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TOJNED welcomes you. TOJNED would like to thank you for your online journal interest. The online journal system has been diffused very fast for last ten years. We are delighted that more than 700000 educators, teachers, parents, and students from around the world have visited for last ten years. It means that TOJNED has continued to diffuse new trends in education science to all over the world since January, 2011. We hope that the volume 11, issue 3 will also successfully accomplish our global educational science goal.

TOJNED is confident that readers will learn and get different aspects on education science and teacher education. Any views expressed in this publication are the views of the authors and are not the views of the Editor and TOJNED.

TOJNED thanks and appreciate the editorial board who have acted as reviewers for one or more submissions of this issue for their valuable contributions.

TOJNED will organize INTE - 2021 conference ([www.int-e.net](http://www.int-e.net)) between September 2-3, 2021 at Cyprus International University in Girne, North Cyprus (TRNC). This conference is now a well-known education science and teacher education event. It promotes the development and dissemination of theoretical knowledge, conceptual research, and professional knowledge through conference activities. Its focus is to create and disseminate knowledge about teacher education and education science.

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## EVALUATION OF THE TECHNOLOGICAL COMPETENCES OF PRIMARY SCHOOL TEACHERS

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### ABSTRACT

The most important missions of educational institutions are to raise individuals who have the knowledge and skills that society needs. The development of technology every day has enabled it to develop in this direction in education. So the inclusion of technology in education is effective in the development of students' knowledge and skills. However, for this, teachers must have sufficient technological knowledge and competence. The aim of this study is to evaluate teachers' awareness of technological competence. The research was conducted with the case study design, which is one of the qualitative research methods. Semi-structured interview form was used as a data collection tool in the study, which was carried out with the participation of 11 teachers from TRNC primary schools. Content analysis method were used for the obtained findings. As a result of the research, it was determined that the participants defined educational technologies as internet use, technology integration, and digital resource use.

**Keywords:** teacher, educational technologies, technological competence.

### Introduction

Change is one of the most important features of the age we live in. Information, technologies and required skills are constantly changing in terms of individuals in social life (Gülcü, Solak, Aydın, & Koçak, 2013). Technological advances and innovations, which have become an important element of life in the world where globalization is experienced, enter different areas of life and integrate with life (Mishra and Koehler, 2006).

This situation has caused changes in the field of education by affecting the social life especially with the development of technology in the 21st century. For example, as a result of this change, active use of technology has been achieved in schools and classroom environments (Varank, 2009). As a result of these changes in the technological field and their reflection on education, the education system and the elements that make up the education system are also renewing themselves. It is expected to raise individuals who can learn on their own and use technology within the scope of the above-mentioned renewal strategies, which undertake the task of raising individuals in need of the society. Teachers, who are part of the education system that goes on the path of innovation in parallel with the developing technology, have the knowledge and skills in the field of developing technology and continue their own development is very important in terms of their ability to train and direct their students correctly (Yakar ve Okur, 2019).

Teachers, who are one of the building blocks of education, are directly affected by innovations and changes. With these changes, it gains importance in making teaching activities more effective, high quality and permanent (Bozkurt and Cilavdaroğlu, 2011). Efficient use of technology by teachers, who are effective in students' learning processes, and their integrity between technology and teaching activities are among the requirements of our age (Yanpar Yelken, 2017).

The aim of this study is to reveal primary school teachers' views and awareness of educational technology. The problem statement of the research; "What is the level of awareness of teachers regarding educational technologies and technological competencies that a teacher should have?". Research sub-problems are as follows:

1. How are educational technologies defined according to teachers' views?
2. How are the competencies that teachers should have for educational technologies defined according to teachers' views?



### **Educational Technology**

Based on the definitions of technology in the literature and our experiences in our daily lives, we can say that technology is used in all areas of our lives today. Technology is also necessary in the field of education, and education and technology affect each other (Güllü & Özerbaş, 2016).

In general terms, educational technology is the practical application of changes in the field of technology to the educational field (Costa, 2007). Educational technology in line with the definitions; Improving the quality of educational activities can be defined as a dynamic process for the efficient use of tools and equipment resulting from technological developments in educational environments, and their restructuring by evaluating the result (Yılmaz & Ayaydın, 2015).

### **Teacher Competencies**

According to Şişman (2009), competence for the teaching profession includes all of the characteristics or qualifications that teachers are expected to have in terms of knowledge, skills, attitudes, behavior and values. It is emphasized that teacher competencies and qualifications are important in education systems that constantly renew themselves in order to become an information society (Gudanescu, 2010).

### **Teacher Technological Competencies**

Today, with the developing age, knowledge, skills and attitudes about technology have come to the fore in the teaching profession as in all professions. At this point, teachers' ability to use technology in their educational activities becomes important, and their ability to use technology has an impact on their teaching success (Johnson et al., 2016). Technological competencies are important both for the efficient and successful teaching of educators and for the continuity of their professional development. A technologically competent educator can use different digital tools and environments to improve both personal and professional competencies (Ertmer et al., 2012).

Education and technology are expected to operate in an integrated manner. It is among the goals of educators to use technology together with educational philosophies, to design and develop educational materials, as well as to make teachers adopt information security, cyber security, algorithm, coding, robotics and 3D design, and transfer them to students (Gokbulut, 2018).

### **Method**

This research was conducted with a holistic multi-case study, one of the qualitative research methods. It is a qualitative approach in which the researcher collects in-depth information about multiple information sources (such as interviews, observations, visual and audio materials, reports and documents) about multiple restricted situations in real life at a specific time and is described using this information (Creswell, 2018).

The study group of the research consists of 11 teachers working in primary schools in TRNC. Semi-structured interview form was used as the data collection tool in this study. This form prepared by the researcher and approved by 2 field academicians. The data obtained in this study were analyzed by content analysis method. Content analysis aims to reach the concepts and relationships that will explain the collected data. Since the identity confidentiality of the participants is adhered to, they are referred to with coding such as P1, P2, P3 given within the study, instead of the real names of the participants in the research report. The demographic characteristics of the participants are as indicated in Table 1.

Table 1. Demographic characteristics of teachers

	<b>Number</b>	<b>f</b>
<b>Gender</b>		
Female	7	%64
Male	4	%36
<b>Age</b>		
30-39 years	2	%18
40-49 years	7	%64
50 years and older	2	%18
<b>Professional Year</b>		
5-10 years	2	%18
Over 10 years	9	%82
<b>Education Level</b>		
Undergraduate	8	%73
Master Degree	2	%18
Phd Degree	1	%9

## Findings

### Educational Technology Description

Table 2. Participants' views on the definition of educational technology

Theme	Participants' views N
Integrating technology into education	5
Use of the Internet	4
Interactive education	1
Use of digital resources	1
Total View	11

"How would you define educational technologies according to teachers' opinions?" The answers they gave to the question are as shown in Table 2. The answers given by the participants were gathered under five themes. These are integrating technology into education (n5), internet use (n4), interactive education (n1), and digital resource use (n1). The opinions of the participants are as follows;

*"I can define educational technology as the use of technology in education and the integration of practices and activities in this direction into lessons."* P2

*"Using the internet in our lessons"* P5

*"Technology is developing day by day and our students are very prone to using technology today. Therefore, it is the use of technology and digital resources to attract their attention and make the courses more efficient."* P7

### Teachers' technological competencies

"What are the competencies that a teacher should have for educational technologies?" the question was asked. The themes that emerged for the responses of the participants are examined in Table 3 below.

Table 3. Participants' views on the competencies that teachers should have

Theme	Participants' views N
Being innovative	3
Technology tracking	6
Mastering technology	2
Total view	11

Participant views on the competencies that teachers should have are in the form of being innovative (n3), following technology (n6), and mastering technology (n2). The statements of the participants are as follows;

*"The teacher should use technology very well. Therefore, it is important to follow the technological developments in his field very closely and to use them in his lessons."* P1

*"Technology must be followed in order to keep knowledge and skills up to date. It is necessary for the teacher to have an innovative vision, to know the developments in education and to be able to apply it"* P3

*"In today's world where students are intertwined with technology, it is essential for their teachers to have this skill. The most important factor in this is that the teacher should have a command of technology and know-how to access and follow the information."* P6

## Conclusion

It is important for society to be able to integrate with today's rapidly changing conditions. As in every field, changes and advances in technology and science affect the desired qualities of individuals. In almost all areas of social life, all stakeholders in the education system expect personal qualities; In this case, the field of education is also undergoing change and innovation. Educational institutions adapt to these changes and realize innovations in the field of technology and aim to raise up-to-date people.

At this point, teachers and their technology competencies gain importance. The teacher must follow the developments in his field and include them in his lessons and ensure the development of the students. In this study, it was asked that participating primary school teachers should define educational technology and what competencies teachers should have in this direction. The main purposes of the research are to reveal teachers' awareness of technology competencies.

In line with the findings obtained, teachers' educational technologies are expressed as integrating technology into education, internet use, interactive education, and digital resource use. It is seen that the definitions of the participant are similar to the literature (Hermans et al., 2008; Hughes, 2005).

The technological competencies that the teachers of the participants should have are stated as being innovative, following technology, and having a command of technology. In line with the participants' views, the importance of the teacher having a technological infrastructure and knowing how to access and use information is emphasized. In order for educational technology to develop and teachers to have these qualifications and to apply educational technologies in their lessons, it is necessary to provide the necessary infrastructure and trainings in this direction.

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## HOMELESS PEOPLE AND BOARDING SCHOOL IN NIGERIAN EDUCATION: PROBLEMS AND MANAGEMENT STRATEGIES

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### ABSTRACT

This study examine the educational intervention through managing effective boarding house system for tackling challenging homeless schools in Nigeria. The paper noted that Nigeria is a country with a population of 180million people are challenged by high members of homeless people which led to overcrowded homes in the country. However, the challenges of the inadequate homes have devastating effects on the life and prosperity of the citizens. The paper however intends to investigate the strategies for managing Boarding house system by the government and the stakeholders in education, the causes of homeless students, challenges and methods of amelioration using effective operation of the Boarding system at the secondary Education level in Nigeria.

**Keywords:** Boarding system, Challenging, Homeless students and Tackling methods.

### INTRODUCTION

The issues of boarding schools that had become a forgotten activity at the various levels of education had become an issue of concern in Nigeria. Whether or not, school to integrate boarding system into the secondary education programme had become a controversial issue. According to Aparna (2019) the issue of re-engineering boarding house system in to the secondary education was costumed and greatly affected by the factors of negative parental resistance towards sending their children to resident in the schools, such problems are:the cost of operation is too high, environmental security of the schools are lacking, keeping the school children by the school stakeholders, political interference in the management of the schools and parental fear of their children being involved in the perpetration in the undesirable behaviour in the schools, homelessness low adjustment, gender separation and academic pressures. However, the basic challenges are limited to the parents with the high social-economic factors. It should be noted that introduction of boarding system to secondary schools has high rate of advantages over the disadvantages. The advantages of boarding system according to Kareem and Hares (2020) that boarding system encourages interdependence and self-reliance, social confidence improved standard of living self-discipline, social interaction, holistic development and effective time management in the school system.

Boarding schools was described as the type if school system whereby the school administrators take charge of the full responsibilities for the whole term or system or an academic calendar year. The school is therefore responsible for feeding, accommodation, parental care, security and safe keeping and monitoring of the academic pursuit of the students while in the school .

In the recent time, therefore the Federal Republic of Nigeria (1999) identified the fundamental human right which every citizen should envy as a member of a society prominent among the right according to Ogundele (2019) are freedom of housing freedom of speech and freedom to live peacefully among member of the society. Nigerian population is made up of 180million people, it should be noted that the population of homeless people is 13 million. Sambo (2020) also identified the examples of the homeless people live out of school children street boys, girls children, Almajiri, Nomads, Fishermen and Sedentary farmer.

The problems caused by the homeless people according to Oyeniran (2015) are low quality education involvement in the criminal acts, armed robbery, kidnapping, sexual harassment, raping, thuggery, election rigging and all forms of domestic violence are perpetrated by the homeless people. Also noted that the perpetration of all forms of the criminal acts relegate the integrity that the international community accorded Nigerian education. In order to accord and provide Nigerian secondary education a high esteem the need for re-engineering boarding system towards effective tackling the challenges of homeless people in Nigeria. According to Waziri (2018) re-engineering effective boarding system in Nigeria will help the Nigerians to tackle the challenges posed by the homeless people in Nigeria. However, the homeless people affect the educational system in Niger. A homeless parent lead to the homeless students in Nigeria. It is therefore necessary to re-engineer the boarding system so as to bring about equity access and quality education in Nigeria. The re-engineering boarding system beware effective instrument for eradicating homelessness among the members of the societies (Ogundele, 2002)

### **Factors responsible for the homelessness among the students**

The following factors are the root cause of homelessness among the Nigerian people in the recent time, out of Nigerian population of 180 million only 80 million are living in their various homes; while 100 million people are homeless. Many of the homeless people constituted themselves of out of school children, street boys, area boys are prostitutes many of the homeless people sleep in under the bridge, hotels, parks, beach, beer parlours and many at the road side. Many cannot afford to pay rent. However, the major causes of the homelessness in the society are poverty, inflationary trends, home background, poor, quality education, peer group influence and poor governmental housing policy. According to Edewor (2017). The major causes of homeless children are parental neglect, marital instability, poverty.

Brund (1996), also identified the major cause of homelessness to the following causes as unemployment, poverty, poor nutrition, addiction to the use of drugs and alcohol, poor quality education and the high cost of the building materials leading to escalated cost of the high rents in the society.

However, the causes of homeless people among the Nigerian citizens have devastating effects on the educational provision to the Nigerian youths. Osama (2018) opined that the root cause of social-economic crises in Nigeria was attributed to the problem cause by the homeless people; the author rooted that the homeless parents do neglect their children care and such the children mingle up with undesirable elements in the society.

However, the problem can be solved by re-engineering boarding schools into Nigerian education system. The boarding system however reduces the problems cause by the homeless people into the Nigerian educational system.

### **Boarding school and Homeless people in Nigeria**

In the recent time, the internal efficiency rate of the schooling system is too low. For example, there are high rate of truancy, absenteeism, repetition, wastage, teacher turnover, mass failure, bullying and high rate of indisciplinary behaviours had been attributed to the existence of the homeless parents in Nigeria (Durosaro, 2002).

The existence of homeless citizens have devastating effects on the educational provision to the youths in the country. The effects are:

**Domestic Violence:** There series of dangerous crimes which lead to death, destruction of the properties and life, causing disastrous situations like arson. According to Alowaimi (2018). The violence caused by the homeless people like theft, murder, kidnapping, bullying all which affect the academic activities incessantly strike and truncated school calendar. The peace of the school system is greatly affected.

**Malnutrition and poverty among the students:** The issue of homeless situation as it affects the education become the students from the homeless parents suffer parental neglect. The neglect however cause malnutrition, inadequate parental care and poor feeding, dirty lack and tattered uniform. The problem which relegate the integrity of the students in the school and the problem lead to drop out, repetition and mass failure, the problem discourage the students in staying in the school. It should be noted that the introduction of boarding house system will adequately help in encouraging the student commitment and it will and interdependence, self-esteem and imbibe the spirit of togetherness and discipline in the school (Bukoye (2015).

### **Introduction of Boarding School**

Therefore, become an inputs for managing the problems posed by the homeless situation in Nigeria. Fowowe (2021) noted the efforts of the Federal Republic of Nigeria toward the reduction of the problems posed by the homeless people in Nigeria. The author state that Babatunde Fashola the initiate certain effort which encourage larger to have house of their own. Among the efforts is introduction of boarding schools, ensuring Public-Private Partnership (PPP) intervention towards developing hostels for the government solutions and allow the communities to build hostels for the students. The efforts allows the student to stay in their rented house. The efforts reduced the trauma of homelessness in the society.

### **Conclusion**

The paper examined the issues and challenges pose by the homeless people on the educational provision for her citizens. However, in the paper the homeless problems constitute great to the educational system. The homeless people could not provide quality education to the children. The homeless situation expose the youth teenagers to series of domestic and social violence which deserved the children attend schools but lead them to kidnapping, killing, raping, sexual harassment, arson, hungers, drunkenness, prostitution, area boys, thuggery and political violence. It could however be concluded that all efforts like government efforts in granting housing loans for the

citizens and above all, there is the need to re-engineer the boarding schools that will aid tackling of homeless challenges to Nigerian education.

### Suggestions

Based on the literatures of the paper and the conclusion made suggestions were proffered for solving the problems passed by the homeless situations on education. However, the following suggestions were proffered.

Private sectors involvement in the provision of housing to the schools: There can be private sectors, community school relations and public-private partnership interventions in the provision of hostels, funds and hotels for the schools in Nigeria.

The Federal Republic of Nigeria should revive the abandoned boarding schools in the country. The efforts will exist the public to reduce the situation of the homeless challenges which affect the Nigerian education system.

Also, the funding of Nigeria education should be everyone responsibilities. This is to say that both the government and non-governmental agencies including the foundations should collaborate with each other in an effort to finance the structures faculties that were put in place towards developing quality education for the citizens.

Furthermore, there is the need to establish a formidable counseling services for reducing the trauma caused by the homeless situation on education. The effort will aid equity, quality and accessibility to quality education in the school system.

Also, the school administrators should encourage the operation of the interpersonal relation among the diverse students in the schools. The efforts will encourage friendliness and aid togetherness among the students. The effort will also created assistance to the less privilege children in the school.

The education provision should be universalized by the government. The efforts of government in encouraging free education feeding and provision of free books will allow the students to have access to education and less affected by the homeless situation in the students in Nigeria. Adequate personal services should be provided for the students in the school. The personal services like work study, welfare, financial assistance, home food grown services, health insurance services, which will reduce the trauma of the homeless trauma among the children.

Finally, the use of local resources for the construction of low cost building, need to be encouraged. The use of the local materials like muds, sands, stone, plankles etc, for the building and roofing. The effort will reduce the trauma of homeless situation that can affect Nigerian education.

### Conflict of Interest

No conflict of interest in the study

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## SOCIAL EFFECTS OF FILM AND TELEVISION

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### ABSTRACT

With the advancement of technology, television, which is one of the mass media, entered every home and television channels started to increase and diversify over time. Rapidly developing mass media can be one of the factors that deeply affect social change, as it directly targets society. When mass media are used for purpose, they can contribute to the transfer of culture from generation to generation, and when it is not used for purpose, it may cause deterioration in the development of children and youth, family and community structure. Cinemas, with the support of art and aesthetics, shed light on social events, and since they started to be in the center of life because of the ability to show and experience the audience, customs, habits, values, life styles and family structures also changed accordingly. In this study, it is aimed to evaluate the social effects of cinema and television. When the relevant literature is analyzed, there is a very close relationship between cinema and society, cinema can be important in terms of understanding social transformations, socio-cultural, socio-economic and political orientations, and life styles of societies are the most effective means of reflection among art branches. Can be reflected in cinemas. Cinema, which reflects the society, is both witnessing the period, and it can be important in terms of shedding light on the future. In addition to this, television; can cause social behavior positively and negatively.

### INTRODUCTION

Communication; as an exchange of messages between the sender and the receiver it can be identified and is the most important aid in the realization of communication today it can be seen that the element is also the mass media. Mass communication tools; inform, inform, entertain, take on educational roles and leisure service to members of the community for purposes such as ensuring their assessment it is able to provide. But only a direct transfer by mass media although it is not done, such as keeping these tools under control and directing it can be seen that they also have goals. In addition, mass media it also reflects the values that society has, the way it thinks and perceives, and the mass the messages given by the means of communication can also guide the society. Besides it's time for rapidly developing mass media to directly target society at the beginning of factors that deeply affect social change he can come. When mass media is used for purpose, contribute to the transfer of culture from generation to generation. when not in use, children and young people in the development of family and community it can cause deterioration in its structure. Mass with the advancement of technology television, one of the means of communication, has entered every house and over time television channels also began to multiply and diversify. That being said television, the mass communication it receives because it has more than one feature it rightly fills the position of being the most effective of its tools and maintains it also. Because of the features it carries and the programs it offers, it is very much in society in particular, it offers the basis for the occurrence of directional effects it can also be seen that the programs play a very effective role in this regard. First television broadcast took place in the United States in 1928, with the beginning of television broadcasts, viewers with a new social structure programs that have been encountered and prepared on television are also large in society most of them were found to have content that could respond to their demands. In addition, the beginning of television broadcasting and television channels competition, which is one of the basic principles of capitalism along with its diversification, is itself he also began to feel in the field of media and dominated visual media has taken. Visual media, on the other hand, has created the culture of consumption today and consumption cinemas are also the product marketed by television channels serving its culture has been. Cinema, as a lifestyle, meets the expectations of individuals and an important role in completing the missing aspects of their lives he can play. Cinema includes and reflects society and individuals, including life by adding something from himself to his own way of life references Cinema's development from past to present; society and individuals within society that is, how cinema and society express each other in themselves can be seen. Behavior and role with the connection between audience and Motion Picture from a visual point of view, it can also determine the person's place in the living space. The Cinema Society and of the main mechanism that allows you to it can be seen that there are individuals who make up. Audiences in motion pictures topics to be told; appeal to the feelings and thoughts of the audience at the same time, the audience also faces in their everyday life there may be issues. Cinema, beyond the reach that humanity has discovered presenting, achieving the living conditions, character typing and dream history as an art that reveals the mysteries of the subconscious in its realm people who can take their place are the way of life they dream of, aspire to, and it can easily find more in cinemas. Thus viewers, they can comfort and satisfy themselves. Developing today along with technology, individuals spend their free time thanks to cinemas and televisions they can evaluate it at home. With the support of cinemas, art and aesthetics



together, they shed light on social events, show what happened and their viewers because it has the property of action and is at the center of life customs, customs, habits, values, life their shapes and family structures have also changed accordingly. Cinema social the most prominent aspect in terms of the effects on attitudes is the effects of these effects. it has often been seen that attitudes are in the direction of changing. With this changes in attitudes together also on many issues of society it allowed it to be redirected. Occurring in the attitudes of individuals changes changes both in individuals ' own lives and in society he brought with him the ability to do it. Changes in attitudes it can also be effective in changing individuals ' values. At the same time, another area where viewers can be affected is social the roles of the characters and unorthodox roles in movies created responsibilities; changes occur in the sharing of social roles it triggered a re-distribution of roles in the family.

configuration Especially some movies with violent content social behavior, social approval and socialization processes are different consequences (desensitization in the face of violence, with characters who commit violence identification has led to the emergence of (legitimizing violence). Violence his behavior is also involved in social perception, which also makes up society similar violent practices by individuals have led to concern. In this context, the social relations of cinema and television and social description of its effects can be important. In this research, cinema and television field writing on social implications it is intended to be mentioned.

### CINEMA AND SOCIAL EFFECTS

Cinema as a branch of art consisting of image, sound and textual narrative (Arinc, 2009). From this point of view, cinema, other art it can come across as a branch of art that can also include its branches and create it can be qualified as the most competent with its domain. Esen (2000), cinema; " achieved by sequencing moving images in a row where is emphasized. But this image ranking is not haphazard. According to what the director wants to tell us, especially what they want to emphasize sorts images into the storyboard. As he chooses words when he talks, the film creating also reflects the selection of images on the white screen. The film's he describes what he thinks in his words, in his images. So cinema is a language. The director sometimes approaches events, objects, sometimes moves away; it shows events related to each other in parallel; events, similarities between people or create contrasts; use colors as you wish, in short, his own world, he transfers the worlds he knows to the storyboard. He pours out his feelings, his enthusiasm the white curtain. The realities of life, with the possibilities of cinema, when you understand it yourself he describes it as" revealing." Turkish cinema, on the other hand, 'Sound Vision, which is really a narrative based on representation and image contrast, image contrast, theme-counter-theme conflict in other words, diametrically opposed to a Western narrative, to the parelality of sound and image, image it depends on its parelality, the principle of monophonicity in music, and its storytelling technique as a visual expression effort based on Epic rather than tragic" it is defined. (Shasa, 1993). When looking at the characteristics of cinema; a team that defines the definition of cinema US argues against the elements. Ozon (1995), features of cinema the way explains: Cinema is a language: it has different aspects from the traditional written and oral language we know; has its own rules, features; sounds to both the eye and the ear, visual it is an auditory language.

Cinema is a means of expression: cinema with its own unique audiovisual language, it is a means of transferring thoughts, emotions to others. With this feature of cinema, another his arts are e.g. theatre, music, dance, summer, etc. it can also be used to transfer. Cinema is a means of communication: in all corners of our world, even in recent years by detecting events in our expanding universe by spreading to other planets with cinema we can spread it all over. Cinema is an educational tool: images of cinema, the visual they carry because of the features, it is also a very effective tool. □ Education in and out of schooleducation available successfully. Cinema is a research tool: in scientific research and reviews; cinema, he is one of the most important assistants of information, experts, researchers. Especially in all cases where my giant is involved, no other tool can replace the cinema. Cinema is a propaganda tool: the believability and deceit of its images, because of its misleading and effectiveness, cinema is at the beginning of propaganda tools. Cinema is a combination of Arts: the most general, the newest of the Arts, the whole other after the traditional branches of art, because of this, it is called the seventh art the cinema, which is named, will be able to benefit from all the arts before it, their it is flexible in structure, capable of assimilating all its properties within its own rules. Cinema depends on both economic and political and cultural phenomena and these phenomena it can be one of the most effective means of transformation (Joy, 2014). Cinema, it originates from society and can return to tolum, so understanding society to look at the cinema is seen enough (joy, 2014). In this context cinema, a product of social life; socio-economic, cultural and political structure society and events in society; cinema can also influence these mentioned phenomena. The good, the bad in a society, beautiful, engaging, right and wrong, but also in the cinema of this society the body posture of all the reflections of society that can be located in cinemas you are able to receive. Cinema, which is an important reflection tool of the living society, and the living period his testimony is both a projection into the future and a photograph of life it can be important to attract. At this point, cinema is just

emotion and although it is not a tool to help reveal thoughts, it is social, the quality of both a guide and a document in the expression of cultural and historical truth as well as being a guide to individuals and society, it should be underlined (Güçhan, 1992). Therefore, cinema, which is a mirror of social structure; social dynamics that guide society and social events, and cinema it can assume a very important role in the presentation of social dynamics to society. As the film shows the experiences and realities of the society from which it came out, its past and it can also be a kind of document, reflecting what happened. What happened in the past and what happens happens in society, a person can be an individual in society and it shapes your life. In this formation, the individual is social, economic, political, its cultural location and location can also be decisive. This formation; what happened yesterday, tomorrow it can cover events and issues that people will encounter. So cinema social science; cinema people's attitudes, thoughts and behavior it shows that it can change, create public opinion. (Güçhan, 1992). One of the main elements influenced by cinema is culture.

Through culture the aim of reaching the target audience that will appeal to the subject and structure of the film to be created you can carry it. In the developing process, cinema is influenced by different cultures it can create its own culture and a culture of cinema that will spread throughout the world in some countries in the reflect. A cinema gain the admiration of society and heavily involved in cultural codes to attract people's attention cinema films; different cultures both know each other intercultural communication at the point of both understanding and reducing perceptions (Özkan, 2004). Turkish cinema in the period from the 1960s to the mid-1970s he addressed social problems such as urbanization, internal and external migration, after the 1970s films pointing to the mentioned problems have also been made (rich, 2017). 1980s after many years, especially with the transition from modernism to postmodernism sinama, who influenced toplum, was also influenced by postmodernism and postmodernism images and identities of temsi began to be acquired in cinemas. From the beginning of the 2000s to the present, both subject diversity and a new understanding of cinema in terms of film language and expression alienation, communication caused by problems that began and accumulated in previous years films with an emphasis on themes such as lack and miscommunication, violence and belonging withdrew (Rich, 2017).

To summarize; cinema social transformations, socio-cultural, socioeconomic and can be important in terms of understanding political orientations and life forms of societies are the most effective means of reflection among the branches of art it can be reflected in cinemas. Cinema that reflects the living society and the living it is important to witness the period and shed light on the future references A study on cinema and society relations one of the first sources he needs is the history of Turkish cinema and cinema research related to past periods that are sufficient and necessary for evaluation being outnumbered is a significant obstacle for the researcher. When the field is examined in the summer, what is the Society of cinema as a social institution how and how it affects it is the subject of different research at the scientific level and looking at the exit of cinema as a modern institution, in the beginning it is entertainment it later took its place in society as an industrial and social institution references Cinema can be a powerful art that forms social life and belongs to it it is recognized to be a direct and indirect reflection of society (Jowett & Linton, 1980). From this point of view, the cinema is directed and a view of society by reflecting, sizing and enriching emotions and thoughts it can also make a positive contribution to its angle, as well as very little-known issues it can also contribute to providing a common opinion about (Adanir, 1989). Cinema life of the society in the form of positive and negative tarzin an effective tool (Shield, 1988). Creating sensitivity on issues on the agenda of society and positive another positive social impact of cinema he shows us. The spread of society to the structures of art, which are the material culture it comes across as another positive feature. Besides, cinema the value of society regardless of its content when its relations with society are evaluated it can also be seen that it is not far from its judgments (Adanir, 1989).

Creating sensitivity, especially on issues that are on the agenda of society cinema, which can reflect, can also lead to positive developments. Up the positive effects of cinema have been addressed. To summarize, a social phenomenon as cinema, both to enrich experiences and these experiences it's seen as an important way to share people, not just entertainment it can also provide thought. In addition, cinema can have positive effects as well as negative effects can be found. Among these negative effects, cinema is especially newly grown getting ahead of Family, School and groups of friends among generations is an important part of the day passing by the Cinema Society with the section in front of the television watching moving to a guiding position, negative in motion pictures in the development of individuals finding role models can be counted (Ozon, 1995). Also the audience; by immersing themselves in the flow of events, identifying with events and characters another negative feature due to the ability to set aside their mental activities (Esen 2000).

#### **TELEVISION AND SOCIAL EFFECTS**

Television, " electromagnet of electronic images and related sounds instantly to places far away with the help of waves, satellites or cables as a string" that allows it to be delivered and tracked in receivers here it is defined

(Özkan, 2004). Istanbul Technical University in 1948 At the University, the first television broadcast trials began to be conducted and the first television broadcasting was also carried out in 1952 and as an institution; TRT it began broadcasting on January 31, 1968 (Bauman, 1998). Addressing both visual and auditory senses simultaneously with both image and sound unity television, a privileged position from other mass media kazanmış (Ergül, 2000) television, a symbolic reflection of socio-cultural life cinemas have also been an important tool in terms of understanding the social structure. Television allows individuals to receive news, obtain information, have fun, and instead of the functions mentioned in television, which can play an active role in socialization he can also contribute to society in all aspects while bringing it. This contribution content and changes in social perceptions of television it can also increase the importance in life (Bertrand, 2014). Individuals who make up society, what is happening in their environment is one of the mass media in this context, it can follow from television because of its visuals television is an important element in facilitating perception and understanding (TUIK, 2012). In addition, the Society of television programs its effects on it occur at different points and in the values of society, these values protection, change, differentiation of consumption habits he can feel himself (Akdag, 2008).

Programs featured on television, which are, or are likely to be, in people's lives language, religion, tradition that can include everything and take part in the lives of individuals, subjects such as art, economics are visualized to the viewer's taste (Akdag, 2008). Therefore, social television programs it can cause behavior and behavior changes of individuals. Besides sequence television; in the socialization processes of individuals; formation of their personalities, gain social status, join social groups and social as an active factor in the formation of culture, as well as its adoption of its role acceptable (Cereci, 1996). The field type is examined, situated between the mass media, television, in the century in which we live, it has entered people's lives and social change is important it has become one of its dynamics. Television, guiding societies and New by offering life models, both in community ideas, beliefs, and attitudes and it seems that he has the power of guidance and persuasion in his behavior. Besides television is more appealing to everyday life and a wide place in the lives of individuals an important role in the formation and formation of social structure he can play.

Today, children and young people to spend their free time and have fun their orientation to television brings with it a number of negatives references Among these negatives mentioned is the violence shown on television and aggression, where immoral programs lead children and young people to crime (Yavuzer, 2006). In a study on this subject, violent film and programs are not only individual, but also especially children and young people he reveals that he is turning to crime, which is a social problem (Doğan ve Söz, 2006). Timemr, Eccles and O'brien (1985), the truth of models of aggressive behavior one of the sources states that television and television in the United States he points out that 82% of his programs contain various elements of violence. Aggression tendency of individuals with violent content on television and antisocial (society-anti) behaviors of the relationship between social learning Albert play widget it is based on his theory, and according to this rule, people resort to violence on television learn to act aggressively by watching characters and modeling (Mutlu, 2005).

Gerbner sees television as a force that shapes modern societies, and it's symbolic of the power of television, the real-life dramas shown every day in this context, Television, Society's corporate he expresses that he is a storyteller and offers a consistent picture of what happened (Griffin, 2000). As a storyteller of television that symbolic dominates our world, viewers of things shown on TV it is scenes of violence that are attractive in terms of and images of violence in this sense by directing viewers to violence, the world outside is a wild world he expresses that he has strengthened his faith. (Griffin, 2000).

Baran on the other hand (1997), television he notes that they do not allow them to communicate, and television is deceptive, it has become a distraction and deceiving mechanism, so it is also a good it emphasizes that it is not an educational tool. In addition, televizyon in our lives it is extremely effective, and one of the most important indicators of this effectiveness is also by stating that the people's television series from TV series it is in the artificial world in the series rather than the real world in which they live. He suggested they were interested in what was going on. As a result, people are up to date by forgetting their problems, people are more artificial than their own problems of the artificial world and artificial it underlines that the problems of people around the world are becoming important.

Arslan (2001); television connects people to itself, and as a result social interaction between people is weakening and people's communication blocking and people unaware of each other, insensitive to each other he noted that there is a society made up of people. Family and society as another negative aspect of television it's alienation. In a study on this subject, the sample group included participants said that the old warm relationships today do not remain, and that everyone is into themselves (Bıçakçı, 2001). In this context, this alienation it can lead to individual and social dissolution over time communicable. In addition, a team imposed by the routine that daily

life brings with it moving away from restrictions and avoiding the problems that problems burden people, emotional ejaculation and relaxation; an attractive fantasy world in itself by watching a television program, the viewer temporarily invades this world it is able to. People who are upset; when choosing stimulus programs, psychological tension as those under pressure watch more calming programs they may try to reduce their level. In this sense, television is a kind of it can also function as a tranquilizer. But calmed down thanks to television, and the tension that is temporarily forgotten and delayed, then devastating on people and it may also have damaging effects (Mutlu, 1998). Television plays an important role in the formation and formation and continuity of social structure can play (Yilmaz, 2009). In the process of socialization of individuals; personality formation, gaining social status, joining social groups and social television is considered an important and effective factor in their adoption of roles (Cereci, 1996). In this context, television is individual and social the source of experiences (Batmaz et al, 1995).

Getting news about the rapid developments in today's societies, especially television can be with (Işık, 2002) examples where individuals can identify themselves in addition to being able to offer, it also causes individuals to acquire new behavior patterns (Karatay, 2004). Besides, television, appeal to a wide audience it can contribute to community education with its feature. For example, indirect or direct training programs with audiences to a certain level of Education (Karatay, 2004). Given that television is an integral part of everyday life, both an individual can be a source of both group and social experiences, and each society is one of the possibilities of television in accordance with its social structure (Gürel, 1976). On the other hand, television permeates daily life practices in the life of the individual it is more involved, as well as shaping the social structure and it can play an important role in its continuity (Yilmaz, 2002). Individuals both the formation of their personalities and their social status in socialization processes it is also considered an important factor in their victory (Cereci, 1996).

## CONCLUSIONS

Widely used among the mass media that television has positive and negative effects on society references positive characteristics, television being a source of News, individuals ability to play an active role in acquiring knowledge, having fun and socializing at the same time, in the performance of these functions mentioned in television, the society is also each it appears to be able to contribute to the direction. Television, on the other hand, is in the process of socialization of individuals; the formation of personality, gaining social status, joining social groups and their social roles television is an important and effective factor in their adoption. Besides television contributes to community education through its ability to appeal to a wide audience can be found. Another result from the study is the free time of children and young people today they turn to television to spend and have fun, as well as some negativity it's what he brought with him. Among these negatives mentioned in television violence and aggression shown, depraved programs to criminalize children and young people direct to hotel. Television in individuals to communicate with each other in their spare time television is a deceptive, distracting and deceiving mechanism. this is why it is not a good educational tool. Besides televizyon is extremely effective in our lives and this effectiveness is the most important television is one of the indicators of TV series and people in the artificial world in the series, rather than the real world in which they live, influenced by their series another negative result is that they are interested in what is happening references Family and society as another negative aspect of television it's alienation.

Another conclusion from the study is that television is empty of individuals other activities in their time have been replaced and filled in some way. depending on the reading habit in particular greatly negatively affects also can be seen. In addition, television; many actions and activities in the lives of individuals it appears to be replacing it, thus making individuals dependent on television he is able to bring. Viewers see television as an indispensable tool; the individual with others the most important friend is television, making it unnecessary to contact as a result, a society that has no interaction with each other in the future it also reminds us of the danger that it may be. Television, the tool that fills leisure activities the most, outside of work the compression of social life between the four walls and the superficialization of relations another conclusion is that it is a significant perpetrator. Violence in many countries of the world thanks to the uninhibited feature of television and aggression programs, urges to commit crimes in children and teenagers another result that he is developing is from the research. Another conclusion from the research is that cinema as a mass media being an informal educational tool and holding a mirror to the beliefs and values of society at the same time, economic, political and cultural phenomena and these phenomena it is one of the most effective means of transferring transformations to society.

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## THE DISTANCE TRAINING OF STUDENTS IN GRAPHIC DISCIPLINES USING STEP-BY-STEP OPERATION CARDS

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### ABSTRACT

The article deals with the organization and implementation of student's distance training to perform graphic tasks in the framework of the academic discipline "Engineering graphics". To ensure the graphic skills formation, we offer cards of step-by-step operations, which describe and illustrate step-by-step the algorithm of the student's activity in performing a typical task. The structure of cards of step-by-step operation is presented, consisting of coordinating, information-activity and control blocks. A content description and each block purpose of the step-by-step operation cards is provided. Organizational issues and methods of conducting training sessions with the use of step-by-step operation cards are described, which includes four main the teacher and student's work stages. For the distance learning organization, the ZOOM Internet video communication system is offered, in which classes are held online. The article describes the course of experimental work on the application of the developed methodology and cards of step-by-step operations in the student's remote training framework to perform graphic tasks in the academic discipline "Engineering graphics" using the ZOOM Internet video communication system. The experimental work tabulated results are presented, confirming the high efficiency of the developed methodology and methodological support - cards of step-by-step operations.

**Keywords:** distance learning, graphic training, cards of step-by-step operations, conducting classes methods, Internet video communication system, experimental testing

### INTRODUCTION

The students basic technical training is one of the most important areas of training focused on the formation and development of not only students general professional competencies, but also on the development of their professional competencies related to the perception and understanding of modern technical information. The complex of main technical disciplines is included in the curriculum of bachelors training – future engineering and technical employee. Distance training in main technical disciplines involves ensuring effective, managed by the teacher and independent work of students, which, in turn, requires the forms development of organization and methods for implementing the educational process, focused on the teacher's monitored independent work of students.

### LITERATURE REVIEW

The theoretical basis of the study was Russian researchers' work in the field of distance learning in engineering graphics, as well as in the learning algorithms field. Research methods: literary sources analysis, forming a pedagogical experiment, statistical processing methods of the experimental results.

The general technical training system has integrity (it is an interconnected set of educational disciplines of a general technical profile that form professional competencies among cadets and students) and hierarchy (disciplines are in a structural and substantive interrelation), and a completely new, emergent property of such a system appears – the educational space creation where pedagogical process of the students general technical training takes place.

One of the basic disciplines included in the course of students general technical training is the educational discipline "Engineering graphics," the study of which, according to E. Vekhter, V. Saf'yannikova (2015) and E. Emchenko (2019), allows students to form spatial representation, imagination, as well as constructive and technological thinking during solving graphic tasks and building drawings of technical objects: parts working drawings, assembly drawings etc.

Within the curriculum "Engineering graphics" there are a large number of practical lessons focused on independent, but pedagogically managed work of students, which should be implemented in the framework of distance learning, which is described in the works of C. Burkova and G. Vinokurova (2014), T. Bogdanova (2014) etc.

At the same time, when implementing distance learning, even using video communication technologies, the pedagogical management of students' independent work in the classroom is difficult, due to the impossibility of direct multi-vector pedagogical interaction with students, implemented during face-to-face classes, which is described in the works of V. Trifonova, O. Belokrylova (2011), N. Dneprovskaja (2018), A. Shvajger (2005) etc.

Therefore, it is necessary to ensure effective management of students' independent work in distance practical lessons, ensuring the gradual implementation of practical work and the formation of an orientational basis for students' actions. One of the directions of effective realization of management of students' independent work during distance learning, according to V. Trifonova, O. Belokrylova (2011) and V. Panchenko (2020), is the formation of an orientational basis of actions by means of specially created educational and methodical documents - cards of step-by-step operation (CSSO) and also their application techniques in distance learning. The card of step-by-step operation is a teaching and methodological development, which includes three main blocks: targeted, information-activity and control.

The target block is aimed at the orientation of students in the topic and content of the lesson, for its purposes, the necessary tools, materials and methods for presenting finished works to the teacher. The target block contains topic, diagnostic goal and objectives of the lesson, literature for preparing for it, etc.

The information-activity block presents an algorithmic description of students' actions to complete a typical educational task. The unit is formed according to the requirements set out in the European concept "Modular employable skills" (MES-concept), and consists of text paragraphs, each of which is matched with a reference figure illustrating the process of performing a typical training task.

The control unit is focused on monitoring the level of students' knowledge and skills formation worked out during the study of the information part of the second unit. The control unit is a pedagogical test consisting of 10 test tasks on the training material of the previous unit with answer forms, as well as a sample of graphic work.

For the distance learning organization in the discipline "Engineering graphics" such CSSOs were developed as "The intersection of straight lines in space", "The relative position of a straight line and a plane", "The projection conversion methods", "The truncated pyramid", "The intersection of geometric object: the method of secant planes", "The intersection of geometric object: the method of secant balls", "The graphic of the details of machines", "The cross sections of the details of machines", "The threads and threaded connections", "The assembly drawings".

The use of CSSO in the context of distance learning requires the reorganization of training sessions in such a way that a training session conducted using videoconference could be relatively divided into two parts - theoretical and practical. The methodology for organizing and conducting distance learning classes using CSSO includes the following three main stages:

1. Preliminary stage. At the end of the lesson preceding the practical lesson, students received information from the coordinating block and information on the content of compulsory self-preparation for the lesson. For this, hours of independent work in the discipline are necessarily allocated in the class schedule.
2. Theoretical stage. A summary of the necessary training information and a detailed study of the cards of step-by-step execution of operations. At the same time, students were guided by the following methodology for working with CSSO recommended by the MES-concept:
  - studying the text paragraphs of the left side of the CSSO, analyzing the illustrations accompanying each paragraph of the text part, establishing the correspondence of the description of the stage of performing the work to the image in the figure;
  - restoration of the algorithm and the meaning of performing typical graphic work only from the illustrations of the right side of CSSO, for which all CSSO text paragraphs should be closed.
3. Practical stage of the lesson. Relying on the algorithm for completing a typical task and closing the illustrative part presented in the textual part of CSSO, students perform individual graphic work on tasks options that are informatively but not graphically consistent with a typical task. After completing the work, students perform a self-test, comparing the result with the sample given at the end of the CSSO, identify and correct possible errors. For implementing the developed methodology, distance learning lessons in the discipline "Engineering graphics" were arranged in a schedule for four hours and were conducted using the ZOOM video communication system.

## RESEARCH METHOD

The experimental testing of the developed methodology was carried out during the implementation of practical classes in the discipline "Engineering graphics" by students studying in the Ural Institute of State Fire Service of EMERCOM of Russia in specialty training "Fire safety" and "Technosphere safety".

96 students took part in the experimental work, which made it possible to form the control and experimental groups, differing in approximately the same level of students training, revealed during the ascertaining part of the experiment. The control group included 45 students, and the experimental group included 51 students. The experiment results were assessed according to the approved rating 100-point system, which was translated into the traditional rating system as follows:

- passing grade от 0 до 50 – Unsatisfactory – low level of graphic skills formation;
- passing grade от 51 до 70 – Satisfactory – middle level of graphic skills formation;
- passing grade от 71 до 85 – Good – elevated level of graphic skills formation;
- passing grade от 86 до 100 – Excellently –high level of graphic skills formation.

The experimental testing included three main stages: ascertaining, forming and evaluating, which were carried out during the academic year.

At the ascertaining stage, the initial level of the students' graphic skills formation was determined with the help of control tasks complexes and the control and experimental groups of students were formed, differing in approximately the same initial level of graphic training. The results of the control experiment are shown in figure 1.

In the diagram shown in figure 1, it can be seen that the majority of students in the control and experimental groups are dominated by unsatisfactory and satisfactory grades. Grades good and excellent are absent in both groups.

At the formative stage in the control group, traditional distance learning sessions were conducted using the ZOOM video communication system, during which the teacher gave students tasks, told them a short theory and general algorithm for completing the task. Then the students independently, but with the teacher's advice, performed graphic work.

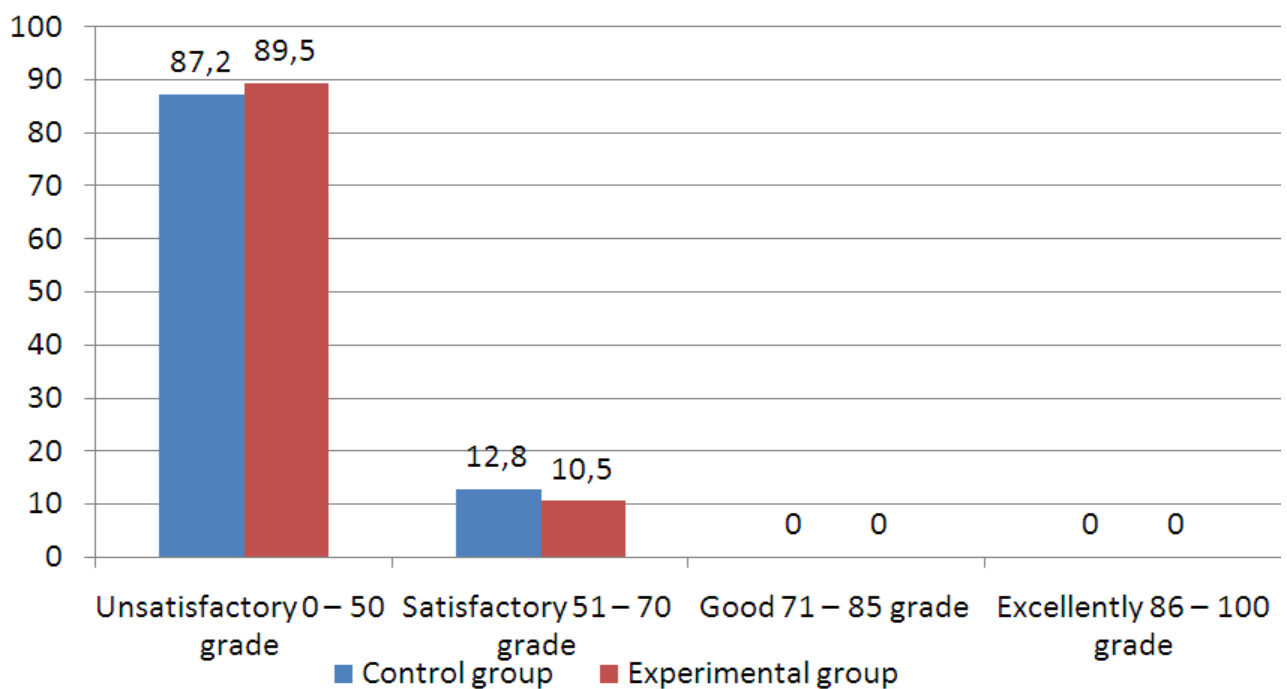


Figure1. Control experimental results

In the experimental group, distance learning sessions with students were conducted in accordance with the developed methodology and using CSSO. During the distance classes, video communication technologies were used with the use of the ZOOM system. The training sessions were held for four academic hours. The first two hours of the lesson were devoted to a brief presentation of theoretical information on the lesson topic, after which the teacher, together with the students, worked out the CSSO in detail, then the students completed the test given in the controlling part of the CSSO. The test results were promptly analyzed by the teacher, after which the main provisions of the CSSO were once again clarified during the conversation with the students.



The next two hours of the lesson were devoted to the students' independent work on the implementation of the practical assignment. Relying on CSSO, which presented a solution to a typical problem, the students performed graphic work, solving a similar problem, but with different initial data. At the same time, the teacher performed an advisory function, answering students' questions during remote interaction in the ZOOM video communication system. Students had to submit the final completed work for checking immediately after class or the next day. The papers for checking were presented in the photographs form sent to a specially created e-mail address of the discipline, access to which had all the teachers participating in the experimental work.

At the assessment stage, the students average rating score was deduced and an exam in the discipline "Engineering Graphics" is held. The exam is conducted through interviews with students on theoretical issues of the discipline and students' test task performance using videoconference in the ZOOM system. The exam also used a 100-point rating scale. The results of the forming experiment are shown in figure 2.

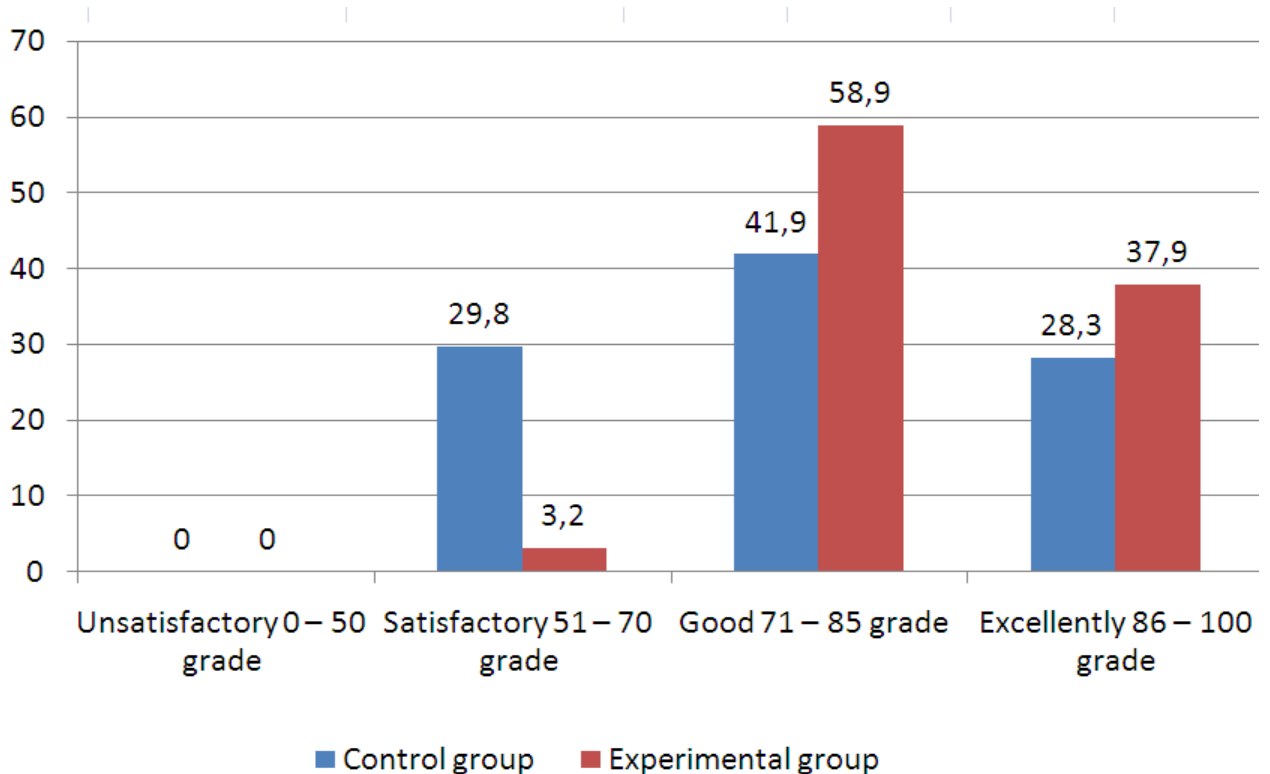


Figure 2. Forming experimental results

Comparison of the experimental work results (control and experimental groups) are given in Table 1, which indicates the percentage of students who scored certain points at the ascertaining stage of the experiment, according to the formative and control stages results of the experiment.

**Table 1:** The results of experimental testing

Groupsofstudents	Percentage of students who showed different levels of graphic skills during the experiment			
	Unsatisfactory 0 – 50grade	Satisfactory 51 – 70grade	Good 71 – 85grade	Excellently 86 – 100grade
<b>Control experimentalresults</b>				
Controlgroup	87,2	12,8	0	0
Experimentalgroup	89,5	10,5	0	0
<b>Formingexperimentalresults</b>				
Controlgroup	0	29,8	41,9	28,3
Experimentalgroup	0	3,2	58,9	37,9

## DISCUSSION AND CONCLUSION

The analysis of the experimental work results allows us to assert that at the ascertaining stage of the experiment, about 87 - 90% of students in the control and experimental groups found a low level of graphic skills formation and about 10 - 12% - an average level of graphic skills formation. According to the formative stage results of the experiment, during the level assessment of the students' graphic skills formation by the complex of work performed and the exam results, 29.8% of students in the control group found an average level of graphic skills formation, 41.9% - an increased level, 28.3% - a high level of graphic skills formation. In the experimental group, during the formative and evaluative stages, only 3.2% of students showed an average level of graphic skills formation, an increased level of 58.9% of students, and a high level of graphic skills formation - 37.9% of students.

Consequently, the experimental testing results allow us to speak about the effectiveness of the proposed method of using cards of step-by-step operation for organizing and implementing remote graphic training of students - future specialists in the technosphere and fire safety field.

The reliability of the experimental testing results was assessed using a one-sided sign criterion, which is based on counting the number of unidirectional results by pairwise comparison (at the ascertaining and evaluative stages of the experiments). The reliability of the results of experimental testing is 95%, respectively, it can be argued that the use of the distance learning methodology developed by the authors using cards of step-by-step operation makes it possible to effectively form students' graphic skills related to the ability to perform graphic works, solve graphic problems, analyze and carry out drawings of machine parts and assembly drawings.

Thus, it can be said that the successful remote graphic skills formation, as well as the ability to analyze and read drawings of future specialists in the technosphere and fire safety field, is possible if the following conditions are met: inclusion of the "Engineering graphics" discipline in the complex of general technical disciplines implemented in a systemic totality in a specific educational space, including an organized software and material and technical environment (using Internet video communication); the presence of a developed specific educational and methodological support, which reflects the logically completed algorithmic learning content (cards of step-by-step operation); the development of specific system of teaching methods and techniques (reflected in the methodology of distance learning sessions using cards of step-by-step execution of operations); availability of pedagogical staff prepared for the implementation of the developed distance learning methodology.

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## THE EFFECTS OF READING FOR PLEASURE ON EFL STUDENTS' READING COMPREHENSION

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### ABSTRACT

Reading is one of the most significant skills, especially for EFL student. These days, many students do not have the reading skills needed to do effective work in their crosses. In this regard, pleasure reading helps students to communicate, listen, and most importantly, to express themselves freely and moreover, it allows them to acquire a specific language skill. This is why reading for pleasure is very important. This paper explores the importance and the impact of reading for pleasure on reading comprehension. This experimental study was conducted in a language institute with 21 English EFL students. The experimental group was given texts for their selection on various topics which they are interested in, while the control group has read texts which were in their book. The duration of the experiment was 15 sessions (5 weeks). Pre-test and post-test were implemented to identify the degree of improvement of the students' reading comprehension skill. Finally, the experimental group showed better improvement of comprehension skill.

**Keywords:** language acquisition, pleasure reading, reading comprehension

### Introduction

As Floris & Dvina (2015) explain in their study, the importance of reading in foreign language acquisition is obvious. Reading is a source of information, it clears up inaccurate points, it is a solution of problems, and it is a target of language acquisition, culture awareness and academic success. Krashen states that "spending much time on reading is more fruitful and beneficial than the time is spent on teaching vocabulary" (2004). As he mentioned in his book, spending time on reading, motivates learners more than spending time on learning the words by rote memorization.

Even in the native language the learners who read in extensive mode have a richer vocabulary, use words more accurately in accordance with their meaning shades, collocation ability and register. If a student does not purposefully revise the studied words in order to maintain them in the long term memory is spending time on memorization words may be in vain. This can be avoided by reading regularly and in large amounts. In the time of reading, students randomly encounter the words that they have studied in the text. Reading regularly allows to maintain the words in the long-term memory. While coming across and familiar vocabulary in the reading text, the students has to find out their meaning, either by application of meaning elicitation or with the help of a dictionary.

Thus, reading both supports the acquisition of new vocabulary and helps retain obviously learned vocabulary. Reading for pleasure can provide students the language input which they need for further enhancement because through extensive reading, students are constantly exposed to foreign language. Those learners who are always engaged in the target language applications stand a better chance of learning. Furthermore, extensive reading enhances the overall competence of students. When students achieve overall competence, their ability to use the language skills advance too. language learning is a hard task, foreign language learners cannot easily develop their language skills and unless they are constantly involved in the learning process. In addition, pleasure reading enables students to be engaged in the learning process which takes place subconsciously without stress or special effort and it is a main point in the process of language learning which can help them enhance their language proficiency.

Because extensive reading is stress-free and also it has cognitive value, it can increase motivation of learners to master the target language. When students read more and begin to comprehend and learn, their attitude towards foreign language learning will become more positive as well. They will have self-confidence to accomplish more. In addition, pleasure reading prepare a learning environment for students where they can learn the target language in a natural way. Generally, students are engaged in reading not because they have to but because they satisfy the need in getting information and simply and having a good time.

### Review of literature

Krashen (1989) believed that reading alone will increase encounters with new words, supplying learning occasions by inference. The learners are open to unfamiliar words especially contexts, which will allow the learner to infer the

meaning and formulate those words' definitions. As Dubin & Olstain (1977) believed, the advantages of reading for pleasure are:

- Improving an ability to gain pleasure and also satisfaction from reading.
- Students encounter the language in a less structured way and more natural way
- Impacting on other language skills such as writing and speaking.
- Assisting the learners in the development of language skills (listening, writing, and speaking), which make them to be successful in their EFL examinations.

Reading for pleasure can be regarded as extensive reading, extensive reading is mostly conducted outside the classroom. It is implanted for pleasure, and comprehension is checked by summaries. Both extensive and intensive reading enhance language skills. The difference is how they do it. Reading for pleasure wants to develop reading fluency rather than detailed comprehension, so language materials used for it may contain unfamiliar words, but not more than one or two such words per page, to let the students enjoy the process of reading instead of turning it into a hard task.

In extensive reading, because students are supposed to read for general understanding, easy and enjoyable texts (such as sports reports, humorous and adventure stories, etc.) are preferred in extensive reading. Generally, pleasure reading is conducted for pleasure, therefore, the more students read, the more fluency they gain. If students read a lot, their understanding of convention and vocabulary and grammar is acquired, not learnt, in other words, it becomes part of them.

Nishino (2007) reported that learners' literacy level in English improved as a result of the positive attitudes that they enhanced toward reading. Besides, Bell (2001) added that extensive reading causes increasing reading rate and general language proficiency.

Also, Elley (1991) had some studies referred to as the 'Book Flood' studies. These studies showed enhancement in second language acquisition. He proposed five reasons why reading extensively results in development in proficiency. As he believed, extensive reading includes extensive input of meaningful prints giving rise to substantial incidental language input. Elley noticed that the reader focuses more on meaning rather than on form, accordingly, coming to acquire a high intrinsic motivation if the content interests him.

Moreover, Saragi et al. (1978) have also had research on the benefits of reading in acquiring second language. They concluded that extensive reading results in a substantial increase in the vocabulary of the students which is acquired by grasping the meanings of words in context. They emphasize that extensive reading is essential for increasing students' repertoire of vocabulary in context, which cannot be acquired even by referring to the dictionary. Classroom activities do not provide a wide enough scope for learning of vocabulary in context. They believed that unless the student is immersed in an English speaking environment, he/she has to read extensively to learn a usable level of vocabulary in context.

Contrarily, in intensive reading, using Krashen's terms, language learning or consciously working on the language elements through rules, explanations and drills takes place. The main aim of intensive reading is to enhance language skills through reading, hence, students are supposed to read texts involving challenging language items.

Researches demonstrate the value of both intensive and extensive reading, especially highlighting the value of extensive reading. Guo (2012) study administered with 50 freshman EFL students in Taiwan proved the positive relationships between extensive reading and vocabulary.

A one-yearlong research with 89 Japanese university students whose major was human science was conducted by Nakanishi and Ueda (2011). It illustrated a considerable improvement in reading comprehension skills as result of extensive reading intervention.

Mukundan, Mahvelati & Nimehchisalem (2012) realized that a four-week program of intensive reading aided 30 16-year-old Malaysian students having problems with English language learning considerably enhanced their English skills (mean results grew from 49.5 to 79.17).

### Methodology

In this experimental research, a quantitative research design was implemented with control and experimental groups, to find out the influence of reading for pleasure on EFL student's reading Comprehension. Experimental and control groups were chosen from Arman Gerayan language institute. The duration of the experiment was 15 sessions (5 weeks). During that time, the students in experimental group were doing reading for pleasure, while the other students who were in the control group did not do any reading for pleasure, they just had usual intensive reading. Both groups were given a pre-test and post-test in order to determine the level of enhancements of their reading comprehension skills. The tests involved reading comprehension questions and they were of the same format and difficulty level. Before the experiment, students' interest area was investigated via direct talk to them. Regarding the language level and the interests of students, the materials were selected, like detective short stories, pop-culture, pets, etc. During the experiment, the participants of experimental group had this ability to choose any topics they want, so that the reading they did was not only extensive, but also pleasurable.

### Participants

Totally 21 English Philology freshmen students participated in this experiment. Participation was on a volunteer basis. participants were placed to the experimental and control group randomly, almost 10 students in each group. Students' age was between 18 to 20 years old.

### Procedure

At the beginning of the semester, both experimental and control groups were given a reading pre-test. After pre-test, the advantages of reading for pleasure and the focus of the project were explained to the students of experimental group. In the class no reading occurred, only discussions of the read materials were held and the extensive reading was done out of class.

In the control group, participants were just studying the texts which are in the reading book called "Real Reading 3". They also answered the exercises related to learning vocabulary and grammar besides reading comprehension, speaking and writing tasks based on the reading texts.

### Results and Discussion

As it is indicated at the Tables 1 and 2, prior to the intervention the results of the pre-test indicated that both control and the experimental groups obtained almost similar mean scores for their performance. As illustrated in Table 1, participants' pre- and post- test results are almost same. While there is a little increase on several participants' post-test results, most of the group- members' post- test results either were same or a little lower. This change influences the average results with just one point (initial mean was 78.29 and final mean is 79.48).

Table 1. Test Results of Control Group Descriptive Statistics

	N	Mean	Std. Deviation
Pre-test	21	78.28	9.87999
		57	
Post-test	21	79.47	10.23533
		62	
Valid N (listwise)	21		

Table 2. Test Results of Experimental Group (Descriptive Statistics)

	N	Mean	Std. Deviation
Pre-test	21	77.33	10.82743
		33	
Post-test	21	84.95	11.05204
		24	
Valid N	21		

As it is explicitly shown in Table 2, post-test mean result of experimental groups was 84.95, while their pre-test mean result was 77.33. Moreover, there was significant change in their post-test (by 7.62 points). These results support the hypothesis of the research – pleasure reading better stimulated the enhancement of reading skills via motivation and language acquisition through incidental encounters than intensive reading by purposeful working on language elements.

As shown in Tables 1 and 2, the initial mean results in the two groups were almost the same (77.33 in the experimental group and 78.29 – in the control group), the post-test results demonstrated better enhancement in the experimental group (the control group mean post-test result is 79.48, however, the average post-test result of experimental group is 84.95).

Chart 1. Comparison of Control and Experimental Groups

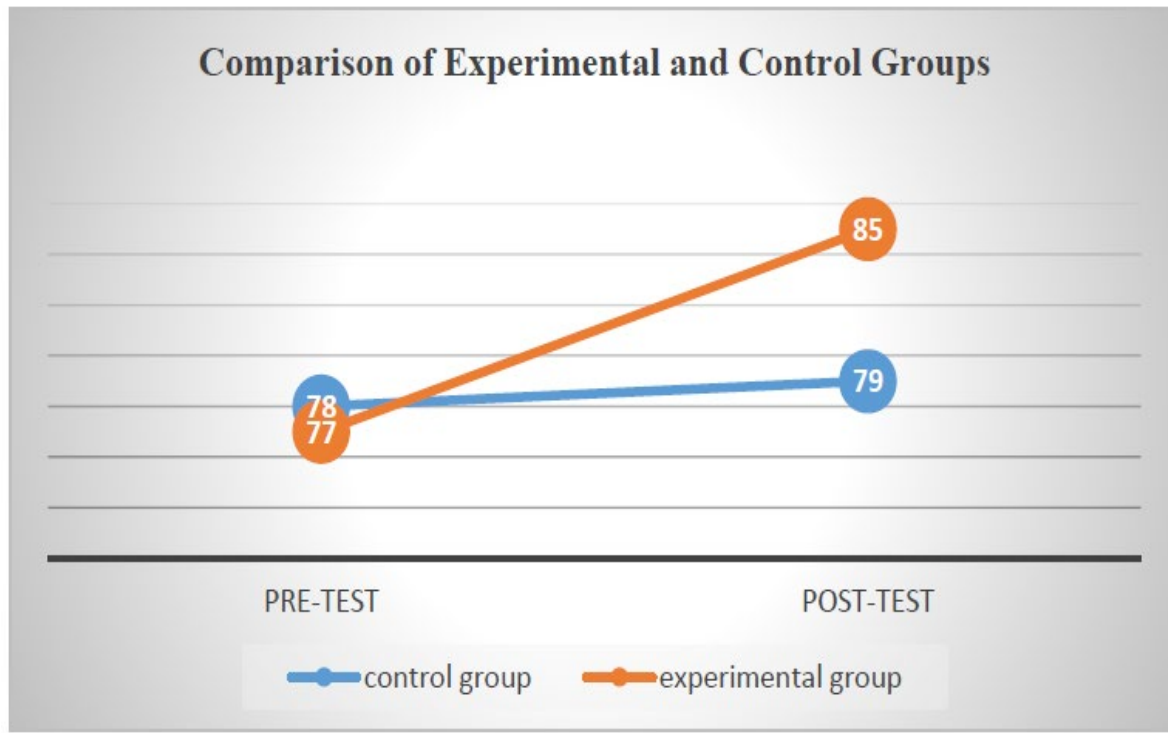


Chart 1 clearly illustrated the difference between the control and the experimental group. Although pre-test mean result of control group was higher than experimental group's result, after the employment of the pleasure reading, the

experimental group got significantly higher scores than the control group. However, we cannot conclude that the intensive reading classes were useless because the participants control group maintained the level of skills and even increased them. We have to say that both kinds of reading contribute to reading skills' enhancement, but the contribution of pleasure reading is more.

### **Conclusion**

This research investigated the impacts of pleasure reading on EFL students' reading comprehension. The study showed a measurable positive influence of reading for pleasure on learners' language acquisition. From the analysis of pre-test and post-test results of the experimental group reading extensively and the control group reading intensively, it is possible to see that both groups benefitted from learning, however, extensive reading (although it was not done in class with teacher explanations and feedback) provided a more significant improvement of reading skills than intensive reading.

By reading for pleasure, EFL students do not only learn new words or grammar structures but also acquire the language naturally and holistically. Also diverse and free range of materials urge the learners to read more and more. During pleasure reading, students meet unfamiliar words and structures and through making predictions, they enhance their lexical and grammatical knowledge. In other terms, reading for pleasure forms positive attitudes towards learning a foreign language. When students read large amounts of materials, they develop automaticity and improve meaning construction.

### **Limitations of the Study**

The survey was just implemented in one private language learning institute. For the further study, it is desirable to include some other institutes.

Another limitation of the research study is its small sample size with 2 groups (20 participants), which might not be representative for all the EFL students in Iran. Future studies with a larger group of participants may be needed to confirm the consistence of the study.

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## THE ROLE OF LEARNING MOTIVATION IN MEDIATING LEARNING OUTCOMES

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### ABSTRACT

Education is an effort to realize the ideals of the nation. To achieve good education, learning facilities, teacher teaching skills, interest in learning and learning motivation are needed. Learning facilities are needed by schools to be right on target and effective in their use. The effectiveness of the provision of learning facilities can improve the quality of learning. Besides that, in creating fun, effective, and innovative learning, a teacher needs a skill. If students have an interest in the teaching material being studied, they will study seriously and can obtain optimal learning outcomes because they like it and will feel satisfied when their wishes have been fulfilled. Respondents in this study were 80 student teacher candidates. The study used a path analysis design. The results of the study of learning motivation mediate learning facilities, teacher teaching skills and learning interest on learning outcomes.

**Keywords :** Learning facilities, interest in learning, motivation to learn

### Introduction

Education has an important role as a means of creating quality and superior human resources, because quality and superior human resources are able to compete in the free market era. An effective teaching and learning process can optimize educational outcomes. Optimal educational outcomes can be seen from the learning outcomes of students.

Learning outcomes are said to be optimal if students are able to understand the material, have skills and positive behavior after they have finished following the learning process as expected by the implementation of education. Learning outcomes will be obtained when students have completed the learning process. The success of the learning outcomes achieved by these students is influenced by various factors, namely factors from within oneself (internal) and factors from outside oneself (external). Internal factors include abilities, interests, learning motivation, study habits, persistence, psychological and physical factors. Meanwhile, external factors include the quality of teaching. The quality of teaching is whether or not a learning process is effective in achieving learning objectives (Boudreaux et al, 2016).

The quality of teaching is closely related to teachers and learning facilities in schools. Facilities are complementary learning support (Koca, 2016). The availability of learning facilities is expected to provide assistance and encouragement to students. Students who are motivated to carry out learning activities will be able to achieve optimal learning outcomes. Research conducted (Ball et al, 2009) concluded that there is an influence between learning facilities on learning outcomes. However, research conducted by Singh et al (2018) states that learning facilities have no effect on learning outcomes.

In addition to learning facilities, teacher factors also affect student learning outcomes. The teacher is a director as well as an actor in creating and planning teaching and learning activities that will be implemented in the classroom. Therefore, a teacher in teaching must have skills. Teacher teaching skills are absolute skills that must be possessed by teachers in creating the effectiveness of the learning process. Competent and professional teachers will be able to maximize their role in managing the class. Good classroom management is expected to be able to encourage and help students achieve optimal learning outcomes. Interest is one of the internal factors that can affect the learning outcomes of students. Interest is a feeling of liking and being attracted to something or activity (Vibulphol, 2016).

This feeling of love and attraction arises without coercion from others. So that someone who has an interest in learning about something will continue to pay attention and remember the activity with a sense of liking without being forced. Students who have an interest in the learning process are able to improve the learning outcomes achieved than students who have no interest. According to Vibulphol (2016) motivation is a change in energy in a person which is marked by the emergence of feelings which are preceded by a response to goals. According to Vainikainen et al (2015) motivation can be divided into 2 (two) types, namely intrinsic motivation and extrinsic motivation. The extrinsic motivation of students is a condition from outside themselves that encourages students to carry out learning activities. The availability of learning facilities at schools and the teaching skills of teachers



during the learning process are things or conditions that come from outside the students which are thought to cause learning motivation, so that it will affect learning outcomes. Students' intrinsic motivation can be a feeling of liking the material and the need for the material.

### **Literature review**

#### **Learning outcomes**

Learning is a process that is carried out by a person to obtain a change in behavior based on the experience he has. In general, there are 3 (three) learning theories, namely the theory of psychology, Gestalt psychology, and association psychology (Paolini, 2015). According to Krapp (1999) there are several theories about learning, namely the theory of Gestalt, Bruner, Piaget, Gagne, Bandura, Ausubel, and purposeful learning. The theory of learning the psychology of power states that humans have various kinds of power that are trained according to their functions. According to this theory, the important thing in learning is not the handling of matter or matter, but the result of the formation of these forces.

Gestalt theory states that learning the whole is more important than the parts or elements. Because the existence of the whole comes first. Gestalt theory explains that the learning process is carried out by students connecting a subject with other subjects as much as possible, experiencing development due to interaction with the environment, the teacher not only teaches science but also forms the student's personality, and students can adapt themselves to the subject matter. learned, in order to obtain an ability. Environmental interactions carried out intellectually, physically, emotionally, and socially will provide an experience for students. In addition to experience, learning can be more successful when it is related to the interests, desires and goals of students, and learning takes place continuously.

According to Paolini (2015) student learning outcomes are influenced by internal factors, in the form of students' abilities, learning motivation, interest and attention, learning attitudes and habits, persistence, socioeconomic, physical and psychological factors. Also external factors that are very dominant in influencing learning outcomes in schools, namely the quality of teaching.

#### **Learning Facilities**

According to Lee (2010), a tool for realizing effective and efficient educational goals through the fields of education is called education management. One of the scopes of education management is the management of facilities and infrastructure. Management of facilities and infrastructure is an activity of how to organize and manage educational facilities and infrastructure in order to achieve predetermined goals including planning, procurement, supervision, inventory storage, deletion and arrangement. The learning facilities available in schools require good management so that the procurement of these facilities and infrastructure is right on target and effective in their use. Because planning for the procurement of school education facilities and infrastructure is an effort to improve the quality of the teaching and learning process. Learning facilities are completeness of supporting learning for students (Singh et al, 2017). completeness of learning facilities consisting of learning media, equipment, books and other learning resources, and learning spaces. Learning space for accounting and finance expertise programs, including classrooms, library rooms, laboratory rooms, computers and languages.

#### **Teaching Skills**

The teaching and learning process which is implemented effectively can optimize learning outcomes. Teaching is the process of regulating, organizing the environment around students so that they can grow and encourage students to carry out the learning process (Kahu et al, 2017). Teachers in creating a conducive, effective, creative, innovative, and fun learning atmosphere require a variety of skills including teacher teaching skills. According to Ball (2009) skill is the ability to carry out various complex and neatly structured behavior patterns with circumstances to achieve a certain result.

Lee (2010) revealed that there are eight teacher teaching skills that play a major role and determine the quality of teaching, namely the skills to ask questions, provide reinforcement, conduct variations, explain, open and close lessons, guide small group discussions, manage classes, and teach small groups and individually.

#### **Interest to learn**

According to Vibulphol (2016) interest is a tendency and high enthusiasm or a great desire for something. Lee (2010) argues that interest is defined as the tendency of a person's soul to something accompanied by feelings of pleasure because he feels there is an interest in that something. Interest is the tendency to pay attention continuously and reminisce about some of these activities accompanied by feelings of pleasure. Interest has a difference with attention, if attention is temporary and not necessarily followed by liking, while interest is always followed by liking and its nature is permanent, so that satisfaction is obtained. Interest comes from yourself without coercion

from others. Based on this explanation, it can be concluded that the meaning of interest in learning is the tendency to stay in paying attention and reminiscing about learning activities continuously followed by a feeling of liking without coercion from others with the need to learn about it.

Learning is very much influenced by interest, because if students have an interest in the subject matter being studied, they will study seriously because there is an attraction. Teaching materials that are of interest to students are easier to learn and store, because interest can add to learning activities. Teaching materials that are not interested by students will rarely be studied, so that the content of the teaching materials is less mastered by students. As a result, the learning outcomes obtained are not optimal (Paolini, 2015).

**Motivation to learn**

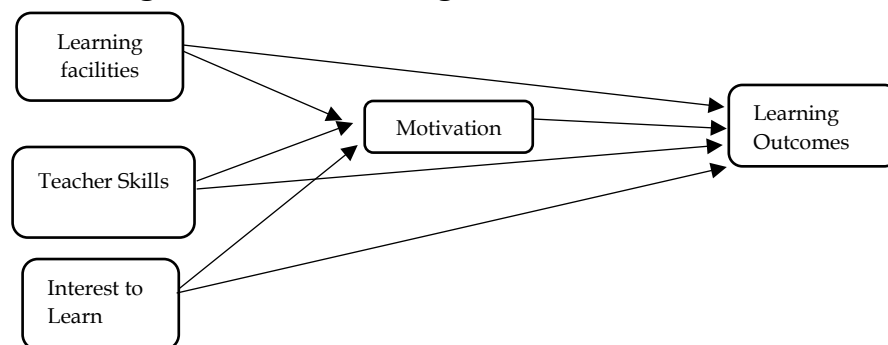
Motivation is the driving force to encourage living things to do something (Vibulphol, 2016). Motivation to learn is a desire or urge to learn, where a person knows what is going to be learned and understands why to learn it. Kahu (2017) also argues that the notion of motivation is a change in energy experienced by a person characterized by the emergence of feelings and preceded by a response to a goal. If there are students who do not do something that should be done, then as a teacher they must find the cause. The cause of this is usually because he may not feel happy, sick, hungry, there are personal problems, and so on. As a result, the student does not change energy because he does not have a learning goal or need. Students who do not have the motivation to learn, teaching and learning activities will be difficult to succeed. Motivation is related to someone's experience and interest in something or activity.

Someone who is not interested in the activities they do, they will not get meaningful experiences. Because they are not motivated, as a result, there will not be a good learning process for them. Therefore, as a teacher, it should be able to encourage students or in other words provide stimulation to want to do the work that should be done, namely learning. In learning activities, motivation is used as a driving force in students to generate learning activities, ensure the continuity of learning activities, and direct these learning activities. Motivation has an influence on learning. Learning outcomes will be optimal if there is the right motivation for students. Motivation arises because there are motives and needs in the individual.

**Method**

This type of research is quantitative research. Quantitative research procedures include collecting data using research instruments and then statistical data analysis in order to test the predetermined hypothesis. The research design can be described as follows:

**Figure 1. Research design**



The target population used in this study were students in vocational schools, amounting to 80 student teacher candidates. In this study, samples were taken using simple random sampling technique. Simple random sampling is a technique of taking members of the sample from a population that is done randomly without paying attention to the strata in the population. The questionnaire was used to obtain data on learning facilities, teacher teaching skills, interest in learning, and learning motivation. The questionnaire assessment used the Likert scale guideline. The Likert scale is used to measure the attitudes, opinions and perceptions of a person or group of people regarding the research variables that have been determined by the researcher. The measured variable will be translated into a variable indicator. The answers to each instrument item range from very positive to very negative. The data analysis technique used in this study is the classical assumption test, path analysis, single test and partial determination coefficient.

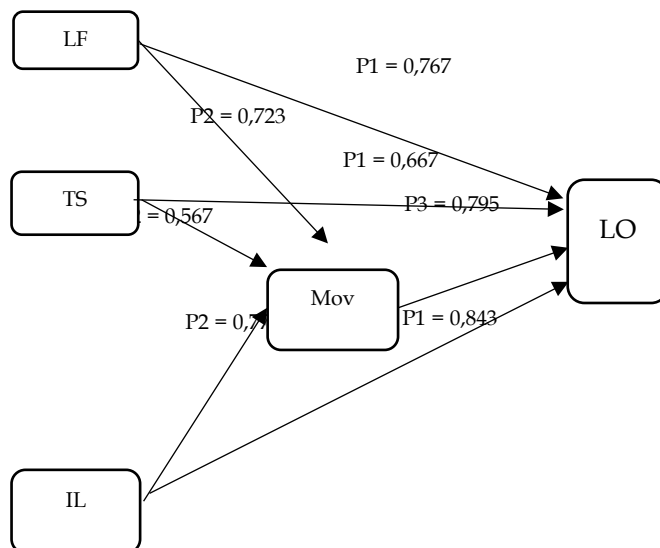
**Result**

The path coefficient can be calculated by creating a regression model equation according to the hypothesized relationship. The Equation of Learning Facility Regression Analysis, Teacher Teaching Skills, and Learning Interest in Learning Motivation. The regression analysis equation is used to predict how far the influence of learning facilities, teacher teaching skills and interest in learning on learning motivation can be seen in the following table:

**Tabel 1. Standardized Coefficients Beta**

Model	Std. Error	Standardized Coefficients Beta
Learnfact-learnout	0,073	0,767
Learnfact-mov	0,074	0,723
Teachskill-learnout	1,000	0,667
Teachskill-mov	1,040	0,567
Interest-learnout	0,075	0,843
Interest-mov	0,083	0,775
Mov-learnout	0,073	0,795

The results of the calculation of the path analysis pattern can be seen in the following figure:



**Figure 2. Path analysis test results**

Based on Figure 2 it can be seen that the influence of the dependent variable can be direct or indirect on the independent variable through the intervening or mediation variables in this study as follows: Based on the calculation of the results of the beta value above, it shows that the direct effect of learning facilities on learning outcomes is 0.767 while the indirect effect amounting to 0.575. which is the product of the beta value of learning facilities with motivation and motivation with learning outcomes. So that the greater the value of the direct effect. Furthermore, based on the above calculations, it shows that the direct effect of teacher teaching skills is 0.667 while the indirect effect is 0.451. So, it can be concluded that the direct effect is greater than the indirect effect. Then based on the above calculations, it shows that the direct effect of interest in learning is 0.843 while the indirect effect is 0.616. Thus, from the results of the path analysis it can be calculated that the value of the indirect effect is smaller than the direct effect, but overall motivation is able to mediate learning facilities, teacher teaching skills and interest in learning on learning outcomes.

After testing the hypothesis, the results of the analysis show that the learning facility variable shows the regression coefficient is positive. The positive sign on the coefficient value indicates a unidirectional relationship between learning facilities and basic accounting learning outcomes. Thus, if the learning facility has increased or decreased, it will cause an increase or decrease in basic accounting learning outcomes. This shows that learning facilities have an influence on students in vocational schools in relation to basic accounting learning outcomes. Facilities are completeness to support activities, learning facilities that are available in full at school can provide convenience

for students in learning activities. Learning facilities that are well managed by the school can be used according to their function and can last a long time. The achievement of management objectives for facilities and infrastructure in schools is an effort to improve the quality of teaching. Good teaching quality will be able to improve student learning outcomes. This shows that the respondent agrees that the school has carried out management of facilities and infrastructure properly, so that it can support learning activities at school. Learning facilities that are complete, on target, and effective in use can improve the quality of learning. The quality of learning that increases will improve learning outcomes. Thus it can be concluded that learning facilities have a positive and significant effect on basic accounting learning outcomes. After testing the hypothesis, the results of the analysis show that the teacher teaching skills variable shows the value of the regression coefficient is positive. The positive sign on the coefficient value indicates a unidirectional relationship between teacher teaching skills and basic accounting learning outcomes. So, if the teacher's teaching skills have increased or decreased, it will cause an increase or decrease in learning outcomes. This means that teacher teaching skills affect student learning outcomes in vocational schools. This shows that teacher teaching skills have an influence on students in relation to learning outcomes.

In creating fun, effective, and innovative learning, teacher teaching skills are needed. The teaching skills of the teacher consist of questioning skills, reinforcement skills, variation skills, explanation skills, opening and closing lessons, small group discussion guiding skills, class management skills, and small group and individual teaching skills. Professional teachers will be able to maximize their role properly. The teacher is a director as well as an actor in creating and planning learning activities that will be applied in the classroom. Teachers who can apply teaching skills well will be able to help students achieve maximum learning outcomes. This shows that the respondents agree that the teacher has implemented the eight teacher teaching skills well. The teaching skills of the teacher are applied properly, so that a conducive, effective, creative, innovative, and fun learning atmosphere is created. Effective learning will improve learning outcomes. After testing the hypothesis, the results of the analysis show that the interest in learning variable shows the value of the regression coefficient is positive. The positive sign on the coefficient value indicates a unidirectional relationship between interest in learning and learning outcomes of basic accounting. So, if interest in learning has increased or decreased, it will cause an increase or decrease in basic accounting learning outcomes. This means that interest in learning affects learning outcomes. This shows that interest in learning has an influence on students.

Interest is a lack of attention that is carried out continuously and remembers some of these activities accompanied by a feeling of pleasure without any external coercion. Learning interest is very important in learning activities, if students have an interest in the teaching material being studied, they will study seriously. This shows that the respondent agrees if the respondent has an interest in learning basic accounting subjects. Subjects that are of interest to students will be studied in earnest, so that it will be easier to learn and remember. This means that it can achieve better learning outcomes.

Learning facilities are complementary to support students' learning activities. Learning facilities in schools, namely the equipment used for learning, learning media, books and other learning resources and learning spaces that support student learning activities. Learning facilities are well managed by schools so that they are right on target and effective in their use. The effectiveness of the provision of learning facilities can improve the quality of learning.

Learning activities are carried out effectively in achieving the learning objectives that have been formulated to help students achieve optimal learning outcomes. Students who take advantage of the learning facilities will also find it easy to learn. If they do not find learning difficulties, they will be more successful in the learning process. So that learning facilities have an influence on learning outcomes. Teaching is a process of regulating and organizing the environment around students in order to grow and encourage students to carry out the learning process. In creating fun, effective, and innovative learning, a teacher needs a skill. Teacher teaching skills are absolute skills that must be possessed by a teacher. There are 8 (eight) teacher teaching skills that play a very important role and determine the quality of teaching, namely the skills to ask questions, provide reinforcement, hold variations, explain, open and close lessons, guide small group discussions, manage classes, and teach small groups and individually.

If the teacher can apply the eight teaching skills, then the learning process will create pleasant, effective, and innovative learning conditions. Effective learning activities are able to optimize student learning outcomes. So that the teaching skills of teachers have an effect on learning outcomes. Interest is the tendency to pay attention continuously and reminisce about some of these activities accompanied by feelings of pleasure. Interest is also defined as the tendency of a person's soul to something accompanied by feelings of pleasure because he feels there is an interest in that something. If students have an interest in the teaching material being studied, they will study seriously and can obtain optimal learning outcomes because they like it and will feel satisfied when their wishes have been fulfilled.

Meanwhile, teaching materials that are not of interest to students will be rarely studied, it can result in students not being able to master the teaching materials. The result is that they cannot get optimal learning results. Based on this description, it can be concluded that learning outcomes are influenced by interest in learning. Motivation to learn is a desire or urge to learn, where a person knows what is going to be learned and understands why to learn it. Motivation arises because there is stimulation in the form of a goal which is marked by the emergence of feeling.

Owned learning motivation can provide experience to students. The experience they have can change their behavior. Changes in good behavior are called learning. If students have experienced changes in behavior, then they have obtained learning outcomes. Optimal learning outcomes are influenced by strong learning motivation. Based on these descriptions, it can be concluded that learning motivation affects learning outcomes.

Motivation arises because there are motives and needs. Students who are aware of the need to carry out learning activities, they will try to meet these needs in order to achieve the goals they want. The availability of complete facilities and infrastructure can help the learning process of students because learning facilities are a means of supporting learning activities. So that they will find it easier to meet their learning needs because of the learning facilities.

Students who have motives and do not find difficulties in fulfilling needs can create motivation in themselves. From this description, it can be concluded that learning facilities affect learning motivation. Most likely students do not have motivation to learn because they feel unhappy with the learning activities they do. A teacher has a role to create fun learning so that the learning process is successful. The teacher's way of realizing fun learning is by applying teaching skills.

So that a teacher must have good teaching skills in order to increase the learning motivation of their students. Because it is the teacher's obligation to help increase the learning motivation of students so that they can meet their needs and achieve their learning goals. Based on this, it can be said that teacher teaching skills affect learning motivation.

Motivation is related to experiences and interests. Someone who is not interested in the activities they do, they will not get meaningful experiences. Because they do these activities not based on motivation. When students feel happy with the learning they are carrying out, it means that these students have an interest in learning. Because they like to carry out these activities, they will get valuable experience and can bring progress to themselves. So that motivation can emerge in students. This condition is an example of the intrinsic motivation that students have. Thus, learning motivation is influenced by interest.

Motivation arises because there are motives and needs. Students who are aware of the need to carry out learning activities, they will try to meet these needs in order to achieve the desired goals. The availability of complete facilities and infrastructure can help the learning process of students because learning facilities are a means of supporting learning activities. Management of facilities and infrastructure that is implemented by schools properly will make these facilities effective and right on target. So that students will find it easier to meet learning needs because of the learning facilities.

Learning facilities that are managed properly can improve the quality of teaching. Quality teaching will be able to help students to have motives and not find difficulties in fulfilling needs, so that they can generate motivation in themselves. Because the students have the right motivation, they will be able to get optimal learning outcomes. Therefore, learning facilities can influence learning outcomes through learning motivation.

Teachers have a role in creating a learning process that is fun, effective, and innovative. In addition to creating fun learning, a teacher must also help students to increase learning motivation so that students are able to meet their needs. The way teachers deal with this is by applying their teaching skills. Because teacher teaching skills are an absolute skill that a teacher must have. An effective learning process can increase the motivation of students so that they can obtain optimal learning outcomes. Therefore, teacher teaching skills can affect learning outcomes through learning motivation.

Students who have an interest in learning, it means that they get a learning experience that is able to make them interested so that they always pay attention to these learning activities with feelings of pleasure without being told or forced by others. Because they have an interest in learning, they will study seriously. If students have studied in earnest, it means they already know what will be learned and understand why to learn it.

This can be interpreted that these students already have motivation within themselves. Because students have the right motivation, they will be able to obtain optimal learning outcomes. So that interest in learning can affect learning outcomes through learning motivation. The learning process that is implemented effectively can optimize student learning outcomes. Learning outcomes will be obtained by students, when they have completed the learning process, it is marked by having positive knowledge, skills, and behavior. Whether or not a learning process is effective in achieving learning objectives is called the quality of teaching. In realizing the quality of teaching, learning facilities and teaching skills are needed. In addition, students are also expected to have an interest in learning. Those who have an interest will study seriously because of their interest in the material being studied. Optimal learning outcomes can be obtained if students have strong learning motivation. The availability of learning facilities that meet the needs of students, good teacher teaching skills during the learning process, and interest in learning are expected to be able to foster strong learning motivation in students so that optimal learning outcomes can be obtained.

Learning facilities, teacher teaching skills, interest in learning, and learning motivation are factors that can affect learning outcomes, whether or not the learning outcomes obtained by students are influenced by these factors. Based on the results of a preliminary study at vocational schools, it is known that the learning outcomes of students in basic accounting subjects are in good categories. However, when researchers conducted a literature review, they still found research gaps regarding the effect of learning facilities, teaching skills, interest in learning, and learning motivation on learning outcomes.

### Conclusion

Based on the research that has been done, it can be concluded as follows: There is a positive and significant effect of learning facilities on learning outcomes, this means that the effect of learning facilities on learning outcomes is significant. So that the better the learning facilities, the higher the learning outcomes. There is a positive and significant effect of teacher teaching skills on learning outcomes, this means that the effect of teacher teaching skills on learning outcomes is significant. So that the better the teaching skills of the teacher, the higher the learning outcomes. There is a positive and significant influence of interest in learning on learning outcomes, this means that the effect of interest in learning facilities on learning outcomes is significant. So that the higher the interest in learning, the higher the learning outcomes. Motivation to learn mediates learning facilities, teacher teaching skills and interest in learning towards learning outcomes.

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## THE SUPERVISION IN DISTANCE EDUCATION: E-SUPERVISION

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### ABSTRACT

The development of technology has affected education as well as many other sectors. The development of technology, education programs are rearranged and adapted to today's conditions. Due to the pandemic experienced, education has been moved to online platforms in many countries around the world and education is carried out with distance education models. Effective and efficient use of distance education practices is important in terms of sustainability and not interruption of education. At this point, the importance of supervision comes to the fore once again. This research examines the concept of supervision in the distance education process and the emerging e-supervision concept. In the study conducted with the document analysis method, which is one of the qualitative research methods, the relevant literature was examined and the findings obtained were discussed. As a result of the research, it has been revealed that the advantages of distance education also provide opportunities for e-supervision facilitate control, eliminate time and place concepts, and create an easier communication network between supervisors, teachers and school administrators.

**Keywords:** distance education, supervision, e-supervision, pandemic

### Introduction

In the 21st century, countries are reviewing their education systems in accordance with the spirit of this century and aiming to carry out education with more student-centered models. Education in schools is shown as both a problem and a solution source for this problem all over the world. Every country in the world organizes its education system by considering its unique characteristics. For this reason, developed countries have developed many different educational supervision models to control the education system (Aydoğmuş & Çiçek Sağlam, 2016).

There are different definitions for supervision in the literature. Supervision is expressed as a method of controlling behavior in the name of the public good and the process of teachers' participation in instructional dialogue in order to increase student success and improve teaching (Bursalıoğlu, 2012; Gespass & Paris, 2000).

Education is a living, developing and progressing process. It can be said that this process cannot proceed uncontrolled. Supervision tries to determine to what extent the organization has achieved the success criteria, and the success criteria of educational organizations are their goals. Schools are established to achieve these goals. (Aydın, 2016; Altunya, 2014). The inputs, processes and outputs of the schools, which constitute the main part of educational organizations, should be controlled according to a certain program and the results should be reviewed in order to determine to what extent they reach their goals.

The global epidemic has affected education as well as all sectors, and schools around the world have been closed and distance education has been implemented to ensure the sustainability of education. The Covid-19 pandemic has changed our perspective on education and the way we interpret education (Bozkurt & Sharma, 2020). A globally effective pandemic can be regarded as a disaster by its nature and this disaster can be interpreted as the end of some things as well as a sign of new beginnings (El Maarouf, Belghazi & El Maarouf, 2020). Therefore, the use of technology within the scope of education has increased, however, various problems have emerged. The unpreparedness of teachers and students for this process once again revealed the necessity of supervision in order for the process to proceed correctly.

This study is expected to contribute to the literature by revealing the changes in educational supervision. The research is important in terms of providing information and solution suggestions about the change experienced.

This research aims to reveal the strengthening of the supervision practices for distance education, the more effective and effective participation of the stakeholders in the process, the things to be done in this direction, the current situation and the requirements and advantages of distance education control.

### **Distance Learning**

It is stated that the rapid change in technology enables the educational environments to be reorganized and educational activities are now moved to the environments where individuals are present (Seok, 2007). Distance Learning; It is a discipline that teaches, learns and tries to eliminate the limitations of learning resources and the problems created by these limitations, and uses existing technologies while doing so (Bozkurt, 2017).

Despite the increase in the number of institutions providing distance education and the number of students who want to study in these institutions, efforts are needed to increase the quality of these programs and teaching activities and to establish a quality assurance system in distance education practices. However, an institution that will provide accreditation of distance education institutions, education programs and other services has not yet been established in our country. With the Bologna process, it has become a necessity to establish a national accreditation system in distance education applications (Özkul & Latchem, 2011).

In our age, developments in technology and science increase the tendency to keep up with the period and the desire for education. However, education systems show resistance in keeping up with the changes in technology and science and are criticized for not being innovative because of this resistance (Yurdakul, 2016). This reveals the necessity of educational supervision.

### **Distance Education and Supervision**

During the pandemic process, only a small part of the world population is immune and the number of cases and deaths is increasing day by day and there is no clear solution yet, it is clearly seen that the opinions claimed that distance education will be the main method of education rather than being a temporary and alternative solution is highly likely to be true (Yamamoto and Altun, 2020).

The quality and effectiveness of education should be prioritized. At this point, it should be taken into account that the management of distance education, which differs from the management of educational institutions, is of great importance. Because the planning, coordination, adequacy of the system infrastructure, effective management and even supervision of distance education services are of great importance.

According to Aslan (2015), modern education control is an education supervision approach that helps organizations to live healthily by controlling the process, correcting the deviations in the process and improving the process. According to Aydın (2016), the expression of modern education supervision approach should be understood as the application of supervision based on research, which has passed the evaluation filter. The aim is to create the most appropriate conditions and behaviors to achieve the desired result. According to this explanation, the essence of the modern educational supervision approach is the information obtained by filtering all educational supervision approaches. This information contains all of the applications made to achieve the targeted result.

The main goal is to create quality environments for students with the cooperation of teachers and supervisors. Educational supervision is increasing the knowledge and skills of education stakeholders in order to ensure teachers' development, change, progress, solution of problems and their commitment to their institutions (Zepeda, 2016).

The primary purpose of the supervision is to guide and guide educational institutions, especially teachers. Therefore, in the distance education process, supervisors should have knowledge of this training model. Can and Gunduz (2018) stated in their study that when teachers encountered non-specialist inspectors, they started not to take the inspector seriously, to question the reliability, adequacy and opinions of the inspection activity, and to believe that inspection activity was unnecessary.

Studies reveal that students learn better with distance education and that many skills develop in this process. In addition, during the distance education, students and teachers find the opportunity to discover their strengths and weaknesses, make the learning process out of monotony, communicate with other learners using online technologies and participate in collaborative learning processes (Zhu, 2020; Williamson, 2020).

It is defined as the bringing together of the elements of directing, supervising and coordination of e-supervision activities developed for e-learning environments within the scope of distance education. Normally, face-to-face inspection during the process is carried out on the internet during this process. This means applied learning as well



as cognitive learning (Sergiovanni and Starratt, 2012). E-supervision allows the audit to be made in different geographical regions regardless of place and time. It provides an opportunity for enhanced collaboration between supervisors, school administrators and teachers, especially in education.

Innovations and various tools in information and communication technologies have created a new learning dimension. Especially for educators, it has made clear activities that can be learned, recorded, discussed and evaluated. Most educational institutions are trying to integrate new information and communication technologies into existing curricula or to develop new paradigms for learning (Chan and Ngai, 2010). Distance learning is one of the new stages of education that facilitates learning for students with many applications and platforms offered. However, in this process, both students and teachers need to be cared for (Guntoro et al., 2016). Using the same technology tools within the scope of distance learning and e-supervision ensures that teachers, school administrators and supervisors have the process and technology aptitude. However, it differs in its operation. Although the control is online, its purpose is to guide teachers and solve problems in functioning. E-supervision systems include the following benefits for users;

- Simplifies the process and makes it easier
- Provides easy expression
- It is more convenient in terms of time and cost.
- Fast and continuous access to information is provided.
- Offers better management opportunity.
- Offers individual communication opportunity.

### Conclusion

Distance education enables the development of many skills through the development of students and teachers and the adaptation of technology to the lessons. Distance education, lack of time and place limitations in the process, and teaching students' own access to information is especially important in gaining lifelong learning skills. However, in order for the education to progress in a qualified and efficient manner, supervision is essential in distance education as in the traditional education process.

The advancement of technology and the change in the education model with today's conditions require the control to adapt to this. In this direction, the concept of e-supervision is emerging. In the traditional education environment, while supervision takes time and progresses slowly, e-supervision provides more effective and efficient control by using the advantages of distance education, while allowing the development of teachers and school administrators in line with educational technologies.

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## UNDERGRADUATES' ACUITY TOWARDS THE USE OF FACEBOOK FOR LEARNING

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### ABSTRACT

This study examined undergraduates' perception on the use of Facebook for learning with reference to gender and specialization. A researcher designed structured questionnaire which was validated by three experts was used for data collection from 300 undergraduate students. Mean and percentage for research questions. Hypotheses 1 was tested using independent t-test while hypotheses 2 was tested using ANOVA at 0.05 level of significance. The findings of this study showed that: (i) Undergraduates have the right perception towards the use of Facebook for learning (2.94). (ii) There was no significant difference between male and female perception towards the use of Facebook for learning [ $t = 0.635$ ,  $p > 0.05$ ]. (iii) There was no significant difference among undergraduates based on course of study on use of Facebook for learning [ $F_{(2,99)} 1.46$ ,  $p > 0.05$ ]. The study concluded that undergraduates have positive perception towards the use of Facebook for learning. The study recommends that the government should include the use of social media applications among the methods of lesson delivery.

**Keywords:** Perception, Facebook, Learning, Gender, Course of Study

### INTRODUCTION

#### Background of the Study

Information and communication technology is technique for data capturing, data storing, data processing, data transmission, information retrieval and information display and communicated the results either in the form of model or attribute or in combined form through computers (Prasad & Prasad, 2018). Thus, the information and communication technology is a collective form to combine field of computers and various information systems to find out the desired solutions to the users. It has affected every walk of the human life at local, national and global level. ICT provides a considerable benefit in supporting learning. By using technology in their learning, the students can be active learners. They will be aware of what information they need, why they need it, and how they can get that information. As noted by Huffaker (2018), an active learning allows the students to decide when they require a particular information and whether they have already understood that information or not. This active learning also implies an independent learning.

Social media features include interconnections with other users through links and news feeds, and sharing of user-generated content (for example photos, ratings, tags). Pages can be dynamically updated and content embedded (for example embedding a video). Examples of social media include social network sites (for example Facebook); wikis (for example wiki spaces); media-sharing services (for example YouTube); blogging tools (for example Blogger); micro-blogging services (for example Twitter); social bookmarking (for example Delicious); bibliographic management tools (for example Zotero); and presentation-sharing tools (for example Slideshare)

(Gruzd, Staves & Wilk, 2012). Besides social (fun), commercial (marketing) and governmental (citizens welfare etc.) usage, the ubiquity of social networking sites in our daily lives can be exploited in academia as well. SNSs can be used to create an interactive and transparent learning environment between teachers and their students, where they can easily communicate and exchange information.

A Social Networking Site (SNS) is a type of websites with individual user profiles, forming a traversable networked community for social interaction. A user profile contains personal information about each member, such as: name, gender, age, interests, etc. Social Networking Sites (SNSs) bring people together and allow them to communicate by making new friends, exchanging ideas and engaging in similar interests. These sites in general provide tools for posting messages, sharing photos, creating personal pages and groups. Besides communicating with friends, social networking sites are increasingly being used for business, advertisement or entertainment. They are also currently used to connect government entities with people by posting announcements, taking votes and sharing opinions. Boyd and Ellison (2008), defined social networking as a web based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system.

On the other hand, there is still significantly less use of digital technologies in 'formal contexts' and the kinds of use do not always take account of the richness of some, but not all learners' experiences outside institutions (Erstad & Sefton-Green, 2013). Appropriation of technologies by educators is often used to replicate traditional approaches and is thus at odds with the creative practices in participatory digital cultures (Warschauer & Matuchniak, 2010). Clark, Logan, Luckin, Mee, Oliver, (2009), suggested that the intersection between digital cultures and institutional ICT practices is a space dominated by 'digital dissonance' with both educators and learners unable to recognize the potential benefits of social media for formal education. As several researchers have noted, stemming this disconnect between institutional digital practices and what some learners experience out of school may become especially important to addressing educational inequities; for example, for children in rural or low-income areas inside school spaces may be their only opportunities to access technology-rich informal learning opportunities (Mardis, 2013).

Facebook was established in 2004 and has grown exponentially to become not only the most popular SNS in the world (Mazman & Usluel, 2010), Facebook is the most prominent social-networking tool of the past decade for students' online learning (Omar, Embi, & Yunus, 2012). According to Facebook, there are over one billion users worldwide and almost 80% of those users are from outside the United States and Canada (Facebook, 2012). Among the rankings by country, Japan the location where this study takes place ranks sixteenth in the world for the total number of Facebook users and fifth among Asian countries. It was initially limited to college students at Harvard with a university email address. Later, it spread like wild fire and became the most popular and most visited website.

Although early studies of Facebook focused mainly on its inclusion in a first educational environment, some research has investigated how Facebook can be utilized in learning. Numerous studies on Facebook's inclusion in learning education environments have reported positive influences on student motivation, engagement, and attitudes. Among the studies conducted, Facebook has been shown to have an impact on motivation among students in higher education (Suthiwartnarueput & Wasanasomsithi 2012). Most notably, Mazer, Murphy and Simonds (2007) suggest that student motivation and participation are greatly enhanced when engaging course material is presented through more personalized platforms, something Facebook and other SNS provide. Similarly, Ziegler (2007) stated that Facebook has the ability of motivating students as engaged learners rather than learners who are primarily passive observers of the educational process.

Yunus and Salehi's (2012) study also revealed similar conclusions that coincide with the claims made by Mazer, Murphy, Simonds and Ziegler (2007), regarding the perceived value of language learning through Facebook. Yunus and Salehi (2012) postulated that students felt their motivation and confidence improved through participating in activities within Facebook. Specifically, the majority of students reported that instant interaction and feedback increased motivation, while informal interactions such as when fellow students liked comments helped improve their confidence. Findings from the studies above indicated that Facebook's integration into education has had positive effects on student motivation.

Several studies examined how students generally perceive Facebook for language learning or how Facebook's integration into traditional learning environments has affected or changed student attitudes toward it (Akbari, Eghtesad, & Simmons, 2012). Shih (2011), Students' writing skills improved and they had the positive attitudes and motivation to participate in the class. Collectively, the researchers reported an increase in positive student

attitudes toward using Facebook. Specifically, Akbari, Eghtesad, Simmons, Suthiwartnarueput and Wasanasomsithi (2012), reported that students considered Facebook a relevant and purposeful educational tool for language learning.

Researchers noted that gender occupied a special place in understanding people's decisions in the adoption and use of new technologies (Volkovich, Laniado, Kappler & Kaltenbrunner, 2014). Few research on the gender differences in usage patterns of Social Networking Sites (SNS) highlighted that the male gender used social networking sites for networking, making new friends, and seeking out potential dates and playing games; while female used it for relationship maintenance (Rousseau & Puttaraju, 2014) and posting public message (Muscanell & Guadagno 2012). Another related study averred that females used Social Networking Sites predominantly to look for old friends and keep in touch with the existing ones while, at the same time, hiding their identities and personal information for privacy purposes (Mazman & Usuel, 2011). As averred by Venkatesh Thong, and Xu (2012), while men are more driven by contributory factors such as perceived usefulness, women are more motivated by process and social factors.

The influence of course of study (Educational Technology) on the use of Facebook for learning, there are varieties of courses in Educational Technology that can be learnt using Facebook. First is the case of communication, the case of instructional materials, instructions, assignments giving out and submission, and distance education. With the use of Facebook, students and their teachers can have their meetings inside and outside the four corners of the classroom, the teacher can guide and counsel disturbed children during off-school hours without getting to move down to their places or they going over to the teacher's place.

Overloaded by information, outsmarted by smartphones, overtweeted and facebooked out, welcome to the world of a technology savvy student owning a tablet with every app and a smartphone for every latest communication craze. What we are witnessing on campus is swiftly taking over the world – the digital dependency (Kaplan & Haenlein, 2010). While many are far from the state of technology addiction, people are finding themselves reaching for their never-too-far iPhone first thing in the morning before even brushing their teeth. The good news is that the positive impact of information technologies, including social media, outweighs its negative aspects (Benson & Morgan, 2014). This explains why there are fewer publications on the adverse effects of technology, however the 'dark-side' should not be ignored.

### **Statement of the Problem**

Education encompasses both teaching and learning. Learning has always been done conventionally, students come to class, receive lectures, ask questions in class and then head home, on getting home, they learn on their own, and if there are any questions relating to what they were taught in school, they write them down and wait for the next day of the next lecture, before presenting it to their lecturers. With Facebook, each class will have their respective group chat, with the lecturers as the admins of the groups, then they can post their questions immediately when they arise, and they get their answers from their lecturers. Among undergraduates, the common problems Facebook for learning would be tackling are;

Wrong Perception of undergraduates on the use of Facebook for learning, basically, educational purpose was not part of the purposes Facebook was established on. Most undergraduates find it strange using Facebook for learning, since its primary purpose is to serve as a media for having fun and chatting with friends that are both nearby and faraway. Little do they know that if used as a learning platform, it would improve the rate at which undergraduates learn, both in classroom and outside classroom.

Bridging the distance gap between home and school, utilizing Facebook for learning would help in bringing the school home. Bringing the school home in the essence that students interaction with their lecturers would not be limited to the four-walls of the classroom, when there is a question that needs to be answered by the lecturer, instead of waiting to bring it to class the following day, the students can ask their questions immediately from their lecturers and can get replies almost immediately if the lecturer is online to answer, but later if the lecturer is not online. Contributions to the question can also be done by their fellow colleagues who have more understanding on the subject matter. Hence the problem of gap between home and school would be tackled efficiently.

### **Purpose of the Study**

The main purpose of this study was to;

- i. examine undergraduates' perception on the use of Facebook for learning in educational technology at the University of Ilorin.
- ii. determine the influence of gender on undergraduates' perception on the use of Facebook for learning in educational technology in the University of Ilorin.

- iii. investigate the influence of undergraduates' course of study on the perception on the use of Facebook for Learning.

#### **Research Questions**

The following research questions were answered in this study;

- i. what is undergraduates' perception on the use of Facebook for learning?
- ii. what is the influence of gender on undergraduates' perception on the use of Facebook for learning?
- iii. what is the influence of undergraduates' course of study on their use of Facebook for learning?

#### **Research Hypotheses**

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

- Ho1:** there is no significant difference between male and female undergraduates' perception on the use of Facebook for learning.
- Ho2:** there are no significant differences among undergraduates based on their course of study on use of Facebook for learning.

## **METHODOLOGY**

### **Research Design**

This study was a descriptive study of the survey type because it afforded the researcher the opportunity to collect large information from large number of respondents.

### **Population, Sample and Sampling Techniques**

The population of the study consisted of all undergraduate students in Kwara State. The target population comprised of all undergraduate students from the University of Ilorin, Ilorin. Simple random sampling techniques was adopted to draw sample for the study. The sample consisted of randomly selected students from 100, 200, 300 and 400 level of the Department of Educational Technology, Faculty of Education, and University of Ilorin, Nigeria. In total, 300 undergraduates were the participants in the study. The selected sample consisted of both male and female students from the Department of Educational Technology.

### **Research Instrument**

The instrument was a researcher-designed questionnaire titled "Undergraduates' Perception towards the Use of Facebook for Learning in University of Ilorin". The questionnaire was structured in order to help attain appropriate responses from the respondents. In constructing the questionnaire items, efforts were made to see that the instruction was clear, precise and unambiguous to the respondents. The questionnaire was divided into two sections (A&B). Section A obtained information on the personal data of respondents which included department, course of study, gender while Section B obtained information on undergraduates' perception of the use Facebook for leaning in University of Ilorin and contained items each with four response mode thus; Strongly Agree (SA), Agree (D), Disagree (D) and Strongly Disagree (SD).

### **Validation of the Research Instrument**

The questionnaire was validated by the five lecturers in the Department of Educational Technology, University of Ilorin, for face and content validity. Their comments, corrections and modifications were used to produce the final draft of the instrument.

### **Procedure for Data Collection**

The researcher obtained consent from each respondent before the administration of the instrument. The respondents were met with face to face to ensure accurate information was obtained and to avoid delay. The completed copies of the questionnaire were collected immediately from the respondents for analysis. The respondents were allowed to participate voluntarily since best results can only be obtained when there is no form of pressure on them. Anonymity was maintained, that is the respondents' identity and the results were kept confidential. All information gathered during the course of this study were handled with ethical confidentiality, that is details and the response of the respondents were kept secret.

### **Data Analysis Techniques**

Data gathered was analysed using frequency count, mean and percentage for research questions. Hypotheses 1 tested using independent t-test while hypotheses 2 was tested using ANOVA at 0.05 level of significance.

## **DATA ANALYSIS AND RESULTS**

### **Introduction**

This Chapter dealt with collation, analysis and interpretation of data collected in relation to the research to the objectives. This chapter is sub-divided into demographic characteristic, answering of research questions, testing

of research hypotheses and summary of research findings. Three research questions were raised and two hypotheses was postulated in this study. Research question one was answered using summated mean rating, while research questions two, and three that have corresponding hypotheses was tested using t-test statistical tool at 0.05 level of significance. All analyzed data are represented on tables.

**Demographic Attribute of the Respondent**

Percentage was used to describe personal information of the undergraduate that participated in the study. The variables used include gender, department and academic level.

**Table 1: Distribution of Respondents Based on Gender**

Gender	Frequency	Percentage (%)
Male	177	59
Female	123	41
<b>Total</b>	<b>300</b>	<b>100</b>

Result in Table 1, revealed that 177 (59.0%) of the respondents were males while 123 (41.0%) were females. This show that there were more male respondents than female respondents in the study.

**Table 2: Distribution of the Respondents Based of the Program**

Program	Frequency	Percentage (%)
Educational Technology	105	35
Computer Science Education	63	21
Technology Education	132	44
<b>Total</b>	<b>100</b>	<b>100</b>

Table 2 indicates that 105 (35.0%) respondents were Educational Technology students, 63 (21.0%) respondents were Technology Education students, 132 (44.0%) respondents were Computer Science Education students.

**Analysis of Research Questions**

**Research Question 1:**

What is undergraduates’ perception on the use of Facebook for learning in educational technology in the University of Ilorin.

**Table 3: Undergraduates’ Perception on the use of Facebook for Learning**

S/No	Item	Mean
1.	Facebook is used for chatting alone.	2.45
2.	Facebook is viewed as a learning platform.	3.02
3.	Facebook interface is boring	2.49
4.	Facebook has improved communication between myself and my lecturers.	2.85
5.	Facebook has helped me learn outside the four walls of the classroom.	3.10
6.	Facebook is a good place to post writing assignments like short stories or essays.	3.08
7.	Facebook is a good place to post and respond to surveys.	3.18
8.	Facebook is a good place to listen to audio files and take notes to prepare for next class.	2.99
9.	Facebook is a good place to peer review or peer edit classmates’ writing assignments.	3.10
10.	Facebook would improve my learning	3.17
	<b>Grand Mean</b>	<b>2.94</b>

Table 3, Presents the mean on undergraduates' perception on the use of Facebook for learning in educational technology in the University of Ilorin. Because 7 out of the items covered by the study had mean scores that were higher than the benchmark of 2.50 and the grand mean is 2.94. Therefore, undergraduates have a positive perception towards the use of Facebook for learning in educational technology in the University of Ilorin

### Hypothesis Testing

#### Hypothesis One:

There is no significant difference between male and female undergraduates' perception on the use of Facebook for learning.

**Table 4: Significant Difference between Male and Female Undergraduates' Perception on the Use of Facebook for Learning**

Gender	N	X	SD	Df	T	Sig (2tailed)	Remark
Male	177	2.91	.467	298	-.635	.527	Accepted
Female	123	2.97	.448				

From Table 4, it can be deduced that there was no difference between male and female undergraduates' perception on the use of Facebook for learning. This is reflected in the findings of the hypotheses tested  $df(298)$ ,  $t = -.635$ ,  $p > 0.05$ . Thus, the hypothesis which states that "there is no significant difference between male and female undergraduates' perception on the use of Facebook for learning" is accepted.

#### Hypothesis Two:

There is no significance difference among undergraduates based on course of study on use of Facebook for learning.

**Table 5: ANOVA Analysis on the Significance Difference among Undergraduates Based on their Course of Study on Use of Facebook for Learning**

Groups	Sum of Square	Df	Mean Square	F	Sig
Between Groups	817	2	.409	1.461	.237
Within Groups	27.123	297	.280		
Total	27.940	299			

Table 5 revealed the ANOVA analysis of the Significance difference among undergraduates based on their course of study on use of Facebook for learning. The result revealed that "there was no significance difference among undergraduates based on course of study on use of Facebook for learning ( $F_{(2,299)} = 1.46$ ,  $p > 0.05$ ). Thus, the hypothesis which states that "there is no significance difference among undergraduates based on course of study on use of Facebook for learning" is accepted.

### Summary of Findings

The result of the demographic data of respondents in Table 1 shows that the highest respondents were male 177 (59%), while female respondents were 123 (41%). From Table 2 majority of respondents were from the program of Technology Education with 132 (44%), followed by 105 (35%) respondents from the program of Educational Technology, and 63 (21%) Computer Science Education respondents. The summary of the research questions and research hypotheses are presented as follows;

- i. The study revealed that undergraduates have the right perception towards the use of Facebook for learning in educational technology in the University of Ilorin.
- ii. There was no significant difference between male and female undergraduates perception on the use of Facebook for learning.
- iii. There was no significant difference among undergraduates based on course of study on use of Facebook for learning.



### Conclusion of Findings

The research determined the perception of undergraduates towards the use of Facebook for learning in University of Ilorin. The results obtained from data gathered and analyzed in this study indicated that undergraduates' perception on the use of Facebook for learning is positive. Also, there was no significant difference between male and female undergraduates' perception on the use of Facebook for learning. and no significant difference exists among Computer Science Education, Educational Technology and Technology Education undergraduates in the use of Facebook for learning.

### Limitations of the Study

the following limitations were observed regarding the study:

1. The findings of this study should not be generalized to other departments and faculties within the Universities that were not sampled.
2. Also, the findings should not be generalized to other universities in Africa and other continents.
3. The study was purely on determinants of perception of learners towards the use of Facebook for learning. Thus, it did not intend to study the effectiveness of its usage.

### Recommendations

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

- i. Availability of adequate power supply, this can be achieved when the school administrative staffs meet with the government on how to better the power supply system in the school, hence students will not be scared of their mobile devices turning off anytime lectures are going on Facebook.
- ii. Strong internet coverage should be made available for undergraduates. Schools should make preparations for bandwidth services on the campus ground, even though students will be charged a token before they can access the bandwidth service.
- iii. Lecturers should be exposed to the methods of utilizing Facebook to teach. Orientation should be given to lecturers on how to make judicious use of Facebook for teaching their courses. Orientations could be sponsored either by the parent institution or the government.
- iv. The government should include the use of social media applications for example; Facebook, Twitter, LinkedIn and so on among the methods of lesson delivery, this will prompt lecturers that do not want to be technologically inclined to make themselves technology literates.

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## UTILIZATION OF SMARTPHONE IN TEACHING AND LEARNING PROFESSIONAL EDUCATION COURSES

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### ABSTRACT

The use of instructional materials is an essential in the classroom. It is when you plan what learning materials will be used in order to achieve your goal or whatever you aim for. Professional education instructors/professors look for the best way to help our learner's on how they could learn and comprehend better with the basic fundamental skills. The aim of this study is to find the effects using smartphone in teaching and learning professional education courses in Teacher Education. The study utilized the mixed method of qualitative and quantitative methods. Qualitative part falls more on studying human behavior and reasons that govern to such behavior. For the quantitative part, the researchers check on the numbers of students who better understands English using smartphone. The study participated by the Bachelor in Elementary Education students. Researchers found out that integrating smartphone in teaching and learning can enhance the effectiveness of the students in learning the different teaching skills. Thus, the study concluded that the used of smartphone in the classroom settings was integral part to the learning of the students. The teachers may see to it that integrating smartphone in their teaching will help students use High Order Thinking skills (HOTS) as it makes them harness search skill by searching information online and will allow them to conceptualize the right information.

**Keywords:** Smartphone, teaching and learning, professional education courses, HOTS, instructional materials

### INTRODUCTION

Technology plays a vital role in teaching and learning as it makes our work easier. "Education in the 21st century highlights globalization and internationalization" as cited in Boholano (2017). This implies that technology is important in the classroom. It makes communication between teachers and students faster and more convenient. According to Kumar (2016) "using technology in the classroom enables teachers and students to find the new conclusion of daily life problems". Moreover, the use of technology supports teaching and learning to create a better educational resources and student assessment as well. The author found that, it is really important to integrate technology into classroom settings.

Today, smartphone is one of the most valuable in the daily learning. Smartphone to be exact is very helpful in terms of saving files, data gathering and sharing information's into one another. It is used as an instrument of learning innovations that molds students to be more acquainted to new technology. The use of mobile technologies in education is one of the essential tools in the 21<sup>st</sup> century. Education 4.0 "transforms the world through its impressive progress in creating technological breakthroughs and limitless possibilities" Alda, Boholano and Dayagbil (2020). Both "school and government level initiatives have rolled out these technologies in the classroom" (West, 2012). It is enumerated that there are potential benefits of using mobile technologies for learning according to Cochrane (2010): (1) facilitating learning across contexts; (2) facilitating contextual learning; and (3) providing personalization in both personal and collaborative environments. These potentials mark smartphone as a ideal tool for learning and teaching English.

The researchers observed that most of the education students have eagerness to learn with the use of technology. Thus, the researchers designed this study to discern the positive and negative effects of Smartphone usage during classes in "The Teaching Profession" as one of the professional education courses in teacher education.

### Objective of the Study

The study determines the effects of using Smartphone in teaching and learning. Specifically, the study intended to answer the following objectives:

1. Determine the pre-test and post-test performance of the education students;
2. Determine the significant improvement in the pre-test and posttest performance of students; and
3. Identify the disadvantages and advantages in the use of Smartphone in teaching and learning.

### REVIEW OF RELATED LITERATURE

There are many literature that mention the effectiveness of the use of technology in teaching and learning. According to Jacobs (2013) mobile learning technologies enable access to digital content and online communities at days and nights, which make learning different from classroom environment, and help teachers and learners, organize their time and use it more effectively. Further, he claims that when students get access to such digital content, they take advantage of their learning as they can adapt to their pace, method and style. In terms of

Smartphone use in learning English, Zilber (2013) states that it is clear that they won't substitute dedicated teachers, but their frequent use by second language learners, enables them sufficient English language practice to support their attempts to learn it regardless of their locations.

Alda, Boholano and Dayagbil (2020) signifies that "educators play a significant role in any decision making and policy reform as they are the navigators and the direct implementers of these curricular changes". Salameh (2017) also investigated the attitudes of students towards knowledge and skills in the web page of Facebook. It is noted that Facebook has a potential of supplementing students' education with a secondary source that could enhance knowledge and skills among students with the target to further improve students' achievement. The participants of his study possess high, positive attitudes towards the use of Facebook in gaining knowledge. Moreover, Abbasi and Hashemi (2013) have conducted another study that investigates the effect of using mobile phones on the retention of vocabulary of intermediate EFL learners and the effect of learner's gender in vocabulary retention while using mobile phones. The study concludes that the use of mobile phones by intermediate EFL learners has a significant effect on their retention skills. The study also reveals that gender does not have any effect on learners' vocabulary retention.

Al Aamri (2011) has tried to investigate the use of cell phones in the process of learning that sheds light on the behavior, the attitudes and the problems that Omani students face in using their mobile phones in the process of learning. Results of this study show that the use of mobile phones in the classroom is still limited because teachers discourage students from using their phones while students prefer to do so. In the same vein, Darmi and Albion (2014) have reviewed studies using mobile phones in different learning contexts. It was concluded that mobile phones are accepted by learners and found it very useful in learning the course and several studies have substantiated that integrating technology can improve learning and professional skills. They call upon researchers in the field of language learning and acquisition to do more research to examine the integration of mobile learning, especially that mobile phones with recent design and features can be used as learning tools that aid second language learning and language learning acquisition theories.

The above reviewed literatures and studies on the use of Smartphone in education showed a close resemblance to the study. Hence, this study is pursued to find the effects of using Smartphone in teaching and learning in teacher education professional education courses. Moreover, it would worthwhile find out how this study to be made helpful in teaching endeavour of tertiary education teachers and in learning struggles of the learners in their knowledge of the course.

### RESEARCH METHODOLOGY

This study utilized the qualitative and quantitative research type. Qualitative part falls more on studying human behavior and reasons that govern to such behavior. And for quantitative, we will measure numbers in terms of the students' understanding. The study was conducted in Trinidad Municipal College, Trinidad Bohol. Mixed method was utilized in the analysis of the data. Interview guide questions were also administered. Additionally, focus group discussion was also done in order to determine the advantages and disadvantages of the use of smartphone in the classroom. Ethical considerations emphasized in this study include (a) informed consent, (b) confidentiality and anonymity, (c) respect for privacy, and (d) token as compensation was also given to the respondents and the right to withdraw from the study anytime.

### RESULT AND DISCUSSION

This part presents the discussion, analyses and interpretation of the gathered data on the performance in The Teaching Profession course after integrating the use of Smartphone in teaching and learning the subject.

**Table 1 Pre-test Performance Profile**

This table shows the pre-test performance among students. The test questionnaire given composed of 40 items and the passing score is 30.

<b>Number of Students</b>	<b>Passing Percentage Criterion (75%)</b>	<b>Mean Score</b>	<b>Standard Deviation</b>	<b>Description</b>
60	30	27.87	3.51	Below Average

Table 1 presents the pre-test performance of the Bachelor in Elementary Education students in the course The Teaching Profession. As shown in Table 1, the mean score (27.87) is and the standard deviation of 3.51. This implies that the pretest performance is below average.

Based on the result, an effective strategy may implement in the class is “through integrating technologies of mobile learning have the potential to transform the educational field in favor of learners as the ability of students to have access on internet using their Smartphone create great learning opportunities through different platforms” (West, 2012). The use of smartphone use in teaching and learning can be of great benefits especially in vocabulary acquisition, spelling and pronunciation, grammar, listening and reading skills (Chi-Yen Chiu, 2015).

Based on the given test questions, it was found out that most of them did not get the correct answer. This implies that the question is very difficult. Many kinds of errors arise in students learning because they do not master the competencies well. This implies that most students do not have a good foundation in professional education courses. Thus, “with these fast and spontaneous economic and social changes, teacher education institutions should see that they are preparing their graduates for a future that has never been this uncertain” (Alda, Boholano & Dayagbil, 2020) and prepare them with the 21<sup>st</sup> century skills.

**Table 2 Posttest Performance Profile**

This table show where 99% of the students who got the passing percentage criterion with the use of Smartphone during learning process.

	<b>Number Of Pupils</b>	<b>Mean Score</b>	<b>Standard Deviation</b>	<b>Mean Difference</b>	<b>Description</b>
<b>Pre-test</b>	60	27.87	3.51	3.86	Significantly Improved
<b>Posttest</b>	60	31.73	2.10	3.86	Significantly Improved

In the table, it shown that the mean score (31.73) is higher from the passing percentage criterion of 30 considering their standard deviation of 2.10. This implies that the posttest performance is absolutely above average. This could potentially mean that using Smartphone in teaching and learning in Professional Educations courses has a great impact to the learners in which they could help to improve their performance. According to Dami and Albion (2014), have reviewed studies using smartphone teaching can increase performance. Smartphone are accepted by education learners and this findings is substantiated by several studies that the integration technology in education can improve learning skills and related areas.

According to Kiernan and Aiza (2004) discovered that designing learning tasks to be learned through smartphone or android phones encouraged students to develop their reading skills, vocabulary use and comprehension skills. Therefore, Cavus and Ibrahim (2008), “emphasized that the widespread use of smartphone among students has led us to take into account how this technology might help us to improve the motivation of students and help in teaching and learning.”

As a shown table, the pre-test and posttest main difference of 3.86 was considered as significantly improved. As the results indicate on mean difference, the pupils showed improvement in the posttest, after the lesson with the used of Smartphone. Integrating of Smartphone during class lecture as well as in taking the test was absolutely very effective to the learners, because 99% of them got the passing score of 30. This implies that the use of smartphone during learning process can improve their academic performance especially in learning professional education courses.

It is in accordance with the study of Alda, Boholano and Dayagbil (2020) that “faculty members in teacher education institutions do not only acknowledge the fact that they need to take advantage of the digital tools available but also to take the lead in adopting and conceptualizing new methods, a new concept of teaching, to

keep abreast with the fast-paced technological advancements”. This implies that student learn more with the use of smartphones or android phones.

According to Syaiful (2019), the use of Smartphone provides a lot of information that students can develop their knowledge about anything and some applications could help students to improve in learning English such as Dictionary, Mathematical formula, definitions, English grammar, etc. According also to Azad (2014) using of Smartphone has a great impact on learning. All the participants used Smartphone as mobile tools to improve their learning. A wide range of smartphone applications associated with different learning skills and international tests, were used by the participants to engage with the meaningful and interactive learning. Therefore, smartphone can help extend learner opportunities in meaningful ways (Thornton, 2005).

### **The Advantages and Disadvantages in the Use of Smartphone in Teaching and Learning**

This part shows the students’ responses about the advantages and disadvantages through the use of smartphone during classes. It comprises of three themes: (1) facilitative and effectiveness of the device to the learners’, (2) the sue of smartphone increase performance and (3) the use of technology is prone for destruction . The following are the responses of the students based on their experienced with the use of smartphone in learning process.

#### ***Theme 1: facilitative and effectiveness of the device to the learners’***

The students’ utterances are important in determining the effectiveness of smartphone in teaching and learning. One of the participants said:

*“Smartphone is very helpful in this generation, it will help you to search about information that are not in the book” (P 2).*

According to the study of Chartrand (2007) that “mobile devices can be used to enhance classroom learning. Some of the useful features include the ability to access information, record data, and create podcasts”. This also confirmed the study of Scommavacca, Huff, and Marshall (2009) that they can also be used as a way to gather data for classroom presentations and enhance interactivity in large classroom settings. Other students also said that:

*“ Smartphone is very useful and convenient, it easy to access our notes and use the internet to gather information especially in our classes.” (P3).*

This implies that the use of smartphone in learning process can help pupils to improve and develop their academic performance. It is because smartphone has the ability to search information through internet where the learners can get easily the information that they need. In addition, 21<sup>st</sup> century learners are adept in using modern technologies whereas they utilize their smartphone for searching answers for their assignments, quizzes, and other forms of assessments. According to Pachler (2010) “smartphone can easily connect to the internet, and the ability to browse the web makes such devices useful in a learning context”. Richard (2018) stated that smartphone also make it convenient for the students to surf web and these devices are integrated with mobile browsers that enable them to search and access websites anytime and anywhere. Moreover, the standard features of these devices, including internet access, voice messaging, text messaging, and camcording, can enable communicative language practice, access to authentic and task completion ( Chinnery, 2006).

#### ***Theme 2: The use of smartphone increase performance***

The student believes that, smartphone in the classroom can increase performance. This si evident in their narratives:

*“My score increases when my teacher let us used the smartphone. I can now search the difficult words in the internet”. (P4).*

*“I am very happy with the sue of smartphone because I was able to present the task with the use of technology” (P6).*

This implies that technology will aid instruction. In preparing future teachers, the tertiary education faculty will be ready in the 21<sup>st</sup> century skills. Education 4.0 is here and we have to be realistic in giving task to students using technology enhanced materials.

#### ***Theme 3: the use of technology is prone for destruction***

Some students said that, “ *The use of smartphone during classes can cause distraction to study and they can’t focus to listen their teacher during discussion.*” Some concern exists about the distraction caused by the use of mobile

devices. Students may spend time texting, surfing websites or chatting online with their friends, which means that they are not paying attention to the teacher (Tindell & Bohlander, 2012). Research show that test performance is significantly lower for the students who are distracted by mobile devices during a lesson, indicating that there is a loss of concentration if students are doing non class-related tasks (Chaklader & Bohlander 2009, Rosen et al., 2011). In addition to the student doing other tasks on the mobile device, it is also possible that the instructor can be distracted by students' actions.

Another problem is technical. Technical and internet connectivity was experienced by some students. There are some software issues (e.g. network loss, lag, etc.) that can cause delay in teaching the lessons or in doing exam.

## CONCLUSION

The use of smartphone in teaching and learning is effective especially in professional education courses. The mobile learning theory coined by Ahmad and Mentor, is useful in catering to the diverse learning styles and needs of learners. Thus, it is essential to the students to have some knowledge on the use of smartphone in order to learn and understand the course well. Teaching innovation skills especially with the sue of technology is essential because it will boost the knowledge and skills of the students and keeping them equipped on tools in this modern world.

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