	p-value	Conclusion	Comparison
Education zone			0.638	Not Sig. diff.	H > C
Colombo	3.58 ± 0.52				
Homagama	3.75 ± 0.55				
School type			<0.031	Sig. diff.	AB>1C>T3
Type 1AB	3.85 ± 0.44				
Type 1C	3.80 ± 0.72				
Type 3	3.65 ± 0.76				
Principal Instructional Leadership (PIL)		0.083	< .007	Sig. diff.	

Dependent variable: TSESE

When insignificant variables of education zone were removed, it found school type and principal instructional leadership as significant predictors of teacher self-efficacy in student engagement. The R square value was 0.290, which means 29.0% of the variation in self-reported mean self-efficacy level in student engagement for scientific inquiry can be explained by school type and teacher's perceived support from principal instructional leadership.

The relationship between school type and self-reported mean self-efficacy level in student engagement for scientific inquiry differed across measures. The results also showed the mean self-reported efficacy in student engagement differ significantly for one pair of type of schools; between Type 1AB and Type 3 ($r^2 = 0.187$, $p = .036$). The mean perceived efficacy difference in student engagement among science teachers in type 1AB and Type 1C ($r^2 = 0.045$, $p = 1.000$) and Type 1C and Type 3 ($r^2 = 0.143$, $p = .360$) was not significant.

Conclusions and suggestions

Although science teachers are envisioned to play a key role in implementing authentic scientific inquiry in the classrooms, principal's instructional leadership which ensure teacher's confidence through self-efficacy sources are lacking in Sri Lanka as in many other countries. This study has important implications in filling this research gap. The outcomes of this study would be of significant in aligning the school related factors on teachers' self-reported efficacy in student engagement in scientific inquiry activities.

The research sought to describe the changes in self-reported mean teacher self-efficacy (TSE) in teaching scientific inquiry, in general, as well in terms of student engagement, classroom management and instructional strategies which conformed to the previous studies (Roberts et al., 2006; Stripling et al., 2008; Swan, Wolf, & Cano, 2011; Wolf et al., 2008). On the other hand, other studies showed contradictory findings in this regard (Ahokoski et al., 2017; Silm et al., (2017) revealed that teachers had experienced an increase particularly in their efficacy for student engagement related to inquiry learning.

Apart from self-efficacy changes, this study also investigated how the changes in frequently exercising principal's leadership qualities accounted for the variances in teachers' sense of efficacy. The study findings would provide valuable insights on how school leadership need to be tailored to teachers' beliefs and actual practices. Additionally, the reported low

perceived efficacy beliefs among teachers in type 3 schools calls for immediate interventions through school-based teacher development (SBTD) programs.

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Gender as a factor influencing lifelong learning in Sri Lanka

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Abstract

In the present context, the concept of lifelong education has been evolved to lifelong learning (LLL) making it the most sought-after approach especially in the Western world. The term lifelong education first came to light with the UNESCO's publication titled 'Learning to be' in 1972. However, with a view to adopting a more holistic and sector-wide approach to education, the concept of LLL came to the surface in the latter period of the 20th century. Though LLL has been established in the global context, Sri Lanka is way behind in incorporating the concept of LLL to the national level education. This is significant from the lack of a policy on LLL in Sri Lanka. When exploring the challenges of implementing this concept in Sri Lanka, we intend to examine whether gender has any influence in the implementation of LLL in Sri Lanka as gender disparities can be seen especially when it comes to post graduate studies. Therefore, this paper specifically focuses whether one's gender also influences on LLL and the need to incorporate the LLL to the education system of Sri Lanka as it is in the forefront in shaping the development of a developing country. Primary data were collected by distributing a questionnaire among a selected group of 30 individuals between the ages 20-65. Secondary data were collected referring to the previous books, research articles, UNESCO reports, newspaper articles, etc. Findings of the study show that only 20 percent of the participants are aware of the term LLL, and 75 percent of the male participants of the survey say that gender has no influence on LLL while 60 percent of female participants say that one's gender matters to LLL.

Keywords: Lifelong Education, Lifelong Learning, Civil Society, Critical Thinking, Feminism

Introduction/ Background

The concept of lifelong education has come a long way giving rise to a new concept called lifelong learning (LLL). Lifelong education, which emerged as a result of the UNESCO's Faure report published in 1972 became the centre of focus in the Western world. The Faure report defined lifelong education as the right of an individual's political, economic, and cultural progress (Medel-Añonuevo, Ohsako, & Mauch, 2001). UNESCO introduced lifelong education as a new concept at the 2nd International Conference on Adult Education (CONFINTEA II) in 1970 (Elfert, 2015). However, during the latter half of the twentieth century, the term 'education' has changed to 'learning' mainly due to four trends as Milana points out: 1) shifting of "traditional approaches of teacher-learner interaction, 2) the impact of postmodernist theory which described liberal and emancipated learning; 3) the influence of personal interest on individual learning activities; and 4) the impact of privatization of adult education (not a public good), which reduced the state responsibility, where learners are now a consumers and learning is a commodity," (Akther, 2020). As Barros opines the reason the lifelong learning is preferred to lifelong education is that the former supports "the individual duty (Barros, 2012: p.120) to gain knowledge and skill for earning money from the labour market," (Milana, 2012). The contribution of organizations like OECD and the World Bank towards establishing the foundation for LLL is immense as the UNESCO too adopted the term 'learning' instead of 'education' in its reports. As a result, the Institute of Education (IUE), which was established in 1951 by the UNESCO to work on planning the future education was renamed as the UNESCO Institute for Lifelong Learning (UIL).

In 1996, the UNESCO published the Delors Report with the intention of highlighting the concept of LLL instead of lifelong education as many scholars argued that lifelong education as something luxurious. As the European Commission defines, the LLL means, "all purposeful learning activity undertaken throughout life with the aim of improving knowledge, skills and competencies with a personal, civic, social and or employment related perspectives."

LLL mainly takes place in three forms: formal learning, non-formal learning and informal learning. Formal learning, as we all know, involves a curriculum, method of teaching and student at a particular age group from primary to secondary education. Non-formal learning is where there is a curriculum and a proper intention with a wide variety of learnings of

different age groups. Informal learning is something that happens without a pre-defined curriculum or a set duration. This happens throughout life.

LLL is a concept that every country needs to be developed to meet the new trends and demands of the fast-moving world. However, according to several studies carried out in developing countries, it has been identified that they encounter common challenges when it comes to the effective implementation of lifelong learning. Yacizi and Ayas list out the challenges as need for public awareness on LLL, lack of coordination and governance on LLL, improved data on LLL and better monitoring and evaluation, etc. and the list goes on. Importantly, the factor called gender is not taken into account when identifying the challenges of LLL in developing countries. However, Sri Lanka being a country rooted with patriarchal beliefs has gender in its foremost place as a factor governing many elements of society like education, politics, economy etc. after all on everything. Nevertheless, such influences of gender, cannot be noticed directly on the surface level, but one has to dive deep into the issue to analyse the subtle nuances that it may have on each of the above fields. That is because as Brewer says, “gender as a category of analysis cannot be understood and decontextualized from race and class”. There is of course a biological distinction between men and women, which is natural; but the problem lies when this distinction is seen as a cultural representation. Therefore, in the Sri Lankan context, we assume that gender has influences on LLL as well as it does on every other field. This is largely evident among adults in Sri Lanka as they show poor participation in both non-formal and informal learning.

Objectives

The specific objective of this research is to find out whether gender influences on LLL in Sri Lanka. The general objectives are to educate the public on the importance of engaging in continuous education to acquire work related competency and life skills for living a sustainable life, to broaden the social consciousness and to set up a national level education system, which prioritizes LLL skills.

Research Design/Materials and Methods

Primary data were collected by distributing a questionnaire amongst a selected group of 30 participants ranging from ages 20-65. We excluded the age group between 5 - 19 from this study as they receive primary and secondary education in Sri Lanka. Questionnaires enable researchers to collect a large number of responses from a large group of participants quickly

and efficiently. Since literature on LLL in Sri Lanka is very low, the questionnaire method provides us the true perception of people on LLL in Sri Lanka. Secondary data were collected by referring to the two UNESCO reports: Faure and Delors Reports, UIL Report on Embracing the Culture of LLL and other research papers and newspapers related to this. Some of the theories in feminism will also be taken into account when analysing gender influence in this study.

Results/Findings

The policies related to LLL in Sri Lanka when compared to the global level are very low. Hardly we found literature that highlight gender as a challenge in LLL. From this research we identified that only 20 percent of the participants are aware of the term LLL. Considering the data that we have collected so far, the number of those who engaged in LLL is very low. 75 percent of the men who participated in the survey say that gender has no influence on LLL while 60 percent of women say that one's gender matters to LLL. The irony behind this is that the majority of men consciously or unconsciously discriminate women as they have stated clearly that gender has no influence on LLL while a majority of women says gender has an influence on LLL. It is noteworthy however; a 40 percent of the women also believe that gender has no influence on LLL implying that they are unaware of the deprivation women face in equal opportunity to education. All in all, this situation where majority fails to understand the role that gender plays, thereby discriminating women, occurs largely as such issues come as a part of culture, hidden in it. Therefore, not everyone sees the stereotyping of gender roles, which create fixed character traits for each in the name of the culture.

Conclusion

Despite the high literacy rate of both men and women that Sri Lanka claims, conventional traces of feudalism still haunt the entire education system of Sri Lanka, which ultimately undermines the way forward towards achieving development. This is quite evident from the absence of an LLL policy in Sri Lanka in a stage where most of the developing countries have taken a step forward in implementing a policy governing LLL activities. It is only in 2005 and 2012, quite later after establishing educational reforms in 1997, that Sri Lanka embarks on establishing the Sri Lankan National Vocational Qualifications Framework (NVQF), and the Sri Lankan Qualifications Framework (SLQF) respectively, yet leaving a majority of the female students leaving schools at an early stage yield less benefits with access to low paid jobs without proper training while qualification standards in vocational

training sector benefit the male students in ensuring that they receive the required skills in the vocational arena. In a traditionally male dominated blue-collar trade, there is very low participation of women in such jobs as of less opportunities available to access proper vocational training for women.

Though women outnumber men in universities, a very low number of women continue to engage in LLL. This drastic distinction between the number of women receiving tertiary education and number of women who remain active in continuing their education show that the culturally defined stereotyped gender roles expect women to intentionally or unintentionally cease their education due to marriage, children and responsibilities of looking after aged parents. While women discontinue LLL due to household responsibilities that are forced into women's role by the culture, men largely discontinue LLL due to their professions. The National Strategy on TVET Provisions for Vulnerable People in Sri Lanka in 2008 has identified women (especially heading households) as a vulnerable group deprived of access to TVET, though school students and university graduates in Sri Lanka constitute a majority of women outnumbering men.

In light of the above facts, this paper intends to make a few recommendations to establish LLL in Sri Lanka in order to uphold the economic recession thereby reaching a developed status. The foremost thing would be to inculcate the importance of LLL within the school curriculum to make both students and teachers realize that education is not just confined to school but spanned throughout the life of an individual. In sum, an education which promotes the concept of learning from cradle to the grave should be adopted to ensure that our future generation will keep continuing the momentum going towards realizing the role of a responsible citizen. Secondly, the disparities within gender roles have to be addressed within the Sri Lankan education system as there is no other place than education to change people's perspective on gender roles shaped by the culture. The school curriculum and learning material should be designed in a gender-neutral manner in a way that it advocates inclusivity. School students, especially boys should not be prioritized when allowing them to select technical subjects in the Advanced Level stream; an equal opportunity should be given to the girl child ensuring that they too can access vocational training if they fail at university entrance. This will lead to creating secure employment opportunities as girls too receive proper training in whatever the field, they prefer by giving new hope that university degree is not the ultimate place where one can receive tertiary education but vocational training too provides a way of receiving quality education to learn new skills in keeping afloat with the

new trends of the world. Thirdly, it is high time that Sri Lanka set up a separate policy for LLL to monitor and evaluate not only the economic growth but the personal growth of the citizens, which in turn would be the best gateway to enter the developed world.

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**Contribution of parents on students' academic achievement
(A study based on the secondary schools in the Maruthankerny educational division)**

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Abstract

As the education begins from home, parents are the first teachers of a child. The goal of education is to make the child fit into the society (Cole, Sylvia, 2017). In addition to the role of the school, the role of parents is essential to fulfil the above goal. Abie Ntekane (2018) states that the engagement of parents in their children's learning helps to develop their children's confidence in education, reduce the absentees and increase their educational involvement. Schools undertake various activities for the development of the student's education. The views of educationists are that the standard of student's education would uplift when the parent's contributions and engagement found high in the school activities. However, the researchers indicate that such schools face huge challenges in reaching the said outcomes from the activities. Having considered the above background, this research was executed based on the senior secondary students of the secondary schools in the Maruthankerny Divisional Education Office under Vadamarachchi Zonal Education Office. The main purpose of this study was identifying the contributions of the parents at home and in the activities of the school to improve the education of the students. This study has been conducted as a descriptive survey design. Focus group discussion and questionnaire were used as tools for collecting data from principal teachers and parents. The following findings were obtained by analysing data. Parental contributions to study at home were not found to be adequate and participation in co-curricular activities, co-operation with attendance committee, co-operation in conducting extra classes, participation in counselling and guidance meetings for subjects, provision of human resources and provision of physical assistance was also found to be low level. The following strategies are proposed to increase parental involvement and contribution in improving students' education: strengthening parent-school relationship and establishing a committee consisting of school management and parents.

Keywords: *Parental Contribution, Students' Academic Achievement, School Activities*

Background

The goal of education is to make the child fit into the society (Cole, Sylvia, 2017). In addition to the role of the school, the role of parents is essential to fulfil the above goal. Since the beginning of history, parents found as the investors who invest their assets for their children's education from generation to generation. At the same time, they become the beneficial, enjoying the benefits of their children who excelled in their education (Sinnathamby, 2008).

As far as schools are concerned parents are found to be the valuable resources in various ways and the interest which the parents take regarding their children's education pave the way to ease the tasks of the teaching and learning process implemented by the teachers in the classroom (Puniyamoorthy, 2016). It was noted this kind of situation caused positive impact on education.

Abie Ntekane (2018) has stated that the engagement of parents in their children's learning helps to develop their children's confidence as education reduces the absentees and increases their educational involvement. He further pointed out that the children who grow with their parents or guardians display excellent social skills and behaviours and also gain high standard and marks in their performance.

The importance of parent's role has been emphasized in the educational reforms undertaken from time to time in Sri Lanka. On this basis, the introduction of programme for School improvement from 2006 has paved the way for parent-representation by setting up School Development Committee. Thereby, the parent's involvement and contribution are increased in the school activities. Under this programme, the innovative discussions with parents are currently underway regarding the academic progress of student.

Thus, it was expected that the parent's contribution for the upliftment of their children's education should be taken place in the following ways: Confirming the security of the children and organizing their attendance in special and daily classes, providing independent contributions in case for shortage of teachers for particular subjects, creating learning environment at home, forwarding suggestions and making them participate in the discussions regarding the educational progress of their children, giving assistance for extracurricular activities, functioning in association with the school for the development of the students' discipline, taking part in the matters regarding the development of student's welfare

activities, providing contributions in maintaining and upgrading the physical resources of the school and contributing to the effective school planning.

Schools undertake various activities for the development of student's education. The views of educationists are that the standard of student's education would uplift when the parents' contributions and engagement in the activities of the school are found to be high. However, the researchers indicate that such schools face huge challenges in reaching the said outcomes from the activities.

Having considered the above background, this research was undertaken based on the senior secondary students of the secondary schools in the Maruthankerny Divisional Education Office under the Vadamarachchi Zonal Education Office. The Maruthankerny Divisional Education Office administrates the rural area which comes under Point-Pedro Piradesha Saba. There are ten (10) secondary schools in the research area. The educationists have pointed out that although these schools undertake various activities and measures to uplift the students' education, schools face many challenges in reaping effective outcomes from the activities and measures implemented for the said purpose. In addition, it has pointed out reasons that there were not enough parents' contribution and involvement found in the schools. Therefore the proposed study has become a must to unearth the reasons for unavailing parents' contribution and involvement and to put forward appropriate suggestions for the said reasons.

Objectives

1. To examine the contributions of the parents at home to improve the education of the students
2. To identify the parental contribution in the school activities to improve the education of the students
3. To identify the factors influencing parental contribution
4. To propose strategies to make parental contribution effective

Research Methods

This study was conducted based on descriptive survey design. Focus group discussion and questionnaire were used as tools for collecting data for this study. In this study, 10 senior secondary Schools in Maruthankerny Education zone were selected. 10 principals and 20 teachers who were members of the school management team, were taken as purposive

sampling and 40 parents were selected as convenient sampling considering the risk of COVID-19. Data were analysed statistically and descriptively.

Findings

Parental Contributions at Home

The data obtained from the interviews with parents regarding the parental contribution in their homes on improving the education of students were analysed, and derived the findings as follows:

- Students should have appropriate physical facilities in order to carry out learning activities in their homes. Especially, a separate room or suitable place with comfortable furniture, appropriate learning equipment and electricity facility should be available. In the interview with parents to find out whether the above said facilities were available for their children, 46 percent of interviewees, expressed their satisfaction and 54 percent of parents expressed their dissatisfaction. This indicated that the contribution of parents to the provision of physical facilities to their children was found to be at the minimum level.
- Creating peaceful environment is very important while learning. When interviewed with parents to find out their involvement in reducing television noise, low-volume conversations, and controlling the arrival of visitors and outsiders in their homes while students were learning, 45 percent of parents expressed their satisfaction and 55 percent expressed dissatisfaction. This revealed that the contribution of parents in creating a peaceful environment was not adequate.
- It is apparent that students can engage in learning with enthusiasm only if they are physically and mentally healthy. Parents need to provide nutritious food regularly to maintain good physical health of their children. Similarly, one should be involved in activities to maintain mental health and at the same time, one should avoid activities that affect the mental health of children in particular. The data analysed in this regard revealed that 12 percent of the data on parents' contribution in protecting their children's physical and mental health indicated dissatisfaction of the parents and 68 percent expressed their dissatisfaction. This expressed that the role of parents in maintaining the physical and mental health of students was also inadequate.
- Parents should have a formal discussion with the students regarding their learning problems, their academic progress and other needs related to education. Then only, they

can provide appropriate guidance and advice knowing their strengths and weaknesses. The data collected in this regard revealed that 26 percent of the data obtained in relation to their parents having formal discussions with students were satisfactory but 74 percent expressed dissatisfaction.

- Information on parental involvement in arranging private educational institution classes and/or private classes was then required. The data obtained from the parents in this regard was, 47% of the participants expressed their dissatisfaction.

Parental Contributions to the School

The following results were obtained by analysing the information from principals regarding parental contributions in relation to the following activities undertaken by the school management with a view of improving the educational upliftment of the students in the school.

Table 1: Parental Contributions on the School Activities

School Activities	Percentage of Parent Contribution
Participation in Co-curricular Activities	40
Working with the Attendance Committee	45
Cooperation in conducting special classes	55
Participation in course counselling meetings	35
Providing physical helps	45
Provision of Human Resource Assistance	40
Collaborating on safety-related activities	55
Collaborating on issues related to health	75

COVID-19 prevention activities were high at the time of the research according to the table. However, parental involvement in other activities was very low. Regional, social, economic and cultural factors have influenced the low percentage parental involvement in the development of students' academic achievement.

Conclusions

The researcher has reached the following conclusion after scrutinising the above findings, with regard to the contributions of parents in improving their students' educational uplifting, and the contributions made in connection with school activities.

- Parental contributions to the provision of physical facilities for students to study at home, creating a peaceful environment, providing physical and mental health, supplying appropriate guidance and arranging extra classes were found inadequate.
- Increased parental involvement in safety and hygienic aspects in school activities to improve students' academic achievement, participation in co-curricular activities, co-operation with attendance committee, co-operation in conducting extra classes, participation in counselling and guidance meetings for subjects, provision of human resources and provision of physical assistance were found at a low level.
- The socio-economic and cultural factors of the area were the reasons for the low level of parental involvement in improving the education of students. Further especially, the low income of the people, demand of employment, the level of education and rural culture was also one of the reasons.

Suggestions

The following strategies were proposed to increase parental involvement and contribution in improving students' education.

- Strengthening parent-school relationship.
The school should handle the steps to bring the community into the school while it goes into the community. The school should organize social events and implement school activities with parental participation.
- Establishing a committee consisting of school management and parents.
In addition to the existing school development committee, a committee must be established to enhance the students' education. This committee should engage in effective discussions to create a conducive environment for students to learn at home and increase parental involvement and participation in school activities.

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Identify reasons for passive behaviour of Asian students during collaborative work

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Abstract

The focus of this study was to empower the students, by playing an active role in their learning process in education. Collaborative learning can be portrayed as one such active learning method that empowers students to acquire knowledge and skills. However, the general perception of Asian students has been that their learning behaviour has been passive when they engage in their studies. The root causes of passive behaviour are still ongoing research in the Asian context. Further, there is a lack of studies conducted to explore whether belonging to a post-colonial community affects the passive behaviour of Asian students. This paper aimed to identify the reasons for passive collaboration amongst Asian students who belonged to a post-colonial community. This case study was conducted in a Sri Lankan Higher Education Institute (HEI) with the participation of 48 undergraduates. A mixed-methods approach was employed in collecting and analysing data. This study used the interpretive paradigm to explore the problem through the lenses of students. We followed the ethics guidelines provided by the British Educational Research Association to plan and conduct the study. The findings indicated the root cause of the problem is the difference between the teaching and learning styles in schools and higher education. Another finding was that belonging to a post-colonial community impacts students' participation in collaborative work. This study has been able to emphasize the significance of bridging the gap between the school and higher education system to mitigate the passive collaboration among Asian students. This study is timely because addressing the identified reasons help in order to develop active learning styles within post-colonial Asian students. As future work, we suggest expanding this study to other post-colonial Asian contexts with the purpose of exploring the area of study in greater depth.

Keywords: *Passive Collaboration, Post-colonial, Collaborative Learning, Group Work, Asian Students, Sri Lanka*

Introduction/Background

Social constructivism theory is that learning outcomes can be obtained using interactions among learners or learners and teachers through negotiations, arguments, discussions or collaborations (Ruey, 2010; Ernest, 2010). The growth of learning from lower end to upper end achieved through peers' and teachers' experiences, knowledge, and skills is known as the Zone of Proximal Development (Vygotsky, 1987). Learners thus develop their knowledge through interactions and think independently using socially constructed learning (Huang, 2002; Ruey, 2010). This envisages that social constructivism can create opportunities to share the knowledge of experienced learners with inexperienced learners through collaborative learning. Accordingly, social constructivism supports student learning through collaboration (Huang, 2002).

However, it has been observed that collaboration among Asian learners is comparatively lower than other students (Saito and Atencio, 2013; Jin, 2014). Jin (2014) commented that Asian learners were reluctant in expressing their ideas and opinions to the class. It may be because they felt that it was challenging to initiate communication, or they may get embarrassed in front of the class for any fault. Hesitance in expressing ideas to an audience shows the Asian learners' lack of interest in collaborative learning. Further, this may occur when the learners feel passive and uncomfortable in their discourse during the group discussions. A study conducted by Li (2004) found that the Asian cultured learners believed collaborative classroom learning as an unplanned, imprudent and unproductive learning approach. These learners might have felt that because when discussing various ideas, invalid and useless facts are also generated. However, they do not feel that these invalid ideas can lead them to analyse and complete a task with better quality critically. Further, Asian learners learn through definitive examples, which results in a lack of creativity and critical thinking (Wong, 2004). Another statement was that Asian learners experience teacher-centred learning, and they had fewer chances to share and discuss their ideas in the class (Koul and Fisher, 2005; Wang, 2012). Therefore, Asian learners are concerned only with acquiring knowledge and does not believe that knowledge can be discovered through collaboration. Ultimately, this leads them to reproduce the knowledge taught by the teachers without being creative and practical. Eventually, Asian learners only want to learn what is taught by the teacher and not to involve in collaborative learning and share their ideas with others (Campbell and Li, 2008).

Objective

There is a gap in knowledge regarding the root causes of Asian students' passive participation in group-based work. Most of the Asian communities belong to post-colonial communities. Post-colonial communities have different characteristics in their culture and behaviour. These characteristics can be identified as power differences and ambiguous communication (Gupta, 2006; Viruru, 2005). Power differences can split communities into high and low levels based on how powerful they are in society. For example, there is a power difference between a teacher and students. Ambiguous communication is that the people are reluctant to share their true feelings thinking it could harm or offend others. There is a lack of studies conducted in a post-colonial community to explore whether there is an influence in the cultural practices with passive participation in collaborative work. This gap in knowledge highlights a concern about whether such communities can directly adopt Western theories like Social Constructivism into their context. This study used post-colonial studies theory and Vygotsky's Social Constructivism as the theoretical framework. The study aimed to explore the reasons for the passive participation of the study participants in collaborative work.

Research Design and Methods

This study was conducted as a case study in the Sri Lankan context. As the research design, fieldwork was done with the participation of 48 first-year undergraduate students. The ontology perspective of the study was to disclose students' views and actions when they participate in collaborative work. Therefore, this study was framed within the interpretive paradigm. The phenomenon of the study was explored through the lenses of the study participants, and the researcher interpreted them. The reality of the problem studied in this research was based on considering on how Sri Lankan undergraduate students participated in a given collaborative work and their perceptions about this experience in working as a group. Ethical approval from one UK university and a Sri Lankan higher education institute was obtained to conduct the study. In addition, ethical guidelines developed by the British Educational Research Association (2018) were used to plan and deliver this study.

The fieldwork used a questionnaire, observations and interviews to gather data. The chosen sample was a non-probability sample. Thereby, it will aid to minimize the data biases using both quantitative and qualitative data to achieve the aim posed in this study. The questionnaire comprised Likert scale questions, and the interviews were semi-structured. To analyse quantitative data, descriptive statistics were used. To analyse qualitative data, the

study used thematic analysis (Braun et al., 2019). Results of the questionnaire and interview and observation data findings were beneficial to triangulate the findings and give credibility for them.

Results

The questionnaire focused on identifying students' perceptions of collaborative learning they have experienced in their courses. The study participants (44%) mentioned that they lack the confidence to initiate a discussion. The study participants (40%) also mentioned that they worry about making mistakes during collaborative work. 63% ratings indicated that students doubted group members' time management. 56% of students believed that group members are not planned. 42% of students disliked collaborative work since individual contributions are not assessed in group work.

The above data indicated that students had concerns related to participating in group-based activities. Interview and observation data were collected to interpret the students' views and experiences about collaborative learning and their contribution to group activities. Using the findings of the interview data, this study was able to conduct an in-depth analysis of students' participation in collaborative activities.

Findings

Based on thematic analysis, five themes were identified.

1. Attitude towards collaborative work

Students shared different opinions on collaborative work. One said that "collaborative work has given the best idea or how to choose the team leader". Other students stated that "they did not have much experience with [collaborative work]. They have found it difficult to adopt and change the environment".

2. Activity type

During the interviews, it was clear that students had different preferences for group activities. One student expressed that he was interested in the given activity as it was something he was fond of engaging.

The above statement has been collected and observed during the /while conducting observations. That was, during a group activity, members picked tasks they were familiar to do. If you were not familiar, then they did not contribute.

In addition to that, a student said, "Activities are not up to the standard of the university sometimes. Some are giving very hard work. Some are giving low work".

The observations indicated that students were not informed how to achieve the learning objectives through collaborative work during the lecture. This led students not to have a clear idea about the activity and its relationship with the learning objectives.

3. Planning and coordination

During the interviews with the study participants, the study participants shared how they planned and coordinated collaborative work. One such approach was allocating individual tasks to the group members. After completing the individual task, they combined them. The observations indicated that there were no discussions between the group members when they finalise the work.

4. Group member

Students shared negative experiences they had with the group members. One experience was, "Some people behaved like team members at the end of the project." As per the comment of the student, they did not agree with such behaviour. But they never complained to their lecturers. One student said: "As friends, you cannot tell who is not contributing, and we cannot report them to the lecturer".

During the observation, it was seen that a common mark was given for the group members irrespective of their participation. Students who worked hard disliked it, but they never complained.

5. Limitation

Personal limitations of the students were mainly lack of confidence, English language barrier or not being comfortable working with the opposite gender. A student said, "We have never worked with boys in school. So, it is something we feel different in many cases". Other students said, "I am silent, I am shy, and I am afraid to express my ideas. I know the correct answer, but I cannot express it."

The observations indicated that two students had difficulties working with their opposite gender. However, the observations highlighted those students did not have a language barrier. It was mainly they lacked the confidence to share their ideas with others. They were hesitant to engage in discussions thinking they would do mistakes.

The above were the results and findings of this study.

Discussion

Our exploration emphasised that many students have never worked in a group before or lacked the skills to work with others. We believe that this was because, in their school education, they did not experience collaborative work. When they entered higher education, they needed to work actively, such as in group activities. During school education, students learnt in a competitive environment. They tried to achieve their performances. Further, education in schools is limited to a teacher-centred approach. Therefore, teachers provided the knowledge and resources where the students learnt as rote learners. There was no active engagement during school education while they learnt individually. However, students exposed to individual learning can find it challenging to engage in active learning methods such as collaborative learning in higher education.

Based on the findings, it was identified that cultural and social practices in the Sri Lankan community have impacted students' participation in collaborative work. Students belonging to different cultures can affect their participation in group-based activities (Pineda, Barger and Lerner, 2009). The study participants showed that they have a distant relationship with the teachers and their peers. The power difference in a post-colonial community was clearly shown among these students. The social ranking between the students and the teacher is the main reason for this behaviour (Viruru, 2005; Gupta, 2006).

Further, between peers, the students did not share their true feelings. This indicated the ambiguous communication in the post-colonial communities. Due to this, when group members were not working, they did not complain even though they had negative feelings of passive behaviour.

The study's findings highlighted that being unfamiliar with collaborative work and a deeply rooted cultural and social mindset have influenced students to become passive contributors during collaborative work. Therefore, before applying Western theories like Social Constructivism into communities like Sri Lanka, it is important to address the root causes of passive participation of the students.

Limitations and Future Research

One of the limitations was that we the researchers chose a non-probability sample which has been defined as a biased sample. Therefore, this study cannot be generalised to all Asian studies. Due to time and financial limitations of the researchers the number of students were limited to work with 48 students. Therefore, our sample size has been relatively low, which is another limitation of this study.

Based on these limitations, we suggest the provisions for future research. They are to replicate this study with a longitudinal and larger sample. Further, we suggest conducting this study in another Asian country.

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The importance of peace education as a theory of transformative learning

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Abstract

Peace education has a long history when the culture of living peacefully is passed down through generations. When the divide began to reason with religious and philosophical traditions, peace became an essential requirement of education. The modern form of peace education began with the end of the First World War and the peace education curriculum has been expanded, including social cohesion, social justice, and harmony. Peace education should be empowered to transform the society from a culture of war and violence to a culture of peace and nonviolence. Further, peace curricula deliver the knowledge based on skills, attitudes, and values to transform people's behaviors and mindsets from exacerbated violence. Transformative learning is the process of changing people's attitudes, behaviors, and mindsets. It is also essential to get to know the new ideas and concepts of the people.

This article intended to explore the importance of peace education as a transformative learning theory. The paper aimed to contribute to the wider debate on a complex role in the transformative learning theory of peace education. Further this article began with an overview of transformative learning theory and the indicated transformation is an important element to transform the society from a culture of war and violence into a culture of peace and nonviolence. For this research, the researcher has used content research analysis. The results were discussed with a view of establishing research questions.

The research was described under the two main research questions: Is peace education a transformative learning theory? And what is the importance of peace education as a transformative learning theory? The research findings were proofed under three main factors which were the religious evidence on peace education as a transformative learning theory, the historical evidence on peace education as a transformative learning theory, and the value of peace education as transformative learning. The researcher found that peace education is very important as a transformative learning theory on establishing global peace.

Keywords: *Peace Education, Transformative Learning Theory, Violence, The Culture of Peace, The Culture of War*

Introduction/Background

Peace education can be named as education for a culture of peace. A culture of peace might get divided itself into negative and positive peace. Negative peace means the absence of war and positive peace could be defined as enduring peace.

Peace education is a basic requirement of modern society. The ultimate goal of peace education is the formation of responsible, committed, and caring citizens who have integrated the values into everyday life and acquired the skills to advocate for them (Snauwaert, 2012). At present, many social conflicts are awaking in most countries in the world. Social conflicts are the struggle for agency or power in society. Social conflict occurred when two or more people oppose each other in social interaction, each exerted social power with reciprocity in an effort to achieve incompatible goals whilst preventing the other from attaining their own.

According to John Dewey, education referred to the process of facilitating the learning of the knowledge, skills, value, beliefs, and habits of a group of people, through narration, discussion, training, and research. However, peace education can also be explained as negative and positive peace. Peace education develops people's skills, attitudes, and behaviors to understand the desire for peace. Therefore, peace education should be included in the curricula of schools and higher educational institutes. The social conflicts that arise encompass religion, nationality, language, color, race, politics, and economic divide. Peace education should teach people to trust and respect others' cultural aspects and it may transform violence into nonviolence.

Peace education cannot be separated from transformative learning since transformative learning has been applied in different peaceful educational contexts such as tolerance, empathy, social cohesion, cultural adaptation, and intercultural awareness extensively. Transformative learning is rooted in the way human beings communicate and is a common learning experience not exclusively with significant personal transformation (Mezirow, 1997). At the personal or internal level John Paul Lederach (2013) explained in his first book: *Preparing for Peace* that the recognition of feeling such as fear, anger, grief, and bitterness on the part of the parties in conflict will help to understand grow and commit to change. These emotions must be dealt with for effective conflict transformation of structures, structural changes, in turn, facilitate personal transformation (Castor & Galance, 2008).

Research Question

1. Is peace education a transformative learning theory?
2. What is the importance of peace education as a transformative learning theory?

Research objectives

1. To analysis peace education as a transformative learning theory
2. To analyze the importance of peace education as a transformative learning theory

Research Design

The current study was designed by using content analysis research methods. The content of the research analysis can be defined as the way of data collected from the interview, field research, note, discussion, conversation, book, easy, newspaper headlines, and historical documents. The research argued two research questions and the data analysis under three main points which were the religious evidence on peace education as a transformative learning theory, historical evidence on peace education as a transformative learning theory, and the value of peace education as transformative learning. The data was collected by referring to research articles, journal articles, and books about peace education and transformative learning theory critically. The data was coded manually according to factors.

Result

The results focused on the importance of peace education as a transformative learning theory. According to the findings, the data was described under the three main factors.

The religious evidence on peace education as a transformative learning theory

The responsibility of religious leaders is to develop certain common values such as truth, love, compassion, nonviolence through religion among the people. They teach from their philosophy how to transform violence into nonviolence. "Judaism enjoys prominence not merely as a world religion in its own right, and arguably the most ancient monotheistic religion in the world, but also as a predecessor faith for Christianity and Islam. Much of the contribution of Judaism towards theorizing on peace came from the idea of an absolute deity, and the consequential need for radical ethical commitment. The Tanakh (Hebrew Scriptures), the Torah (Law) have described peace as an ultimate goal and a divine gift," (James Page).

Hinduism depends on the Vedas, the Upanishads, and Bagawath Geetha. "A further element within Hinduism relevant to a peace theory is the notion of the family of humankind, and accordingly, there is a strong element of tolerance within Hinduism, in that the religion tolerates and indeed envelopes a range of seemingly conflicting beliefs. Hinduism also regards ahimsa, strictly speaking, the ethic of doing no harm towards others, and by extension compassion to all living things, as a virtue, and this virtue became central to the Gandhian philosophy of nonviolence" (James Page). The ultimate goal of Hindu spirituality is to gain a vision of unity that is non-discriminatory, where every kind of life form is important. This vision of interconnectedness fosters a deep respect for one another and a positive relationship between human beings and the natural world (Sundararajan, 2001).

The root of the word Islam is "silm", which means peace – peace with God and other human beings. The Muslim is one who submits to God's will. The objective of this submission is not so much with the personal salvation of the individual believer, but the successful execution of The Divine Plan and the implementation of a just and harmonious social order (Mahmood-Abedin, 2001). "Islam itself is a cognate word for peace, and Islamic teaching in the Qur'an extols forgiveness, reconciliation, and non-compulsion in matters of faith. Moreover, one of the Five Pillars of Islam, Zakat, is an important marker of social justice, emphasizing giving to the poor" (James Page).

Buddhism was taught by Lord Buddha and he preached to people to transform violence into non-violence. "There is no global solution even his led at anywhere in the Buddha's dispensation of Dhamma His followers practice nonviolence because it anchors them in alertness and compassion, expresses and reinforce their own mental purifications, builds identification with other beings human, animal, even seeds, and because it is their cherished realization: mind matters most: cultivation of love, peace and harmony is always the only Irrefutable doctrine less meaning that people can experience" (Fleischma 2002).

Jesus Christ taught the value of transforming violence into non-violence. "Jesus was expanding the meaning of the sixth commandment by reviling the spirit of the law against taking human life. Jesus showed that it's not just the physical act of murder that breaks the sixth amendment. Inner anger and hostility toward another human being also break this law" (Jone, 2014).

In the 20th century, the ethnic conflict transformed into religious conflict and the role of religion and priests were wider than teaching philosophy. They were expected to teach their religious points to transform people's behaviors from violence to nonviolence.

The historical evidence on peace education as a transformative learning theory

The interest in peace education started internationally from the 19th century. Comeniyau (1642-1964) is the first person who used peace education in Europe. In the 17th century famous educator named Czech explained that education could develop a way of peace.

In the 17th century, the philosophers like Immanuel Kant (1724), Jean Jacques Rousseau (1712) introduced a new era of democratic government which transformed humanity into autocratic rule. They did not name their philosophy as peace education or the transformative learning theory, but it emphasized that humanitarian concerns, liberty, equality, and social justice should receive by everybody.

Modern peace education was founded after the Napoleonic Wars in the 19th century and in the year 1912, the United States introduced peace education in schools. At the end of the Second World War, American and European peace education paid attention to prevent civil, domestic cultural and ethnic forms of violence in the twentieth century.

At the end of the twentieth century, a variation of this approach to peace education that is practiced in the United States and New Zealand, is violence prevention education that attempts to develop resilience skills in young people, so that they avoid drugs, sex, and violence in interpersonal relations (Harris 2008).

The value of peace education as a transformative learning

Peace education should be transformative. It can change people's skills, attitudes, and behaviors. At the present view of the world, it has become the culture of war and the peace should change their attitudes and behaviors to bring the culture of peace. The transformative characteristic of peace education is facilitative to people to change their minds. Education and individual transformation always take place in a larger systemic context. This is especially significant for those of us who are interested in preventing violence and playing a role in transforming oppressive social conditions that give rise to violence because it places the educator in a position that demands social action in addition to and as a part of the teaching role (Romano, 2014).

Peace education should have an effective training model to gain peace education abilities. Peace education should be included in school curricula and vocational training programs to disseminate peace education in society. This section has explained the necessity of a transformative model for peace education. There were four main models which were introduced by peace education specialists respectively the University of Peace, The Person Peace Centre, The Institute of Extra-Mural Studies, and The Transformative Model for peace education. The Transformative Model is the most effective model for the peace education program and it concerns the significance of transformative potential for peace education. This model has five dimensions as diversity, indigenous knowing, and participatory, globalized perspective. "This model bridges the divide between practice and an integral component of the transformative peace process (English 2008)

Significant social changes began with personal transformation. Cultures of peace and social justice are more likely to flourish when the potential of this holistic, and multidimensional form of learning is valued (Keran Margo, 2015). A human goal is the development of a reflective, critical and transformative praxis. Such praxis establishes a bridge between the false divides of the inner and the outer the principled and strategic and helps the peace builder/peace learner to see, imagine and construct the whole (Jenkins 2016).

The action towards transformation may include action against prejudice and the war system or action for social and economic justice. Paying attention to all these levels – the cognitive, affective and active – increases the possibility that the peace perspective or value that is being cultivated would be internalized (Castro, Galace, 2008). Peace education should be transformative and in the first phase peace education develops the knowledge behaviors that either created or exacerbated the violent conflict. The second phase expects this transformative by developing awareness and understanding, building concern. In the last phase, learners create conditions and systems that actualize nonviolence, justice, environmental care, and other peace values.

Conclusion

The main responsibility of peace education is from war orientation to peace orientation. To attend to the successes of peace education, it should have the transformative ability.

The results illustrated that transformative learning theory to lead gaining the peaceful educational goal. Through peace education teaching, people can improve their peace skills

and attitudes and it has facilitated changing their behaviors. The action towards transformation may include action against prejudice and the war system or action for social and economic justice. Paying attention to all these levels – the cognitive, affective and active – increases the possibility that the peace perspective or value that is being cultivated would be internalized (Castro, Galace, 2008). Peace education should be transformative and in the first phase peace education develops the knowledge behaviors that either created or exacerbated the violent conflict. The second phase expected this transformative by developing awareness and understanding, building concern. In the last phase, learners create conditions and systems that actualize nonviolence, justice, environmental care, and other peace values.

Further, the result showed that peace education has been a path to avoid conflict since the birth of Lord Buddha. This is especially significant for the educators who are interested in preventing violence and playing a role in transforming oppressive social conditions. Peace education trains and supports students in exploring how to more effectively analyze and respond to conflict and social inequality. Hence, peace education is very important as a transformative learning theory on establishing global peace. The foregoing discussion has shown that our spiritual and faith traditions can serve as resources for peace. We only need to rediscover the principles that they teach and recognize that they all have a common mission which is to seek peace and the wellbeing of all.

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Meeting competency requirements for school leadership through school based management in Sri Lanka: A case study on schools in the Jaffna District of Sri Lanka

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Abstract

An efficient education administrative system is a key factor for quality education outcomes. The Ministry of Education of Sri Lanka introduced two initiatives recently to ensure efficiency in the school management: Enhanced Programme for School Improvement (EPSI) an updated version of Programme for School Improvement (PSI) that led to the establishment of “balanced control model” of school-based management (SBM) in schools. The latter is National Competency Framework for School Leadership and Management (NCFSLM) which provides structured tools for evaluating the leadership and management competency of the principals. This multiple case study explores into the efficacy of SBM by identifying the impact and implications of its two strategies; devolution of authority for institutional autonomy and, participatory decision making, on the empowerment of school leadership in executing the managerial functions, in terms of their relevance to meet the requirements of the NCFSLM. Two schools from the Jaffna District, were purposively selected as maximum variation cases on the basis of School Educational Quality Index (SEQI) of the past three years. The interview data were thematically analyzed and corroborated with documentary survey. The school with high value of SEQI was found to be following SBM practices more formally where the principal, School Development Executive Committee (SDEC) and School Management Team (SMT) members were well informed about the administrative provisions of the EPSI and facilitating managerial functions to improve school outcomes. Participatory decision-making practices in SDEC and self-governance were more formal in the high performing school while the school with low SEQI was found to have these strategies at minimal level in SBM. Participatory decision-making and authority for self-governance were positively linked to the school managerial functions and the school quality outcomes. When managerial functions of the schools were facilitated by the SBM strategies, principals demonstrated high competency in their leadership and management to meet the requirements of NCFSLM.

Keywords: *School Based Management, National Competency Framework for School Leadership and Management, Participatory Decision Making, Education Decentralization*

Introduction/Background

Quality education is at the base of the development strategy and process of a country. It essentially needs an efficient and effective educational administrative system that ensures quality educational process.

Ministry of Education of Sri Lanka (MoESL) introduced two initiatives recently to facilitate and ensure efficiency in school management. One of these is the Enhanced Programme for School Improvement (EPSI) which is (MoESL, 2018a) an updated version of Programme for School Improvement (PSI) , that led to the establishment of a the “balanced control model” of school-based management (SBM) in schools. The other initiative is the National Competency Framework for School Leadership and Management (NCFSLM) which has been developed to empower the school leaders through the development of professional managerial competencies in managing schools (MoESL, 2018b). NCFSLM provides a structured tool for evaluating the leadership and management competency of the principals.

The literature on SBM is convincing that the roles and responsibilities of principals change under SBM (Caldwell, 2005; Gamage, 1993; Peiris, 2014). SBM systematically decentralizes the education management, by devolving a remarkable level of authority to the schools to make decisions on significant matters related to school operations within a centrally determined framework of goals, policies, curriculum, standards, and accountability Caldwell (2005).

In Sri Lanka, SBM policies and practices transfer significant decision-making authority to the managerial boards of the schools known as School Development Executive Committee (SDEC) and School Management Team (SMT).

The EPSI identifies and intends to enhance seven management functional areas in the school system: (1) School based planning, (2) Curricular implementation, (3) School based professional teacher development, (4) School based resource management, (5) Student admission and welfare (6) Community relationship, and communication (7) Accountability for quality education MoESL (2018a).

These seven managerial functions are identified in the NCFSLM under four leadership and managerial competency domains: (a) quality school governance, (b) positive learning environment, (c) quality learning outcomes, (d) effective school management (MoESL, 2018b).

Thus, both initiatives, SBM and NCFSLM are closely interrelated in terms of their policy objectives, area of implementation, the organizational setting and tasks and accountability requirements. The role and the implications of the two SBM strategies: devolution of authority and participatory management, in enhancing managerial functions of school principals for the demonstrating leadership and managerial competency to meet the requirements of NCFSLM has been an unexplored but an important area. This study attempts to fill this gap.

Objectives:

1. Identify the extent to which the participatory decision making in SDEC and SMT are involved in the managerial functions of schools.
2. Examine the impact of participatory decision making in SDEC and SMT on managerial functions of schools.
3. Identify the extent to which devolved authority for self-governance of schools is involved through SBM and the managerial functions of schools.
4. Examine the impact of devolution for self-governance of schools in SBM and the managerial functions of schools.

Research Design

The study was qualitative in design and used a multiple case-study approach. The cases were two schools from the Jaffna District, purposively selected as maximum variation cases based on their performance, evaluated by the School Educational Quality Index (SEQI) of the past three years. Zonal Department Monitoring Panel summary reports for three years (2018, 2019, and 2020) were used to select the two cases:

- 1) Case A: a high performing school, as identified by the SEQI over 80%, characterised by strong principal leadership as well as strong, effective participation from stakeholders in SBM. A strong participatory managerial culture that promotes learning and teaching for the achievement of predetermined goals and objectives prevailing in this category of school. The principal of this school can be interpreted to have the “Expert Competence” by the NCFSLM.
- 2) Case B: a low performing school, with SEQI less than 55 %, characterised by weak principal leadership and low participation from stakeholders in SBM. The managerial

culture found in this school lead to perfunctory engagement of stakeholders. Leadership of this school can be interpreted to have the “Beginning Competence” by the NCFSLM.

Materials and Method

Data were collected using in-depth interviews with the school principals and semi-structured interviews with two important office bearers of the SDECs of both schools: the treasurer and the secretary of the SDEC. In order to corroborate the interview data, the documents of the schools related to the implementation of SBM were reviewed.

The transcribed interview data were thematically analyzed as it was suitable for description of the cases. Thematic analysis provides in-depth and rich description of data with the possibility for comparison and contrasting across data sets and allows for interpretations of social perspectives (Braun & Clark, 2006).

Findings

The following themes emerged on participatory decision making from the analysis of data: (a) demonstration of franchise by all members (b) transparency of matters (c) equality in expression (d) participation, and (e) realization of collective rights and responsibilities.

The school A, had the practice of nominating and appointing the SDEC committee members through an election held in the annual general meetings. The SDEC promoted the practice of open discussion on appropriate managerial issues and resolved them with consent of all members. SDEC provided equal opportunity for all members to express their opinions and suggestions regarding the managerial issues at the meetings. All members of the SDEC and SMT participated in the meetings and discussions for making decisions of school programme. The principal perceived that both committees had well realized about the rights and responsibilities in participatory decision making. These perceptions of the principal of School A indicates that it follows a highly formal participatory managerial approach in the two school boards.

School B also had the practice of appointing the SDEC committee members through an election held in the annual general meetings. Equal opportunity was given for all members to express their opinions and suggestions at the time when new proposals were taken for discussion. The principal usually announced the new initiatives to the members informally and secured their support before the meetings. The participation of members in meetings and

discussions for crucial decisions was critically low. The members of SDEC and SMT did not satisfactorily realize their rights and responsibilities in making collective decisions in school management. These perceptions of the principal of School-B indicates that School B follows a minimal participatory managerial approach in the two school boards.

Thus, there were some observable differences in the participatory decision-making practices between both schools. School A was identified to have stronger participatory decision-making practices in the execution of managerial functions.

Themes emerged on devolution for self-governance from the analysis of data are: (a) institutional autonomy (b) relevance to school context (c) facilitation (d) adequacy, and (e) capacitation.

The Principal of the School A perceived that authority devolved to SDEC was enough for schools to manage themselves as almost autonomous institutions. The authority provided to SDEC and SMT were suitable for execution of the managerial tasks of the school programme. The principal was facilitated in implementation of the managerial functions according to the priorities of the school. The authority provisions of the PSI and EPSI circulars were adequate for SDEC to engage in new initiatives identified for the development of the school. The SDEC and SMT capacitate the school leadership to execute the school programme.

The Principal of the School B contended that authority devolved to SDEC was enough for the school to self-manage as almost an autonomous institution. He indicated that the external community representatives of the SDCE lacked knowledge of the PSI and EPSI administrative provisions. The principal perceived that he was minimally facilitated in the implementation of the managerial functions by the devolved authorities of SDEC and SMT. These perceptions of the Principal of School B indicate that devolved authority to SDEC and SMT is minimally relevant and facilitating the principal in performing the managerial tasks.

Consistent with previous studies, (Kasthuriarachchi, 2017) only a small proportion of external committee members could provide effective inputs to the planning of the school programs. The authority granted to the SDEC and SMT were insufficient to prioritize the specific needs of the schools. The plans and projects had to be approved by the Zonal Director or higher authorities depending on the total estimated cost. The authority granted to SDEC and SMT lacked suitability for preparing the school plans as the schools' social

background and community priorities broadly differed while PSI and EPSI circulars provided the same regulations invariably to all schools.

The principals of the two case schools had mixed perceptions of the efficacy of participatory management in the curriculum implementation process at schools. The SDEC of both schools provided good support for co-curricular and extracurricular activities. Both schools experienced some frictions between the teachers and parents when the parents intervene in teaching and evaluation process of teachers. Studies in other countries also revealed similar experiences at school level (Botha, 2006). A majority of the teachers did not like to involve the external community into the classroom practices. The authority granted to SDEC and SMT was not sufficient to involve into the curriculum implementation and the SDEC could play only a supportive role.

The principals of both schools remarked that SDEC's role in the identification of needs and designing of professional development activities of teachers was not practically relevant. School A Principal remarked "*the SDEC members do not have the expert knowledge to organize workshops to train teachers. They can only provide their support by approving the proposals.*"

The resource management through SDEC and SMT is relevant in the school managerial practices. The PSI provisions (MoESL,7/2013) regulate procurement of resources through decisions made in the SDEC. The principals of both case schools agreed that SDEC and SMT provided good facilitation in handling the funds of the school that the authority granted to the SDEC is adequate and suitable for self-fund generation and to meet the needs of their schools.

SDEC and SMT provided relevant sources for establishing and maintaining relationship with school community because they could facilitate the communication with the external community. SMT promoted delegation within the school and represented the internal teachers' community. The SDEC of School A was satisfactorily easing the communication, both way between the school and the outside community members.

Managing student population and providing necessary welfare services has been identified as an important management area in PSI. Planning and organizing student welfare activities through SDEC and SMT are practically relevant and facilitating the management activities of principals.

The role of SDEC and SMT in monitoring the overall school activities and the evaluation of teaching learning process was crucial in the School A and it was weak in the School B. The participation of SDEC members in evaluation meetings was very poor in the School B.

The participatory approach in the SDEC and SMT is neither relevant for augmenting the leadership to meet the accountability requirements nor provide an impactful facilitation. The EPSI circulars provide very low and limited authorities to the SDEC, which is not adequate to ensure the quality standards through direct interventions in the school management.

Conclusion

The two school cases have many differences in the SBM practices. The school with high value of SEQI was found to be following SBM practices more formally where the principal and SDEC and SMT members were well informed about the administrative provisions of the EPSI circulars. The SDEC and SMT of the high performing school were positively involving in contributing to the managerial functions to improve the school quality outcomes. The participatory decision-making practices in SDEC and SMT were more formal in the high performing school. The school with self-governance was more significant in high performing while the school with low SEQI was found to have minimal participatory management practices and school self-governance in SBM. These evidence found in the cases lead to the conclusion that the two strategic bases of SBM: the participatory decision-making and authority for self-governance are positively linked to the school managerial functions and the school quality. The managerial functions of the school leadership are evidently facilitated by the SBM strategies that empower principals to demonstrate high competency in their leadership and management of their school programme, to meet the requirements of the NCFSLM.

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Deviation as self-assertion: A study on ‘heteronormativity’ through *Amulet* by Punyakante Wijenaikē

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Abstract

In Amulet, Wijenaikē utilizes deviancy as a tool to disrupt and complicate heteronormativity which gives man a stronger subject position allowing him to make woman his ‘Other’. It is the patriarchal tradition of heterosexuality which sustains male dominance. Heteronormativity is a social construct that affects many aspects of life including gender and sexuality. Compulsory heterosexuality, on the other hand, is seen as morally appropriate and natural since it leads to patrilineal kinship structures or ideological discourse that emphasizes the primacy of the nuclear family. In Amulet, Wijenaikē uses deviancy to criticize heteronormativity allowing women to break away from the confines of gender and sex-based oppression. Having taken deviancy as an alternative norm of sexual behaviour, the female protagonists attempt to challenge patriarchal ideologies, for which heteronormativity provides a basis. The protagonist in Amulet challenges the power-hierarchical social relationships to reclaim women’s agency and rewrite kin relations in a uniquely Sri Lankan context. A content analysis of data from the novel and the secondary literary sources was conducted in order to achieve the objectives of the research. Using deviance as a strategy, this paper demonstrates how Wijenaikē demolishes the oedipal nuclear family along with the imposed rules of exogamy and compulsory heteronormativity that lead to kinship structures. The results show that Wijenaikē’s women protagonists in Amulet attempt to deconstruct kin relations so that women may rewrite gender-biased hierarchical social relationships.

Keyword:; *Deviance, Heteronormativity, Patriarchy, Kin Relations, Women*

Introduction/Background

Punyakante Wijenaike lays the foundation of the first wave of Sri Lankan novels written in English with her outstanding analysis and portrayal of the female potential within a household in her novels *Giraya* and *Amulet*. For this view, Wijenaike ascribes the voice borrowed from patriarchy, with which she manipulates her heroines towards employing the themes of woman-property relationship, women's dependency on men, and female's association with madness. Gender roles evolved drastically during the contemporary era in Sri Lanka have been captured by Wijenaike depicting the vast social transformation incurred shaping Sri Lanka's indigenous and subsistent socio-economic core towards a market-oriented economy at the periphery.

The nucleus of women subjectivities is initiated and nourished within the household and most specifically within the family. As my discussion and analysis apprehended, women in Sri Lankan context interplay a dramatic role within the family entity that nourished feminine subjectivities in newer directions. *Amulet* and the cast of the novel specifically the heroines challenged existing restrictions imposed on women by patriarchy with specific strategies. The attempts of women in *Amulet* negotiated a newer dimension or demand, a reversed modification to kinship structures as they modified traditional structures of the household by transforming Sri Lankan Kinship patterns while challenging and evolving perceptions of the members operating across family, class and caste structures.

In *Amulet*, Wijenaike challenges and inverts two paired patriarchal ideologies by converting the brother-sister (kin) relation into the husband-wife relation. The family structure in *Amulet* challenges Lévi-Strauss' kin patterns and Anula's embrace of the incest taboo challenges woman-property relations. By appropriating incest as an alternative form of sexuality that may conceivably be better than heteronormative marriage, Wijenaike rewrites Lévi-Strauss' concept of kin relations in the Sri Lankan context while challenging the gender power hierarchies.

The women characters challenged the existing superior-subordinate structures by creating a 'stronger family bond' that was directed and utilized towards empowering the family as economically strong and sustainable. These subjectivities established an authentic subversion of 'traffic in women' discourse in the west. This was done by allowing her female characters to 'liberate themselves from patriarchal power structures and by creating space and

opportunity for them to flourish in society with dignity. Wijenaiké's characters step across family, society, business, religion and even larger constructs of the society with an empowered capacity amalgamated with determination. For example, the woman protagonist Kamini in *Giraya* reverses the traffic in women theory, her bid to earn money demolishes the ideology of women's dependent relationships with men and her yearning to earn money reverses the ideologies of the nuclear family. On the other hand, Wijenaiké portrays the character of Manisha as transcending the womanhood that was within the feudal system. Creating a passage for women to liberate themselves, Wijenaiké allows these characters to challenge the heteronormative ideologies of patriarchy by experimenting with alternative forms of sexuality. Bringing forth the identity of Anula, Wijenaiké explores through her characters the ability and potential of Sri Lankan women to evolve across dynamic socio-economic conditions.

Deviation as Self-assertion

The preceding theorizations of the relationships between compulsory heterosexuality and the fantasies in reaction to it provide a backdrop to the emergence of deviance in *Amulet* as a strategy that demystifies patriarchal ideologies. Although deviance is considered amoral, Wijenaiké softens it in the context of the novel to embrace 'alternative' sexualities and practices that may, in the right context, become accepted. Such an acceptance of deviancy in this context provides Wijenaiké with substantial reasoning to challenge fictive patriarchal norms and male dominance over women.

Especially in relation to *Amulet*, we can see how Nonchi is subjected to servitude but also revolts subsequently. She begins servitude by being a servant in an elite family. However, it is actually there her subjectivity begins. In *Amulet*, Nonchi makes a heroic attempt to dismantle the oppressive household structures imposed by heterosexuality when she influences Senani and Anula to engage in incest.

Heterosexual "identities within the broader context of heterosexual hegemony" (Namaste, 1994, p. 228) clearly favour men and demean women by ascribing some special power to the former that can be used to overpower the latter. Wijenaiké sets heteronormativity and deviance, i.e., the incest taboo, side by side and lets Anula and Senani "break apart [this heteronormative] matrix that structures heterosexual identity" (Dinshaw, 1994, p. 209) to challenge kinship patterns and woman-property relations. By indulging in the so-called deviant sexual relations of the incest taboo, Anula "deconstruct[s] the patriarchal, oedipal

nuclear family” (Mager, 1985, p. 42). In *Amulet*, Anula’s naysaying to heteronormativity is best expressed in her records of indulgence in the incest taboo with her brother, as recorded in her diary.

Anula demolishes the oedipal nuclear family that provides a tangible base for male authority and “extended kin networks” (Ferguson, 1981, p. 167). Wijenaikē creates an ‘eccentric’ nucleus of family that goes against the laws of kin relations, which prohibit incestuous relations and marriage between siblings. With this subversion, Anula demolishes the myth of kinship relations, forming hierarchical power relations that allow men to reduce women to an exchangeable commodity in the marriage market. Senani’s and Anula’s indulgence in the incest taboo drastically affects the whole gamut of kin relations, as when the brother-sister relationship changes to a husband-wife relationship, it shakes the very ideological base of the kin relations.

Patriarchal power relations are generated from kin relations which are based on marriage. Heteronormativity and the incest taboo are the two bases upon which women’s dependency relations are formed in the marriage institution and household. Patriarchal marriage is a ‘transaction’ in which women are exchanged between two parties of men “just as they exchange of other items of value” (Kortmulder, 1968, p. 439). For example, the mechanism by which this is practised is known as “reciprocal gift-giving”, in which “women must be considered as a scarce commodity” (Lévi-Strauss, qtd. in Kortmulder, 1968, pp. 439-440). In *Amulet*, although Anula is not married according to kin relations, she still serves as the object of this patriarchal trade by indulging in the incest taboo. Anula’s transformation into a property of man is elaborated in her yearning to remain in an incestuous relationship with her brother as master and mistress:

This incestuous relationship between the siblings does not give rise to the symbolic exchange of a woman between two men in marriage, as Lévi-Strauss documents. Rather, Anula’s indulgence in the incest taboo with her brother disrupts the gift-giving system in marriage because “the incest taboo regulates the interaction of the nuclear and more immediate family members” (Leavitt, 1989, p. 117). Her idealization of a ‘respectable number’ of the family – where she imagines her parents and her brother and herself as a virtuous whole family – transgresses the ideal nuclear family concept.

The means of resistance to patriarchal ideology are further materialized when Wijenaïke rewrites the Western Gothic trope in a newer, indigenous Sri Lankan context. Gothic literature disputes established conventions “about the relationship of the self to Other, about good and evil, masculine and feminine, and cause and effect” (Day, qtd. in Wurst, 1977, p. 12).

In addition to using Gothic tropes to challenge phallic power, Wijenaïke offers a dimension to her local critique by turning to a Sri Lankan rewriting of a familiar Western motif: that of ‘the mad woman in the attic.’ Wijenaïke, in *Giraya*, incorporates a new version of the mad woman (in the attic). In *Amulet*, there are several mad women who are not actually mad but who appear to be mad because of the perennial male-dominated social structures that oppress and suppress women. These four women – Anula’s mother, Anula, Shyamali and Nonchi – are not necessarily mad, but they do challenge the existing patriarchal logics of the home.

In *Amulet*, Wijenaïke attacks the man-woman binary opposition, which oppresses women as a persistent yet unjust fact of heteronormativity, while attempting to incorporate Gothic elements in her deconstruction of gender. For instance, like the ghost in Hamlet, Anula’s spectre upsets the functions of the family. By depicting the ghostly Anula, as a “monstrous “non-woman” (Wurst, 1977, p. 18) risen from the dead as a kind of Gothic heroine in the Sri Lankan context, Wijenaïke disrupts the gendered power hierarchy within the household that causes the power-hierarchical gender binaries.

Using Anula’s incestuous spirit-companion, Wijenaïke challenges the patriarchal structures. Further, Shyamali has found a new weapon in life: incest, which she uses to threaten to dismantle the heterosexual order of the family structure. Incest is a form of ideological construction in that it forms pairs and maintains sexual behaviour and gender relations. Further, “Levi-Strauss claims that a biological theory of the incest taboo is impossible, because the taboo is mainly of cultural origin, apart from a quite negative “natural” basis” (Kortmulder, 1968, p. 439). Therefore, the incest taboo is culturally originated and has more detrimental effects on women than men; as such, it requires ideological sensitivity. Shyamali threatens to disorder heterosexual normativity when she plans to disclose her husband’s indulgence in the incest taboo with his own sister. As Wijenaïke sees it, the woman herself is the power behind her own life, which men have denied her. This identification of a woman’s power helps Shyamali to challenge the authority that her husband uses to dominate her. As

we have seen, Wijenaike uses patriarchal myths to empower women to challenge patriarchal authority, opening new vistas for women to consider themselves differently.

As represented in *Amulet*, deviance is not only an opposing (or abnormal) sexual proclivity but also a tool that may subvert phallic agency in favour of women's transformation.

Objectives

In this study, the researcher aimed to achieve the following results.

1. How women use deviance as a strategy of critiquing patriarchal power structures.
2. An understanding of the positioning of women in Sri Lankan fictions in English.
3. An understanding of the extent to which women have achieved their emancipation/agency/liberation.

Research Design and Methodology

This paper draws on Rubin's ideological interventions on the sex/gender distinction, in which she posits that "gender is a socially imposed division of the sexes" (Rubin, 1975, p.179). To address a woman as a symbolic object of exchange, the author refers to Rubin's work on the 'traffic in women'. Further, "the role of kinship, as a functional system, has disintegrated with its ideological role not operative anymore" (Thiruchandran, 2007, p. 105). For all of its disruption, this breakdown in kin relations "could [also] well be interpreted as a process of eliminating the [*sic*] single women's economic dependency on the kin group" (Thiruchandran, 2007, p. 105). Furthermore, Western concepts of kinship relations are challenged in *Amulet* in the specific situations depicted, whereby homosexuality is practised.

Rubin's critique of traditional kinship patterns, i.e., that "kinship systems do not merely encourage heterosexuality to the detriment of homosexuality" (Rubin, 1975, p. 180), at least partially endorses the notion that heterosexual norms have failed to account for the emergence of alternative gender and sexual practices. Indeed, heterosexual norms impose a binary in gender and sexuality upon a potentially much larger variety and range of kinship relations—a dichotomy that serves to perpetuate patriarchy. Women are thus disadvantaged, as they have no authority over the symbolic and social aspects of their sexuality and gender.

Conclusion

To conclude, Wijenaikē borrows the patriarchal voice and ascribes it to her fictional characters to address women's issues such as woman-property relations, dependency on men and women's association with madness. Moreover, with her knowledge of the British Anglophone literary tradition, Wijenaikē resituates the Western literary canon in the interest of Sri Lanka, initiating a unique Sri Lankan post/neo-colonial English literary genre.

Feminists rightly bracket phallic ideology as a myth in support of patriarchal dominance. Rubin's critique of traditional kinship patterns, i.e., that "kinship systems do not merely encourage heterosexuality to the detriment of homosexuality" (Rubin, 1975, p. 180), at least partially endorses the notion that heterosexual norms have failed to fully account for the emergence of alternative gender and sexual practices. Indeed, heterosexual norms impose a binary in gender and sexuality upon a potentially much larger variety and range of kinship relations – a dichotomy that serves to perpetuate patriarchy. Women are thus disadvantaged, as they have no authority over the symbolic and social aspects of their sexuality and gender. Furthermore, by way of indulging in incest as a taboo against heterosexuality, which validates patriarchy, women protagonists challenge Lévi-Strauss' 'dichotomy of nature and culture' model that forms gender hierarchies.

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Curriculum traditions and foundations of education reforms in Sri Lanka: From 1944 to 1981

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Abstract

With the arrival of the Portuguese in 1505, followed by the Dutch and the British respectively, education in Sri Lanka underwent dramatic changes both in the school curriculum and administration. The curriculum in an education system invariably conforms to the values of a certain curriculum tradition. The present study attempted to examine the curriculum traditions that had influenced education reforms from 1944 through 1972 to the White Paper in 1981. An education system that appears to be equitable may essentially be elitist. Yet the signs of democracy can still cloud this aspect of elitism. Therefore, it is imperative that the educationist identify the foundations which govern the policies of a given education system to perceive its implications. The main objective of the study was to determine how various traditions and philosophies had influenced the local education system from 1944 to 1981. This was historical research and as such the main method of data generation was through documents. A wide variety of documents ranging from archival records, policy papers through books and journal articles were used to collect data for the current study. After analyzing the documents, recurring themes were identified. The education reform strategies, as well as urgencies that called for such changes, were unearthed. Literal and interpretive reading of such themes set against the fundamental principles of these major curriculum traditions extending from essentialism to pragmatism revealed that education reforms in 1944 perpetuated the existing social order despite major efforts to democratize it in order to deliver an equitable provision of education. Polytechnicalism and pragmatism have mostly swayed over reforms in 1972 while 1981 reforms in Sri Lanka have been exponentially shaped by the rise of the neoliberal political, economic and cultural agendas of the then local situation in particular and the global environment in general.

Keywords: *Education Reforms, Curriculum Traditions, Neoliberalism*

Introduction/Background

With the arrival of Europeans (the Portuguese) in 1505, education in Sri Lanka underwent dramatic changes both in school administration and curriculum. While the Portuguese introduced various new features such as marking the attendance of students and the appointment of principals as well as paying salaries to them, they also included the teaching of the Bible, drama, singing and the teaching of Latin in schools. The Dutch, who followed the Portuguese, were more systematic in their approach to the natives. They did not suppress the use of the mother tongue of the child instead they encouraged it (Hewawsan, N. (2019). In 1831, a commission called the Colebrook Commission, which was appointed to advise the colonial government to reform the then education system, recommended that all state-conducted vernacular schools be converted into English medium schools (Jayasuriya, 1979). Moreover, the Colebrook Commission insisted that all schoolmasters should be fluent in English and a school fee must be levied from all students. This proposal is seen as a deliberate attempt to replace the vernacular with English as the medium of instruction in the country (Ruberu, 1962). Education in Sri Lanka mostly began to change with the introduction of Kannangara reforms in 1944. Reforms in 1944 are important in that they had a significant impact in transforming Sri Lankan society in many socio-economic aspects (Gunawardene, 2010). The current study attempted to determine the philosophical foundations of such reforms from 1944 through 1972 to the *White Paper* in 1981. In between these years, some minor reforms have been introduced. However, this study examined only the above-mentioned major education reforms.

Curriculum revisions in education in a given context are essentially influenced by major curriculum traditions. While the education system in China has been influenced by *Confucianism*, the curriculum tradition in France is known as encyclopedianism (McLean, 1995). Before the arrival of the Europeans, Sri Lanka's education system was primarily handled by the Buddhist priests in the South and by Brahmins in the North and the East. Each had their religious affiliations to the curriculum which was taught to their students. Teaching was in the hands of the clergy and learning for the most part was the responsibility of the clergy as well. Thus, it is evident that education was shaped by the philosophies and teachings of different religions.

Significance of the Study

It is important to examine whether Sri Lanka has learned adequately about the repercussions of certain reforms which were introduced to the education system from time to time. It is only through such realization that Sri Lanka can take the right decisions in mass reforms in education as envisaged by education experts today. This is particularly important at a time when major reforms are being prepared to be introduced to the system in 2024. Comparative educationists examine the major milestones in education systems around the world. In this process, they compare the education systems across the world with a view to understanding education processes in such countries (Jayaweera, 1979). This understanding not only allows them to learn from others but also enables them to present their policies to other contexts. This understanding helps one to model one's system on successful systems elsewhere in the world. When doing such implementations, it is important to study the history of one's system as well. It was in this sense that the present study became significant as it could trace the strengths and weaknesses of the educational changes which had been introduced to the education system in Sri Lanka hitherto.

Objectives of the Study

Based on the above understanding the following objectives were expected to be achieved.

Identify various education traditions and philosophies that influenced the local education system

Examine whether aspects of several traditions were merged in major education reforms in Sri Lanka

Analyze the contradictions of such incorporations of different traditions

Measure the sustainability of such education reforms

Literature Review

The Europeans introduced Greek, Latin and Hebrew as classical languages into the local curriculum. In addition to this, they started teacher training as well. Thus, education in Sri Lanka began to be shaped by the European traditions and philosophies of education over several hundreds of years until the free education movement gathered momentum in the early 1940s (Ruberu, 1962). These reforms and changes were followed by several other reforms from the 60s until today. While reforms introduced in 1944 made every effort to democratize

education, the curriculum largely conformed to the British essentialist tradition (Little, 2010). However, there were attempts to inject a local flavor to the curriculum by adding local vocational skills education under the Handessa school system (Medagama, 2014). Schemes of this nature have elements of polytechnicalism where local industries and skills supported through collectivism are encouraged. The students were expected to be productive and develop a sense of togetherness and collectivism. According to Shapovalenko (1963), the main aim of polytechnicalism is to use students' productive work correctly and every possible way to inculcate in the young people a love for the work for the common good (Shapovalenko, 1963). This element of polytechnicalism was much in progress as students were supposed to engage themselves in major *Shramadana* (labour-donating) campaigns during the early 70s. While 1972 reforms were both pragmatic and polytechnic, critics argue that reforms introduced under the *White Paper* in 1981 conformed to many aspects of the emerging new capitalism. (Manuratne, 2017).

Methodology

The present was a qualitative research study and the historical research design was used to conduct this research. A historical research approach was chosen as historical research methods and approaches could improve understanding of the most appropriate techniques to analyze data and in understanding traditions and philosophies in education systems, particularly in the past. Through historical research, one of the goals was to recover ideas and meanings of the past and they could, in turn, stimulate and contour the present and future. Historical research was undertaken to answer questions concerning causes, effects or trends relating to past events that might shed light on the present practices (Flick, 2019). Examining the history of pedagogical rationales gave an opportunity to reveal the momentous proportions of a past tradition that could inspire and encourage in all the present and future accomplishments. It was these concerns that led the researcher to select the historical research tradition in conducting this research. The main method of data collection for this study, therefore, was through documents. A variety of documents ranging from archival records through journal articles to books were used in order to generate data for the present study.

In analyzing data collected through documents for the present study, textual analysis i.e.: the analysis of words and phrases that were used in documents was used. Using this method recurrent main ideas (themes) were identified. The focus of this analysis also paid attention to the recurrence of various terms within the themes, which could be interpreted both implicitly

and explicitly. Literal and interpretive as well as reflexive reading of such themes set against the fundamental principles of major curriculum traditions extending from essentialism to pragmatism were employed. After analyzing the documents using the above techniques, recurring themes were identified. These techniques were very useful in unearthing the education reform strategies as well as urgencies that called for such changes from 1944 through 1972 to the *White Paper* in 1981.

Results and Discussion

Textual analysis of Kannagara reforms in 1944 shows that an education that was confined to a small section of affluent people was made available to the majority of people in using the two local languages as media of instruction. The inclusivity factor centres around most implementations such as education in the mother tongue from grade one to higher education and education for all concepts. Yet, curriculum and subject choice have remained the same. The study of a small number of subjects particularly at the university entrance level and subject streaming are major features of the British essentialist tradition. Furthermore, the local scholarship examination which was similar to the British 11+ examination at the time was to give a chance to students of low income (working-class families) to seek admission to a privileged school. Here they will have the opportunity to mix with sons and daughters of the rich privileged as well as the ruling class and eventually with academic excellence empower themselves to leave their origin (class). This concept aligns with Plato's concept that translates in the fact that occasionally working-class families are blessed with gifted children and it is the responsibility of the authorities to identify them (usually through competitive examinations) and remove them from their assigned class. This is yet another dominant feature of the tradition of essentialism.

It was the first time in the history of education in Sri Lanka that elements of pragmatism were introduced to the education system through the education reforms in 1972. Pragmatism fosters education for life and makes individuals socially efficient. 1972 reforms were to be characterized by a new methodology altogether. A unified and integrated approach to curriculum formulation was adopted. Knowledge should be as far as practicable, to be built around certain themes and interests drawn from the lives of pupils. The 1972 reforms gave priority to integrating a vocational component into general education by introducing Pre-vocational Studies. Vocational education at school was never a feature of the British essentialist tradition. Even locally Pre-vocational Studies were rejected by both students and

parents as they wanted to pursue other careers through school education. Furthermore, it was the first time that concepts such as learning by doing, experiential learning, play way method were introduced to teaching methodologies by identifying the teacher as a facilitator. Thus, the textual analysis of the 1972 reforms showed that the provision of education was restructured by incorporating pragmatic values into the curriculum while changing the names of key national examinations, an effort to erase the British influence on the local education scenario. Moreover, as highlighted in the literature review, local industries and skills supported through collectivism were encouraged through Pre-vocational subjects. The students were expected to be productive and develop a sense of togetherness and collectivism, a feature of the education tradition polytechnicalism, adopted by the former USSR.

The *White Paper* presented in 1981 immediately brought back the former British system of examination: i.e. GCE O/L and GCE A/L which was welcomed by parents, teachers and students alike. Although parents and students were unaware, the democratized essentialist tradition perpetuated the teaching of traditional academic subjects both at G.C.E. O/L and A/L after the implementation of the reforms in the *White Paper*. Reforms in 1981 did away with Pre-vocational Studies and introduced a new subject called Life Skills thus keeping vocational education in school education. This was a minimal effort to keep a pragmatic flavour in the reforms.

Devolution of power sways over many reforms presented through the *White Paper* and started with the cluster school system. Excluding unitary schools (today known as national schools), all the other schools were made to centre around Maha Vidyalyayas with more facilities and resources and they were expected to organize their management particularly sharing of resources rather than burdening the authorities. Another aspect of devolution of power is the establishment of the National Institute of Education (NIE). The NIE was entrusted with functions such as curriculum development, teacher education, training of education managers, evaluation and research which were earlier done by the Ministry of Education. Devolution of power can be seen as an element of neoliberalism.

The introduction of the Open University of Sri Lanka and North Colombo Medical College (private) proposed and established through the *White Paper* is yet another manifestation of neoliberal policies. The policies of neoliberalism typically support deregulation, privatization, and a reduction in government spending. It appears that when different curriculum traditions

merge in education reforms, the results yield conflicting outcomes placing the students in uncertainty and providing rival parties ample ground for criticism.

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Examining the teachers' perception of the school-based professional teacher development programs

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Abstract

As a participatory management process, Enhanced Program for School Improvement (EPSI) facilitates schools with a higher degree of independence in decision making. This program focuses on updating school staff regarding certain functions of the school by providing opportunity for personal development, and improving their skills to meet challenges by facilitating in their professional progress. This study examines the teacher perception of the contribution of School-Based Professional Teacher Development Programs (SBPTD) to the professional development of teachers. The study is based on a sequential explanatory mixed research method. The study was designed using the survey method and case study method and the sample was selected from the Matara Education Zone. Twenty-five schools were selected according to the school classification using stratified random sampling for the survey. Four schools of IAB, IC, Type 2, and Type 3, were selected for the case study using purposive sampling. Quantitative data were collected using a questionnaire with 250 teachers and qualitative data were collected through interviews and focused group discussions. Key findings of the study were; SBPTD programs have made minimal contribution to the development of the teaching profession. Teachers revealed the outdated nature and inefficiency of the program, negative attitudes of teachers, not using modern technical methods, lack of awareness regarding the programs and the management weaknesses of SBPTD programs as drawbacks of the program. Further, the failure of the programs to function continuously, systematically and uninterruptedly, the scarcity of resources and lack of sufficient financial aids, weaknesses in resource contribution, negative attitudes of principals and ignoring teachers' needs too were identified as drawbacks. Therefore, awareness programmes should be implemented with national-level planning to monitor the programme.

Keywords: *SBPTD, Teacher, Professional Development, Perception*

Introduction/Background

The teacher is not only a facilitator, but also a responsible leader of promoting the concept of sustainable education in the minds of students. It directs to develop psycho-social skills, intellectual process, critical thinking, communicative skills, collaborative skills and creative thinking. So the teacher plays a vital role to prepare the students face the future challenges of the world. There the teachers are enthusiastic and resourceful to address all learning styles and abilities of every student. Thus the teachers act as transformers to build the younger generation to the future world.

It is an essential need to inspire and empower the teachers to fulfill the needs of present and future school system. So the teacher training program makes the pathway to achieve the task of the school system. The School-Based Professional Teacher Development Programme has been introduced by the circular 10/2013 to enhance the quality of the teachers.

School-Based Teacher Development (SBTD) program commenced in 2005 under the Education Sector Development Framework and Program (ESDFP; 2012-2016) and SBTD programmes were introduced in every school in Sri Lanka. For efficient continuance, the Ministry of Education introduced School-Based Professional Teacher Development (SBPTD) in accordance with circular 45/2019.

Circular 10/2013 was focused on developing teachers to represent a replica of teachers with professional knowledge and applied honor to efficiently continue the SBTD program. This program created a generation of balanced personalities filled with creativity and soft skills suitable for changing world trends. SBPTD program is one step towards achieving the challenge of the continued development of the teaching process and it is a main feature of the annual school development plan (Ministry of Education, 2018).

SBPTD is considered the most effective continuous teacher training approach. The key characteristic of SBPTD is that it is organized at the school level. SBPTD is designed to make better use of local resources and respond to teachers' needs. There are several reasons highlighted in the literature as to why teacher development and support activities are most effective when it is school-based. Shrestha (2005)

1. Each school is unique with its own environment, resources, and aspirations;
2. Teachers' needs vary, requiring a unique mix of teacher development activities that are convenient and relevant to their needs;

3. Instructional improvement, particularly to improve student learning, could be enhanced by promoting effective interactions and teaching-learning strategies suitable to the learning styles and pace of students in the relevant school; and
4. Teacher development activities and support that are practical and relevant to the conditions of a school are likely to be fully implemented and sustained.

SBPTD can sometimes be extended to the cluster level, where SBPTD is organized with a number of schools coming together to form a cluster to share ideas on good practices. SBPTD offers teachers the opportunity to improve their own competencies continuously based on their daily teaching activities and experiences at the classroom level and through the sharing of ideas with their colleagues.

Research Objective

Examining the Teacher Perception on the Contribution of School-Based Professional Teacher Development Programs (SBPTD) for the Professional Development of the Teachers.

Research Design

The study was based on a sequential explanatory mixed research method. The survey method and case study method were designed to be used for the research related, to the Matara Education Zone containing a sample of 25 schools from 1AB, 1C, Type 2, and 3. This zone had 110 schools including 21 1AB schools, 27 1C schools, 32 schools of Type 2, and 30 schools from Type 3. The stratified random sampling method was used to select the sample as 5 schools of 1AB (19%) 6 schools from 1C (25%), 7 schools from Type 2 (29%), and 7 schools from Type 3 (27%). The sample of teachers consisted of 250 respondents, 127 teachers from 1AB schools (51%), 58 teachers from 1C schools (23%), 40 teachers from Type 2 schools (16%), and 25 teachers from Type 3 schools (10%) that were randomly selected. The questionnaires of teachers were used to collect data. Collected data were analyzed using descriptive-analytical methods, percentages, and SPSS software. According to the findings, four schools of 1AB, 1C, Type 2, and Type 3, were selected for the case study under purposive sampling. Qualitative data was collected through interviews and focused group discussions.

Findings

According to the teacher responses on the contribution made by the SBPTD programs to the professional development of teachers, the highest response was 43.6%, related to the development of the teachers' knowledge, skills, and attitudes. According to school classification, the teachers' responses were 37.8% of 1AB schools, 60.3% of 1C schools, 40% of Type 2 and Type 3 schools. 31.6% of responses were received regarding teacher personality development. When considering school types, the teachers' responses were 23.6% of 1AB schools, 31% of 1C schools, 35% of Type 2 schools, and 42.5% of Type 3 schools. 30.8% of responses were received regarding teacher role development. When the responses according to the type of schools were considered, the teachers' responses were 30.7% of 1AB schools, 50% of 1C schools, 15% of Type 2 schools, and 12% of Type 3 schools. 17.2% of teachers responded that the programme contributed to the success of the learning-teaching process, 8.4% of teachers responded that it contributed to improving the teacher performance. According to the interviews and focused group discussion, the majority of teachers responded that due to the existing shortcomings in the planning and implementation of SBPTD programs, the contribution of teachers to professional development was low. Considering the teacher responses; the lack of awareness of principals on SBPTD programs, difficulty in obtaining funding for programs, lack of physical resources in schools, difficulties in finding resource persons to conduct programs, and non-involvement of responsible officials in programs were revealed.

When considering teachers' responses on adapting SBPTD programs in which teachers were involved in their professional development, 28.8% of them revealed the outdated nature and inefficiency of the program, 25.2% revealed negative attitudes of teachers, 22.8% revealed not using modern technical methods, 18.8% pointed out the lack of awareness regarding the programs, 18% emphasized management weaknesses of SBPTD programs, 13.2% stated that the programs failed to continue systematically and uninterruptedly. 11.6% revealed the scarcity of resources and lack of sufficient financial aids while 11.2% revealed weaknesses in resource contribution, 3.2% revealed the negative attitudes of principals and 3.2% ignoring teachers' needs. The information revealed by the interviews and the focused group discussions in this regard can be stated as follows. Many programs are not timely and effective and are non-compliant with teacher professional development needs. Opportunity to use the professional knowledge, skills, and experiences gained by participating in the programs in the school and develop professional knowledge and skills in the school were

minimal. Negative attitudes of the teachers towards these programs reduced the participation and they did not wait until the end of the program.

Conclusion and Suggestions

According to the school classification, 60% of teachers in the 1C type of schools acknowledged that SBPTD programs contributed to the development of teachers' knowledge, skills, and attitudes. Less than 50% of teachers in 1AB, Type2, and Type 3 schools have acknowledged that these SBPTD programs contributed to the development of the teaching. The SBPTD programs that were best suited for the professional needs of the teachers were not implemented. Many programs that were being implemented were not up to date with effective and practical programs. The schools did not have the necessary facilities to implement these programs. The principals did not have a clear understanding of how to implement these programs.

Teachers and Principals in schools should have a clear understanding of SBPTD, in-order for the programme to be successfully implemented. There should be awareness programs for them. A one year plan for the SBPTD programs should be implemented. According to the time frame the needs of training should be covered by conducting the same program several times and resource forums should be established. It is necessary to provide physical resources required by them at the beginning of the year. There should be a national-level planning to monitor the implementation of the SBPTD programs. Steps should be taken to make participation in the SBPTD programme compulsory. Networking the area with other schools in implementing SBPTD programs will be successful. The school environment should be created for the use of knowledge, skills, and experience gained by participating in SBPTD programs. Programs should be implemented without interfering with the educational activities of the students. The SBPTD programs should be implemented successfully in the school system along with all the other events of the schools.

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