

RELATIONSHIP BETWEEN SELF-CONCEPT AND MATHEMATICS ACHIEVEMENT OF SENIOR SECONDARY STUDENTS IN PORT HARCOURT

Isaac Ezezi Obilor
Rivers State College of Arts and Science
Port Harcourt

Abstract: *This study explored the extent to which the self-concept of students in Port Harcourt relates to their Mathematics, and General Academic Achievement. The population consisted of 6,478 senior secondary 3 (SS3) students from 13 state financed senior secondary schools in Port Harcourt. Stratified random sampling was conducted to select 3 schools (one school each from 2 mixed schools, 5 boys' schools and 6 girls' schools). The sample for study was 300 SS3 students from the 3 randomly selected schools. The instrument used for data collection was the Self-Description Questionnaire 111 (SDQ 111) developed by Marsh (1992) which contains 13 self-concept facets out of which 2 facets (Mathematics, and General Academic) were adopted for this study. The subjects were tested in Mathematics and scores obtained. The general average scores of the students on their promotion examination from SS2 to SS3 were extracted from their school records. The Person's Product Moment Correlation analysis was used to answer the research questions, while the transformed t-test was used to test all the 3 hypotheses formulated for this study. The results of the tests indicated that Mathematics Self-concept is significantly related to Mathematics Achievement, General Academic Achievement and General Academic Self-concept. The main implication of the findings of this study is that self-concept and Mathematics, and General Academic achievement of students are so strongly related that a change in self-concept facilitates a change in achievement. It was therefore, recommended that educational programme designers and developers, teachers, parents and students should make self-concept development of students an educational aim as important as academic achievement.*

Keywords: *Self-concept, Mathematics Achievement, General Academic Achievement.*

Introduction

Students' performance in Secondary School Certificate Examinations (SSCE) administered by the West African Examination Council (WAEC), and the National Examination Council (NECO), continued to deteriorate from year to year, particularly in the areas of Science and Mathematics (Akubuiro and Joshua, 2004). For Nigeria, a developing country that needs Science and Technology for its development, the poor performance of students in Science and Mathematics and worse still, the very

insignificant proportion of students who choose Mathematics as a course of study after secondary education have turned the concern of the government and people of Nigeria into anxiety. This situation does not favour Nigerian's move towards developing a science and technology culture.

However, this problem is not peculiar to Nigeria. Even the developed nations have similar worry and concern. A Gallup Survey commissioned by Bayer Corporation (2003) found nine in every ten Americans concerned about the lack of Mathematics skills of today's students to cope with a changing world that is progressively more difficult to understand, analyze, or explain. Futurists predict continual change emerging from the effects of increasing world population, advancing technologies, environmental degradation, migration and immigration, and challenges to world security (Marsh and Yeung, 1996). In coping with these emerging challenges, students have a competitive advantage when they are able to draw upon meaningful scientific knowledge and functional mathematical skills. According to Cech (2003), a progressively complex world calls for increasingly skilled people who understand Science and Mathematics.

The unresolved riddles therefore are: Why the poor performance of students in Mathematics despite the lofty uses to which Mathematics has been put (Euclid in Principles of Geometry, Einstein in Quantum and Relativity Theories, Newton in Laws of Gravitation and Motion, etc) and is yet to be put? What can be done to check the deteriorating performance of students in Mathematics, and make way for the acquisition of the requisite Mathematical skills for the understanding of today's complex world and the demands of tomorrow?

Some investigations revealed that the questions above, and even many more others, owe their answers to the complexity of self-beliefs (e.g. self-concept) that act on the students (Purkey & Schmidt, 1987; Chapman & Turner, 1997; Yeung & Lee, 1999). The above researches have shown close relationship between self-concept and academic achievement.

Statement of the Problem

The Nigeria nation and other nations of the world have shown tremendous concern about the poor performance of students in Science and Mathematics (Akubiro & Joshua, 2004; Bayer Corporation, 2003). This poor performance of students in Mathematics in Nigeria – a country that needs Mathematics for its development – deserves the total attention of educational planners, teachers and researchers in Nigeria for a possible turnaround of the poor performance of students in Science and Mathematics.

According to Marsh (1986), self-concept has been shown to be a very important educational achievement indicator as well as a desirable mediating variable leading to other positive outcomes, such that educational policy statements throughout the world list self-concept enhancement as a central goal of education. Whether or not educational policies in Nigeria list self-concept as a central goal of education is a topic for another study.

Suffice it to say that in Nigeria, few researches have been carried out which confirm the significant relationship between self-concept and Mathematics

Achievement (Bassey, 2002; Jamabo, 1996; Osang, 1990). A lot more studies need to be done to replicate the above findings in Rivers State and other parts of Nigeria to answer the question: “Why poor students’ performance in Mathematics”, and possibly suggest ways to check the negative trend.

Purpose of the Study

The purpose of this study is to determine whether or not (and to what extent) significant relationships exist between Students’ Mathematics Self-concept and Students’ Mathematics Achievement, Students’ General Academic Achievements and Students’ General Academic Self-concept. The following research questions directed the study:

1. To what extent does students’ Mathematics self-concept relate to students’ Mathematics Achievement?
2. What is the extent to which students’ Mathematics Self-concept relate to students’ General Academic Achievement?
3. To what extent does the Mathematics Self-concept of students relate to students’ General Academic Self-concept?

Statement of Hypotheses

The study was guided by the following three null hypotheses:

1. There is no significant relationship between Students’ Mathematics Self-concept and Students’ Mathematics Achievement.
2. There is no significant relationship between Students’ Mathematics Self-concept and Students’ General Academic Achievement.
3. There is no significant relationship between Students’ Mathematics Self-concept and Students’ General Academic Self-concept.

Significance of the Study

Based on the results of this study, the poor performance of Nigerian students in Science and Mathematics could be hinged, totally or in part, on low Mathematics Self-concept. Thus educators, curriculum developers, teachers and parents would see the need to list self-concept enhancement as a central goal of education in Nigeria.

Review of Related Literature

The overriding theoretical orientation of this study is grounded in the perceptual psychology tradition. Perceptual psychologists postulate that all persons create their own reality through their perceptions of what they believe to be real. And that a person’s behaviour is contingent on how an individual perceives and interprets his/her experiences (Combs and Gonzales, 1994). Thus from the perspective of the perceptual psychology, it is clear that to understand an individual’s behaviour, we need to know how that individual perceives and interprets his/her experiences. In other words, to appreciate students’ academic performance, we need to understand how students perceive and interpret school and school subjects.

The most influential and eloquent voice in self-concept theory was that of Carl Rogers who introduced an entire system built around the importance of the self (Hattie,

1992). In Rogers' view, the self is the central ingredient in human personality and personal adjustment. Rogers described the self as a social product, developing out of interpersonal relationships and striving for consistency. He maintained that there is a basic human need for positive regard both from others and from oneself. He also believed that in every person there is a tendency towards self-actualization and development so long as this is permitted and encouraged by an inviting environment.

Self generally means the conscious reflection of one's own being or identity, as an object separate from others or from the environment. There are a variety of ways to think about the self. Two of the most widely used terms are self-concept and self-esteem. Self-concept is the cognitive or thinking aspect of self (related to one's self-image) and generally means the totality of a complex, organized, and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence (Purkey & Schmidt, 1987). Self-concept can also mean the general idea we have of ourselves.

The idea of self-concept includes attitudes, feelings and knowledge about ability, skills, and social acceptance capability of the self. Self-concept covers all aspects of our cognitive, perceptual, and affective evaluation. Therefore, self-concept is simply a collection of personal attitudes towards oneself (Gross, 1992).

Psychologists have paid a lot of attention to factors related to the formation and development of self-concept. This issue is very important to the field of mental health, as an individual's conception of his or her person, which is linked to the personality, to a certain extent determines the attitude of that person to his or her environment, and to a larger extent the person's academic performance. It may then be suggested that if self-concept is positive and normal, the individual will possess normal mental health. Adversely, if self-concept is negative and abnormal, the individual may behave abnormally in his or her environment. The implication is that good mental health (resulting from positive self-concept) makes for positive academic achievement.

The consensus appears to be that self-concept is largely acquired. This point is very pertinent for students and for those who are involved in their upbringing, particularly their parents and teachers. Other factors affecting self-concept are the behaviour of others around the individuals, and social stimulation.

Marsh (1992) showed that the relationship of self-concept to school achievement was very specific. According to Marsh, general self-concept and non-academic aspects of self-concept are not related to academic work, but general academic achievement measures were found to relate positively to general academic self-concepts and are highly related to success in that content area.

Many students are not confident about their mathematical ability to solve problems. A poor attitude towards the discipline is thought to plague learners at every level of schooling. The fear of both answering mathematical questions in class and/or taking mathematical tests has been studied by Marsh, and Hocer (1985) and Stodolsky (1985), and both studies found consistent results that fears of Mathematics often escalates to a level termed mathematics anxiety with the effect of poor achievement in Mathematics. They concluded that individuals with poor attitudes towards mathematics are often reported to have a low self-concept and feelings of

incompetence. These attitudes are manifested as self depreciating remarks and a perpetual lack of success in Mathematics.

According to Wong (1992), mathematics achievement is closely related to self-concept and attitude towards mathematics. As in the case of the general self-esteem, more mathematically confident students have significantly higher scores on a standardized measure of mathematics computations. Osang (1990), in his study, tested the relationship between students' performance in mathematics and self-concept. He found that students' performance in mathematics depended on their mathematics self-concept. That is, their achievement in mathematics depended on what they thought of or believed about themselves, with reference to mathematics as a subject.

In a study conducted by Byrne (1984), he founded that relationship between students' self-concept in Mathematics and their Mathematics Achievement is logically and inevitably connected. Byrne reported that achievement in Mathematics is highly related to what an individual thinks of Mathematics. That is, ones Mathematics self-concept will influence ones achievement in Mathematics. Also students' self-perceptions of mathematics ability influence their mathematics achievement, and that their attitude towards mathematics during high school has positive effects on their choosing careers in science and mathematics.

Methodology

The study adopted the Correlational Research Design. The population of the study consisted of 6,478 SS3 students of the 13 state government financed post primary schools in Port Harcourt. Only the state schools were chosen (as against unity schools and private schools) to make for homogeneity: that is, to ensure the use of subjects that have similar characteristics.

The sample for this study consisted of three hundred (300) SS3 students that were chosen from 3 randomly selected schools from 13 senior secondary schools in Port Harcourt. The study employed the stratified random sampling technique, each school type (single boys, single girls and mixed schools) was considered a stratum and a senior secondary school selected at random.

All the research questions were answered using the Pearson's Product Moment Correlation Statistic, with Mathematics Self-concept as independent variable and Mathematics Achievement, General Academic Achievement and General Academic Self-concept as dependent variables. To test the null hypotheses formulated for this study, the computed Person's Product Moment Correlation Coefficients (r) were transformed to t-test using the formula,

$$t = r^2 \cdot [(n - 2)/(1 - r)]^{1/2}.$$

Results

In the tables that follow, SMS = Students' Mathematics Self-concept, SMA = Students' Mathematics Achievement, GAS = General Academic Self-concept, and GAA = General Academic Achievement.

Hypothesis One: There is no significant relationship between students' Mathematics Self-concept and students' Mathematics Achievement.

Table 1: Transformed t-test on the Relationship between Students' Mathematics Self-concept and Students' Mathematics Achievement

Variables	N	Mean	SD	df	p	Cal (r)	Crit. (r)	Cal. t-test trans.	Crit. t-test trans.
SMS (x)	300	31.21	10.65	298	0.05	0.767	0.139	20.55	1.960
SMA (y)		27.13	13.81						

The result in the above table indicates that there is a significant positive relationship between Mathematics Self-concept of students and students' Mathematics Achievement [calculated $t = 20.55 > \text{critical } t = 1.960$ at $p < 0.05$; $df = 298$]. This significant positive relationship implies that students with high Mathematics Self-concept will generally achieve higher in Mathematics than those with low Mathematics Self-concept.

Hypothesis Two: There is no significant relationship between students' Mathematics Self-concept and students' General Academic Achievement.

Table 2: Transformed t-test on the Relationship between Students' Mathematics Self-concept and Students' General Academic Achievement

Variables	N	Mean	SD	df	p	Cal (r)	Crit. (r)	Cal. t-test trans.	Crit. t-test trans.
SMS (x)	300	31.21	10.65	298	0.05	0.131	0.139	2.281	1.960
GAA (z)		49.63	14.46						

The data in Table 2 show that the calculated t , though low, is significant at the 5% confidence level [calculated $t = 2.281 > \text{critical } t = 1.960$ at $p < 0.05$; $df = 298$]. This implies that students with high Mathematics Self-concept can achieve highly in general school work.

Hypothesis Three: There is no significant relationship between students, Mathematics Self-concept and students' General Academic Self-concept.

Table 3: Transformed t-test on the Relationship between Students' Mathematics Self-concept and Students' General Academic Self-concept

Variables	N	Mean	SD	df	p	Cal (r)	Crit. (r)	Cal. t-test trans.	Crit. t-test trans.
SMS (x)	300	31.21	10.65	298	0.05	0.147	0.139	2.565	1.960
GAS (m)		37.89	7.23						

This result shows a significant positive relationship between Students' Mathematics Self-concept and Students' General Academic Self-concept at the 5% confidence level [calculated $t = 2.565 > \text{critical } t = 1.960$ at $p < 0.05$; $df = 298$]. The

interpretation is that students with high Mathematics Self-concept have the tendency of viewing school and academics positively.

Conclusion

This study investigated the extent to which students' mathematics self-concept relates to students' mathematics achievement, general academic achievement and general academic self-concept. Significant positive relationships were found in all the three cases at the 0.05 level of significance. These results are supported by Marsh (1990) and Morriss and Smith (1978). This study further found that the strength of relationship between Mathematics Self-concept and Mathematics Achievement decreased as Mathematics Self-concept was compared with General Academic Achievement and General Academic Self-concept. It is clear that self-concept becomes more empirically sensitive to, and more predictive of, achievement outcomes the more specific that it is conceived and assessed.

According to Bandura (1997), self-concept beliefs influence the choices people make and the courses of action they pursue. Individuals tend to engage in tasks about which they feel competent and confident and avoid those which they do not. Self-concept also helps determine how much effort people will expend on an activity, how long they will persevere when confronting obstacles, and how resilient they will be in the face of adverse situations. The higher the self-concept, the greater the effort, persistence, and resilience an individual puts on tasks. As a consequence, self-concept exercises a powerful influence on the level of accomplishment that individuals ultimately realize. Conversely, people who doubt their capabilities may believe that things are tougher than they really are: a belief that fosters stress, depression, and a narrow vision of how best to solve a problem. In other words, many students have difficulty in school not because they are incapable of performing successfully but because they have learned to see themselves as incapable of handling academic work. This study has shown that the more positive the self-concept of students, the higher their motivation, commitment and success in academics and other endeavours.

Thus, given the significance of self-concept in academic achievement of students, the enhancement of self-concept outcomes should be of major concern to educators, program developers, teachers, parents and counselors.

Recommendations

The self-concept beliefs of teachers are themselves related to their instructional practices and to the achievement and psychological well-being of their students. Efficacious teachers create classroom climates in which academic rigor and intellectual challenge are accompanied by the emotional support and encouragement necessary to meet the attendant challenge and achieve academic excellence (Tschannem-Moran and Woolfolk Hoy, 1998). All teachers should, therefore, do well to take seriously the responsibility of nurturing the self-concept of their students, for it is clear that these self-beliefs can have beneficial or destructive influences.

Teachers should pay as much attention to students' perception of competence as to actual competence, for it is the perception that may more accurately predict student's

motivation and future academic choices. Assessing students' self-concepts can provide schools with important insights about their students' academic motivation, behaviours, and future choices. For example, unrealistically low self-concept leads to poor academic behaviours, avoidance of challenging courses and careers, and diminishing school interest and achievement.

The ultimate aim of education should be to produce competent, caring, loving, and lovable people. One needs only cast glance at the American landscape to see that attending to the personal, social, and psychological concerns of students is both a noble and necessary enterprise. Teachers can aid their students by helping them to develop the habit of excellence in scholarship, while at the same time nurturing their self-beliefs necessary to maintain that excellence throughout their adult lives.

Parents should develop positive self-concept in their children, at the early stages of their lives. This could be best done at home which is the most important social force in shaping and maintaining the child's self-concept. The home environment is the strongest agent in shaping the child's self-concept, so the earlier he is exposed to positive self-concept formation the better. Positive attitudes of the parents towards their children will boost their ego, strengthen their feeling of self-worth and act as another form of motivation to work harder. Empathy should be applied in this kind of relationship and no sign of conflict of interest should be experienced in their child's choice of subjects and career.

Counseling services should be provided in schools so that students having problems in academic subjects can be attended to through the combined efforts of the school and the home. Students, because of their sexes, should not be discouraged directly or indirectly from learning certain subjects when they are young. In other words, students should be discouraged from forming stereotyped attitudes towards certain subjects, because of their sexes. This will boost positive competition between males and females, and enhance academic achievement and excellence.

The influence of students' self-beliefs on their achievement does not end with their schooling. Consequently, the aim of education must transcend the development of academic competence. Schools have the added responsibility of preparing self-assured and fully-functioning individuals capable of pursuing their hopes and their ambitions.

Self-concept theory is a relatively new area in the Nigerian educational scene. Thus, more researches on this field should be conducted to delve more into the self-concept patterns and how they affect vocational choices, physical appearance, problem-solving abilities and the up bringing of children by parents. These studies should be done to test the various facets of self-concept in different populations. Perhaps, it will then be hoped that educational policy statements in Nigeria would list and emphasize positive self-concept development as a central goal of education.

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ASSESSMENT OF SECONDARY SCHOOL TEACHERS' USE OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN OYO METROPOLIS, NIGERIA

Mrs. Abdul-Salaam Aminat Obakhume

Computer Science Department

Federal College Of Education (Sp), Oyo

Phone Number: +2348068174689

E-mail: obakhume@yahoo.com, obakhume@gmail.com

Abstract: *This study examines the availability and usability of Information and communication technology among secondary school teachers in Oyo Metropolis. The Research Design employed is the descriptive survey design. Three research questions were formulated for the study. The population for the study consisted of 120 secondary school teachers. Questionnaire was used as the instrument for gathering data for the study. Data collected were analyzed using frequency tables and simple percentage. Results of the study showed that ICT facilities are not available in most of the schools covered. It was also observed most teachers used as the sample for the study, are not competent in the use of ICT. Recommendations were then made to the government.*

Introduction

Information and Communication Technology (ICT) may be viewed in different ways. Rodriguez and Wilson (2000) defined ICT as a set of activities which facilitate by electronic means the processing, transmission and display of information. ESCAP (2000) in its own definition defined ICT as techniques people use to share, distribute, gather information and to communicate through computers and computer networks. Marcelle (2000) described ICT as a complex varied set of goods, applications and services used for producing, distributing, processing, transforming information (including) telecoms, TV and radio broadcasting, hardware and software, computer services and electronic media. Ogunsola and Aboyade (2005) viewed ICT as a cluster of associated technologies defined by their functional usage in information access and communication of which one embodiment is the internet. Information and Communication Technology are computer based tools used by people to work with information and communication processing needs of an organization. It purview covers computer hardware, software, the network and other digital devices like video, audio, camera and so on which convert information (text, sound, motion etc) into digital form (Moursund and Bielefeldt, 1999). Information and Communication Technology as tools within the school environment include use for school administration and management, teaching and learning of ICT related skills for enhancing the presentation of classroom work, teaching/learning repetitive tasks, teaching/learning intellectual, thinking and problem solving skills, stimulating creativity and imagination, for

research by teachers and students and as communication tool by teachers and students (Collis and Moonen, 2001, Derbyshire, 2003; Moursund and Bielefeldt, 1999).

The field of education has been affected by ICTs, which have undoubtedly affected teaching and research (Yusuf, 2005). A great deal of research has proven the benefits of ICT in improving quality of education (AL-Ansari, 2006). As a result of this, developed nations have integrated ICT into their educational system. Adomi and Kpangban (2010) observed that there are developments in the Nigerian education sector which indicate some level of ICT application in secondary schools in Nigeria. They traced the introduction of computer education in secondary schools to 1988, when Nigeria government enacted a policy on computer education. The Federal Government of Nigeria in the National Policy on education 2004 recognizes the prominent role of ICTs in the modern world and has integrated ICTs into education in Nigeria (Adomi and Kpangban, 2010). To actualize this goal, the document states that government will provide basic infrastructure and training at the primary school. At the junior secondary school, computer education is made a pre-vocational elective and is a vocational elective at the senior secondary school.

The Federal Ministry of Education launched an ICT-driven project known as SchoolNet, which was intended to equip all schools in Nigeria with computers and communication techniques. Under the SchoolNet programme, MTN provided fully operational computer laboratories with 21 personal computers, VSAT interconnectivity, hand-on training in 24 secondary schools in Kaduna, Lagos, Enugu, Kwara, Rivers and the Federal Capital Territory Abuja. In all, over 49,524 pupils and 2,412 teachers were trained on how to use ICT facilities (Abdul-Salaam, 2007).

To adequately provide ICT facilities to secondary schools, the Nigerian Federal Government commissioned a Mobile Internet Unit (MIU) which is operated by the Nigerian National Information Technology Development Agency (NITDA). The MIU is a locally-made bus that has been converted into a mobile training and cyber centre. Its interior has ten workstations, all networked and connected to the internet. The MIU is also equipped with printers, photocopiers and a number of multimedia facilities. Internet connectivity is provided via VSAT with a 1.2m dish mounted on the roof of the bus. It is also equipped with a small electric generator to ensure regular power supply. The MIU takes the internet to places, areas and various secondary schools (Adomi and Kpangban, 2010). They added that the number of these buses is so small and as a result most rural schools are yet to benefit from this project.

Successful integration of ICT in the school system depends largely on the availability and competence and the attitude of teachers towards the role of modern technologies in teaching and learning. Research works have shown that most secondary schools have either insufficient or no ICT tools to cater for the ever increasing population of students in the schools and where they are available, they are by implication a matter of out-of-bounds to the students (Chattel, 2002; Cheng, 2003; Chiemeké, 2004). Fakeye (2010) also found out in a study carried in Ibadan that in most of schools covered in the study do not have computers, hence are not connected to the internet. He added those who have computers do not use them for teaching but solely for administrative purposes. In another study by Okwudishu (2005), he found out that the unavailability of some ICT components in schools hampers teachers' use of ICTs. Lack of adequate search skills and of access points in the schools were

reported as forces inhibiting the use of internet by secondary school teachers (Adomi and Kpangban, 2010).

A survey carried out by Cirfat and Longshak (2003) revealed that only one school, out of ten has computer sets. It is worth noting that none of the ten schools has internet facility. Ozoji (2003) reported in a study that most of our secondary schools do not have software for the computer to function. One of the unity schools has five computers against a population of 900 and no internet software was installed. The facilities are grossly inadequate for any meaningful teaching or learning to take place. On teachers' competence, teachers in Nigerian secondary schools are not competent in basic computer operation and in the use of generic software (Yusuf, 2005), although they have positive attitude towards the use of computer in Nigerian secondary schools. This finding revealed the low level of ICT penetration in the Nigerian school system. This reveals the state of ICT in most of the Nigerian secondary schools. The main purpose of this study was to investigate the availability of ICT facilities, level of knowledge possessed by teachers in some selected secondary schools in Oyo Metropolis.

Research Design

The descriptive survey method was considered as the appropriate design because the study is directed towards people, their opinions, attitude and behaviors. The area covered by the study is Oyo Metropolis, covering the four local governments that make up Oyo Metropolis. They are Oyo East, Oyo West, Atiba and Afijio Local Government Area.

Research Question

The following research questions were formulated for the study:

- How readily available are ICTs facilities in schools for the purpose of teaching and learning?
- Do teachers use ICT in Teaching?
- Do teachers in secondary schools have the needed experience and competence in the use of computers either for educational or industrial purpose?

Population of the Study

The population of this study was made up of 120 teachers from twelve secondary schools that were randomly selected from the secondary schools in the four local governments using the random sampling technique. Ten teachers were randomly selected from each of the twelve schools making a total of one hundred and twenty (120) teachers for the study.

Research Instrument

The instrument for the study was developed by the researcher based on established procedures in literature. The instrument contained of three sections. Section A focused on the demographic information of the teachers. Section B focused on the availability of ICT facilities in the schools while section C contained questions on the usability of these facilities by secondary school teachers.

Validity and Reliability of Instrument

The face validity and content validity of the instrument were verified by experts in the Computer Science Department and School of Education, Federal College of Education (Sp) Oyo. The various suggestions made were used to modify the

instrument. In order to ascertain the consistency of the instrument, test-retest method was used to ascertain the reliability. The questionnaire was administered twice on the sample. The interval between the first and second administration was three months. A correlation of 0.84 was achieved which was considered high enough to justify the reliability of the questionnaire.

Procedure for Data Collection

The researcher visited the selected schools to administer questionnaire developed for the study. The 120 copies of the questionnaire were administered on the respondents and collected back on the spot.

Methods of Data Analysis

Data Collected from the study were analyzed using descriptive statistics of frequency counts and Simple Percentage.

Results

The demographic information of the participants is given in table 1.

Figures from Table 1 below shows that 8.33% of the respondents are between the ages of 21 and 30, while 50% falls between 31 and 40, 33.33% are between 41 and 50 while 8.33% are 50 years and above. It also showed that 58.33 of the respondents are female while 41.67% are male. 25% of the respondents are NCE holders, while 66.67% hold a first degree and 8.33% of the respondents are masters degree holder. 8.33% of the respondents have spent 1 to 10 and 31 years above respectively in the teaching service. 58.33% of them have spent 11 to 20 years while 25% of them have spent 21 to 30 years in secondary schools as teachers.

Table 1: Demographic Information of Respondents

ITEM	FACTOR	PERCENTAGE
AGE	Age (Year)	Percentage
	21 – 30	8.33
	31- 40	50
	41 -50	33.33
	51 and above	8.33
Sex Distribution	Sex	Percentage
	Female	58.33
	Male	41.67
Educational Qualification	NCE	25
	B.A/B.Sc/B.Ed/B.Sc Ed/B.A Ed./HND	66.67
	M.Sc/M.A/M.Ed	8.33
Years of Experience	1 – 10	8.33
	11- 20	58.33
	21 – 30	25
	31 and above	8.33

Research Question 1: How readily available are ICTs facilities in schools for the purpose of teaching and learning?

The analysis as it applies to the above research question is as shown on Table 2 below

Table 2: Availability of ICT Facilities in Schools

SN	STATEMENTS	YES	%	NO	%
1.	There are enough computers in my school	30	25	90	75
2.	My school has Educational Software for teaching	10	8.33	110	91.67
3.	Our computers are connected to the internet	5	4.17	115	95.83
4.	We have interactive Boards in our schools	0	0	120	100
5.	There are Television set that we use for teaching	10	8.33	110	91.67
6.	We have enough printers	10	8.33	110	91.67
7.	There are Photocopiers in my schools.	15	12.5	105	87.5
8.	Multimedia Facilities are available for teaching	0	0	120	100
9.	We have Projectors in our schools	2	1.67	118	98.33
10.	Presence of a virtual library	0	0	120	100

The results in table 2 are on the availability of ICT facilities in secondary schools. Results showed that ICT facilities are not readily available, with items 1 to 10. 75% of the teachers stated that they do not have enough computers. The study showed that none of the school covered in this study have interactive boards, multimedia facilities and virtual library. 8.33% of respondents said that they have educational software, television set and printers, while 4.17% of the respondents said their computer systems are connected to the internet. 12.5% of the respondents said they have photocopiers in their schools.

Research Questions 2 & 3: Do teachers use ICT in Teaching? and Do teachers in secondary schools have the needed experience and competence in the use of computers either for educational or industrial purpose?

The Table 3 below shows results for the analysis of the research questions stated above.

Table 3: Teachers use of ICT Facilities

SN	STATEMENTS	YES	%	NO	%
1.	I can boot the computer	40	33.33	80	66.67
2.	I use the computer to teach my students	12	10	108	90
3.	I use the computer to keep records	02	1.67	118	98.33
4.	I use Microsoft Word to type Questions and other documents	18	15	102	85
5.	I use Microsoft Excel to teach basic mathematics	02	1.67	118	98.33
6.	I use Power Point In Presenting my Lesson	00	00	120	100
7.	I browse the Internet to get materials for teaching	09	7.5	111	92.5
8.	I have an e-mail address	35	29	85	71
9.	I can use a search engine such as google	12	10	108	90
10.	I use education software such as CAI for teaching	08	6.67	112	93.33
11.	I can set up a database using MS Access	00	00	120	100
12.	I can use a scanner to copy images	02	1.67	118	98.33
13.	I can operate a printer that is connected to the computer	40	33.33	80	66.67
14.	I can set up a multimedia projector	02	1.67	118	98.33

The Table 3 above provides answers to the research question 2 and 3. 66.67% of the respondents cannot boot the computer. 10% of them use the computer to teach their students. 1.67% use the computer to keep records and use Microsoft Excel to teach basic mathematics, while 15% use Microsoft word to type their questions and other document. 7.5% of the respondents get their teaching material from the internet, 29% have e-mail address, so it means 29% of the respondent use the computer to send and receive mail. 10% of the respondents can use a search engine, while 6.67% of them use educational software such as CAI for teaching. 1.67% of the sample can use a scanner and can also set a multimedia. 33.33% of the respondents can print using a printer. The study showed that none of the respondent use power point and Microsoft Access.

Discussion

The result of this study shows that ICT facilities are not readily available in the schools covered by this study. It also shows that most of the schools are not connected to the internet. Schools with computers do not have the relevant educational software required by their students. In addition, the computer available in these schools cannot meet the need of the large population of students in these schools. Some schools with internet connectivity have been cut off because they have not been able to pay their access fee. The findings of this study are in line with that of Fakeye (2010) and Oyejola (2007) that most schools in Nigeria are ill equipped for the application of ICT.

The study also showed that most teachers in secondary do not use ICT teaching students, for administrative purpose and for their personal purpose. It observed that most of these teachers lack the knowledge, competence to use ICT to facilitate teaching-learning process. This Fakeye (2010) attributed to non availability of ICT facilities. He believed that the non availability of these facilities greatly hinders access and inadequate training of teachers on the use and application of the computer.

Conclusion

From the study it was concluded that ICT facilities are not readily available in our secondary school and that there is low level of ICT utilization in our secondary schools. The study revealed that most teachers lack the basic skill to use the computer and other ICT devices. Based on the findings, it is however, recommended that:

1. Government should ensure that ICT facilities be provided in schools. Education Tax Fund should be involved in procuring computer for secondary schools.
2. Government should revisit the curriculum at secondary schools level with a view to incorporating the use of computer and ICT assisted instruction in the teaching and learning process.
3. Teachers at secondary school levels should be trained on the use of ICT facilities through regular seminars and computer literacy workshops to keep them abreast of computer and ICT based instruction.

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TIME FRAME AND SYLLABUS COMPLETION OF SENIOR SECONDARY MATHEMATICS IN OMOKU DISTRICT, NIGERIA

Allison Dimkpa Solomon
Federal College Of Education(Technical),
Omoku Nigeria

Ojedapo David Olugbade
Department Of Educational Psychology
School Of Education
Federal N College Of Education (Technical)
Omoku Nigeria

Abstract:*The study considered time allocated against syllabus completion before external examinations. The focal points were mathematics as a subject and an analysis of the 2009/2010 Academic Session. The analysis revealed that out of 364 days in a session, only 146 days, represented 40% of the entire session did schools engaged in various school activities. The remaining 218 days, representing 60% of the session was observed as different holidays, making time frame to be inadequate and insufficient for mathematics syllabus completion. Three theories: Total Quality Management (TQM), Quality Assurance (QA) and Theory Z were posited as frameworks. Recommendations such as more periods should be allocated for completion of mathematics syllabus before exposing students to external examinations and others were postulated.*

Keywords: *Time Frame, Syllabus completion, Mathematics, Time table and Examination.*

Introduction

Time is a universal phenomenon without a single, generally accepted universal definition. It is so important that everybody, both whites and blacks, literates and illiterates, rich and poor, are all affected by it. It is fair to all, as it has no fear nor favour for any individual or corporate bodies. If considered as an umpire, it is unbiased and impartial.

Ebong in Agabi (2010:99) defined “time as a continuum in which events succeed one another from the past through the present to the future”. By this definition, time is defined based on series of similar, indispensable events taking place one after another both in the past, the present and even in the future.

However, the British Broadcasting Corporation (BBC) English Dictionary defined time as what we measure in hours, days and years. It further defined it as the period that something happens. Here, the definition of time is based on duration or period, which are in hours, days and years.

From the foregoing, time can be defined as the duration or period similar or different events do occur, either in succession or not. It could be in hours, days, years, decades, centuries, etc.

In education, time is an indispensable asset. It is an educational resource. According to Agabi (2010:99), *“time is an educational resource that is highly limited in supply and critical but often taken for granted by the providers of education. It is so important and useful that each school activity is regulated by it”*.

Maduagwu and Nwogu (2006:64) posited that different tasks need to be allotted time and emphasized the need for proper time management. Lunenburg and Ornstein (2008:216) gave six basic ways to structure time as withdrawal, rituals, past times, activities, games and authenticity.

In Hoy and Miskel (2008:9), Taylor and his followers discovered through time and motion studies that by systematically undergoing a given task over a period of time, that the most efficient way in lesser time can be developed. To Agabi in Agabi, Okorosaye – Orubite, Ezekiel-Hart and Egbezor (2005:105), school activities are carried out within a specific time which gives credence to the existence of such registers as academic calendar, time table, lesson period, mid-term break, time book, etc. The above simply point to the fact that time is an indispensable tool to an individual or a corporate body. Time should be allocated to different activities of the day, week, month, year and so on. Proper time allocation to different activities gives rise to time management. The length of time allotted for or used for something is simply referred to as time frame (Oxford Advanced Learner’s Dictionary, 2001). School activities like morning devotion, lesson periods, breaks, preps, dinning, labour, others, are regimented by time frame (Maduagwu and Nwogu, 2006). According to Agabi (2010:99), *“all school system activities are carried out within a time frame which may be limited to minutes, hours, days, months or even years”*.

It is important to emphasize that time-frame for each activity of any day, week, year, etc should be structured in the form of time-table. According to Nnabuo in Nnabuo, Okorie, Agabi and Igwe (2005:260), time-table is a document that illustrates time, place (room), subject and periods of each school subject in a week and term. It provides orderly direction and avoid clashes as teachers attend lesson at the allocated time and place. In a nutshell, a time-table is a schedule of period and place of various school activities. Emphasize need to be made here that time-frame should match the type of activity for it, otherwise, it will result to wastage of time or incompleteness of required activity.

Insufficient time-frame for subject syllabus result to inability of the subject teacher to complete the syllabus and prepare students for external examination. It is relevant we get a working definitions of subject syllabus and scheme of work.

Nnabuo in Nnabuo, et al (2005) opined that any document which shows how each subject should be taught and the details through which it should be treated is a

subject syllabus. Aiyepetu (2006:142) outlined the basic content of a teaching syllabus as:

- (a) Topics to be taught at various levels in the school,
- (b) Specific behavioural objectives which should indicate knowledge to be acquired after the teaching of any given topic,
- (c) The content of all the topics selected for inclusion in the syllabus and
- (d) Materials and suggested activities for teaching listed topics.

He advised that where a national examination syllabus is available, the school teaching syllabus should be based on it. He defined scheme of work as a breakdown of the syllabus for work planned to be covered weekly. Nnabuo in Nnabuo, et al (2005:261) describes scheme of work as breaking down into topics of a subject to be covered on a weekly basis of each school term.

Students should be encouraged to get good subject textbooks, which among other things, should adequately cover the syllabus.

Research Methodology

This study employed a combination of the analytical study of the 2009/2010 Academic Session as a resource document and other materials used were textbooks, articles and reports. These materials were selected in a fashion that looks like randomized sampling procedure and were assessed in terms of validity and value. Scott's four overlapping validity criteria which are authenticity, credibility, representativeness and meaning served as a frame work (Agabi, 2010:96).

Theoretical Framework

Time allocated for teaching and learning of mathematics in Secondary Schools in Omoku Town, Rivers State is inadequate and insufficient. This is traceable to the short time available to school activities. Regular public holidays, strikes which leads to closure of schools and other forms of holidays reduces the period of time for complete school activities. In effect, there is reduction in available time for teaching and learning and other school functions.

Teachers are not able to complete their subject syllabus and adequately prepare students for external examinations. Subsequently, the result of such incomplete syllabus is mass failure in schools external examination, loss of self-confidence by students leading to all forms of examination malpractices, occult practices, militancy, joining of gangs, armed robbery, prostitution and other forms of social vices. In the light of the above, efforts need to be made by all stakeholders in the education discipline: teachers, students, administrators (principals), parents, host communities, government and examination bodies to alleviate this ugly trend in our schools. The frameworks for this research study is based on three theories, which are Total Quality Management (TQM), Quality Assurance (QA) and Theory Z.

Total Quality Management (TQM) by W. Edwards Deming in 1982 stipulates *inter alia* that:

(i) Excellent performance of students in external examinations should be the primary focus of the school,

(ii) The school must be dedicated to continual improvement, personally and collectively.

(iii) School management must create the enabling environment for excellent performance of students.

Lunenburg and Ornstein (2008:52); Okorie and Uche in Nnabuo, Okorie, Agabi and Igwe (2005:45-56) and Emenalo in Babalola and Ayeni (2009:751-753) all agree to the above.

It is obvious that allocation of more periods for the teaching and learning of mathematics or recruitment of more mathematics teachers for the short available periods will help in adequately preparing students for external examinations. Aiyepoku (2006:146) advocated a generous allocation of teaching periods per week for mathematics.

Quality Assurance (QA) by the chief proponent of fault free product, Crosby, ensures that proactive and precautionary measures are taken before and during production to ensure that no wastage and no defect is recorded. (Okorie and Uche in Nnabuo, et al, 2005:57 and Awe in Babalola and Ayeni, 2009:72).

Applying this to our discussion, it is the administrator's duty to make sure that the quality and quantity of teachers are adequate for the time frame for the teaching and learning of mathematics. The teachers on their part should make the best use of the allocated time. Aiyepoku (2006:147) emphasized that proper preparation before each lesson, effective use of teaching aids, giving of regular exercises during lesson, assisting each student during lessons to correct errors encountered while solving problems are measures teachers should adopt in teaching and learning of mathematics.

Theory Z by William G. Ouchi around 1981 emphasizes concern for people and participative and consultative decision-making. Hoy and Miskel (2008:179-181), Lunenburg and Ornstein (2008:77-79) and Peretomode (2008:33-38) all agree that the basic premise of theory Z is "that involved workers are the key to increased performance in an organization".

From the above theories, we can deduce that student's poor performance in external examinations are attributable to a lot of variables which inadequate preparation and incomplete syllabus before embarking on such examinations is one of them. A collective effort of all stakeholders is needed to alleviate the situation.

Analytical Study of the 2010 Academic Session

Span of 2009/2010 Academic Session:

Began 13 th Sept., 2009	Total of 52 weeks	= (52x7) days	}
Ended 11 th Sept., 2010		= 364 days	
Saturdays and Sundays		(Note: 1 week = 7 days) = 52 x 2 days = 104 days	
Remaining days	364 days – 104 days	= 260 days.	

Issues of 1st Term, 2009/2010 Academic Session

Span: 13th Sept., 2009 to 9th Jan., 2010

- Mid-term break (30th Oct., 2009 to 2nd Nov., 2009) - 2 days
- Public holidays:
 - ❖ El-die Fitri holiday (21st & 22nd Sept., 2009) - 2 days
 - ❖ Independence Day (1st Oct., 2009) - 1 day
 - ❖ Salah Days (26th & 27th Nov., 2009) - 2 days
- 1st term, holidays (19th Dec., 2009 to 9th Jan, 2010) (3 weeks) - 21 days
- Total for 1st Term - 28 days

Issues of 2nd Term, 2009/2010 Academic Session

Span: 10th – Jan, 2010 to 24th April, 2010

- Mid-term break (19th Feb., 2010 to 22nd Feb., 2010) - 2days
- Public holiday:
 - Moslem Idi-Malud (26th Feb., 2010) - 1day
- 2nd term holidays (3rd April, 2010 to 24th April, 2010) (3 weeks) - 21days
- Total 2nd term - 24 days

Issues of 3rd Term, 2009/2010 Academic Session

Span: 25th April, 2010 to 11th Sept., 2010.

- Mid-term break (6th June, 2010 to 9th June, 2010) - 2days
- Public holidays:
 - ❖ Workers’ Day (3rd May, 2010) -2 days
 - ❖ Death/Burial of President Yar’ Adua (6th May, 2010) - 1day
 - ❖ Children’s Day (27th May, 2010) - 1day
 - ❖ Democracy Day (29th May, 2010) - 1day
- 3rd term holiday (24th July, 2010 to 11th Sept., 2010) (8 weeks) - 56 days
- Total for 3rd term - 62days.

Grand total of holidays = total for 1st term + total for 2nd term + total for 3rd term
 = 28 days + 24 days + 62 days = 114 days.

Days secondary schools were opened for classes in the 2009/2010 academic session = (260 - 114) days = 146days

Days secondary schools were on holidays for 2009/2010 academic session = (364 – 146) days = 218 days

$$\% \text{ of days secondary schools opened for 2009/2010 academic session} \\ = \frac{146\text{days} \times 100\%}{364\text{days}} = 40\%$$

% of days secondary schools were on holidays in 2009/2010

$$\text{academic session} = \frac{218\text{days} \times 100\%}{364\text{days}} = 60\%$$

From the above analysis, secondary schools spent 60% for holidays while only 40% of the entire 2009/2010 academic session was used for school activities.

Note: Some schools have less than 40% in 2009/2010 session for school activities due to other internal holidays not captured in this analysis. Also, other academic session(s) may have less than 40% for school activities. A typical example is the current 2010/2011 academic session.

WAEC Syllabus for Mathematics in the 2009/2010 Academic Session

The West African Examinations Council (WAEC) has seven main topics broken down to thirty-seven sub-topics for prospective candidates of the West African Senior School Certificate Examination (WASSCE) General Mathematics/Mathematics (Core) Syllabus for the 2009/2010 Academic Session (WAEC, 2009:343-355).

Secondary Schools in Omoku Town and Time Frame for Teaching and Learning of Mathematics in the 2009/2010 Academic Session.

There are about eight recognized secondary schools in Omoku Town, Rivers State. Five of them are private while only three are public secondary schools. An analysis of the time allocated for teaching and learning from their respective time-tables range from two (2) periods of forty minutes each weekly to just one period of forty minutes weekly.

Also, the number of mathematics teachers were two at most and only one in some schools.

Comparison of Time Frame and Syllabus Completion of these Secondary Schools in lieu of Teaching and Learning of Mathematics.

As earlier posited, the number of mathematics teachers in both private and public secondary schools in Omoku town, Rivers State is grossly inadequate. The implication of this is over utilization of manpower which will result to low production. On the other hand, the time frame for the teaching and learning of mathematics is insufficient. Aiyepoku (2006:146) advocated nothing less than five periods of forty minutes weekly for SS One and Two and a little less than that for SS Three if the students are to be thoroughly prepared for external examinations.

Rosenshine and Furst in Lunenburg and Ornstein (2008:454-455) identified student opportunity to learn, that is, the teacher's coverage of the material or content in class on which students are later tested as one of five teacher processes that show the strongest correlation to positive outcomes. To Alutu and Ochuba in Okafor, Ekpo, Igwe, Eya and Okoye (2008:54), *"inadequate teaching and preparation of students before examination is one of the reasons students involve in examination malpractices"*.

This is true as no student wants to fail. Ukoh and Ajanaku in Oyatoye, Olafimihan, Adeoye, Sabi, Alao, Fashiku and Abdusalam (2010) also support this view.

To lend support to the issue at stake, Aiyepoku (2006:148) opined that adequate coverage of the examination syllabus is one of the recognized requirement for students writing public examinations in mathematics subject. Nnabuo in Nnabuo, et al (2005:261) emphasized that effort should be made by school executives to ensure

compliance by teachers and a revisional feedback built in to allow adequate preparation of students for examination.

Emenalo in Babalola and Ayeni (2009:757) posited that attention has to be focused, among other things, on what goes on in the classroom between the staff and students in terms of the content of course coverage, quality of teaching and actual contact hours utilized. This is true as poor inputs will definitely yield faulty output.

Agabi in Agabi, et al (2005:105) identified poor academic results arising from inability to complete school syllabus as a wastage which occurs when the importance of time is ignored in the execution of school activities.

Implications of Insufficient Time Frame and Inconclusive Subject Syllabus

Since insufficient time frame cannot enable teachers to complete mathematics syllabus and prepare students for external examination eternal examinations, the following implications are possible:

(1) Mass Failure in Public or External Examinations

2009/2010 WAEC result has it that only 24.94% of the total candidates obtained credits in English Language, Mathematics and at least, three (3) other subjects; 2009/2010 NECO result reveals that only 22.99% of candidates in Rivers State obtained five credit passes including Mathematics and English Language.

(2) Incessant Examination Malpractices in Public or External Examinations. It is no more a news to hear of examination malpractices in external examinations, rather, what may be news is that a public or external examination was carried out without any examination malpractices.

(3) Dislike for the Subject and Development of Phobia;

People generally consider mathematics to be difficult. Insufficient preparation of students for external examination will result to dislike for the subject and justify the strong, unreasonable fear and hatred some already have for it.

(4) Loss of Aims of Teaching the Subject:

Aiyepoku (2006:141) identified the following aims/objectives of teaching mathematics, *inter alia*:

- (a) To develop computational skill,
- (b) To develop precise, logical and abstract thinking,
- (c) To stimulate and encourage creativity,
- (d) To acquire the ability to teach mathematics.

These aims and objectives may be completely lost as a result of this.

(5) Creation of Lacuna

One of the disadvantage or implication of this is that it will create a gap between what the student knows and what he/she is supposed to know.

(6) Deepening of the falling standard in education:

If the issue at stake is not addressed, it will deepen further the issue of the falling standard in Nigerian educational system.

Conclusion

It was revealed from the study that the time frame for syllabus completion of senior secondary mathematics is insufficient. This makes it impossible to complete

subject syllabus and hence, students' preparation for external examinations are inadequately. The result of this is failure in school external examinations.

Recommendations

In other to curb persistent student failure in external examinations like WAEC and NECO, the following recommendations are necessary:

(1) Government should recruit qualitative and quantitative mathematics teachers and deploy them to schools where mathematics teachers are in short supply. In addition, there is need to reduce incessant and unnecessary public holidays.

(2) Principals should allocate more periods for mathematics classes and supervise accordingly.

(3) Teachers should prepare well before lesson, use teaching aids, avoid story telling and distractions while aiming at achieving set goals. They should also attend seminars, conferences, from time to time for improvement.

(4) Students should pay attention in class, ask questions and do further/additional studies at home.

(5) Parents should provide relevant textbooks, materials and conducive atmosphere for during and after school studies for their children.

(6) Examining bodies like WAEC and NECO should use these teachers for marking of answer scripts, expose them on topics for more concentration are needed and possibly set questions on topics covered.

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INTEGRATING SELF-PACED e-LEARNING WITH CONVENTIONAL CLASSROOM LEARNING IN NIGERIA EDUCATIONAL SYSTEM

Soyemi, J¹, Ogunyinka, O. I² and Soyemi, O. B³

¹Department of Computer Science, Federal Polytechnic, Ilaro. Ogun State, Nigeria

²Department of Computer Engineering, Federal Polytechnic, Ilaro. Ogun State, Nigeria

³Department of Civil Engineering, Federal Polytechnic, Ilaro. Ogun State, Nigeria

Abstract: *The advances in Information and Communication Technology (ICT) and its rapid growth are changing the way people use, develop, process and disseminate information and instruction {technology}. There is no doubt that ICT use in the classroom increase student's motivation to learn, engage in learning and give independence in learning. Evidence shows that there is a correlation between using ICT in schools and students academic achievement across a range of courses. Student are comfortable and fulfilled in an ICT environment and using this as a bench mark, [integrating it with a self-paced student centered learning] in conjunction with the conventional classroom learning will go a long way to improve learning thereby increasing academic performance of the students at large. This paper explores the potential of self-paced e-learning alongside with conventional classroom learning and the positive impact the integration of the two can have on student's academic performance when incorporated into the Nigeria Educational system.*

Keywords: *Information and Communication Technology (ICT), Self-paced e-learning, Conventional Classroom Learning, Integration, Nigeria Educational System*

1.0 Introduction

ICT has been used in educational settings since its inception, but recent empirical research has affirmed that it plays a vital role in high-quality learning and teaching. Such research insights have shown that advances in technology have opened up new possibilities for the way in which teachers educate their classes, giving potential for innovative ways to encourage students to become more engaged in their schooling. To enable the best possible outcomes for their students it is vital that schools are able to keep up with this progress. (Condie and Munro, 2007).

In an extensive review of the ICT and performance levels in the UK Cox, Abbott, Webb, Blakeley, Beauchamp & Rhodes (2003) found evidence of positive effects on achievement levels in students across a wide range of subjects, which particularly indicates that in European schools ICT has positively enhanced

performance in the primary years, particularly in the primary language of the country. Schools that have greater ICT infrastructure perform more highly than schools with less developed ICT infrastructure. Higher motivation is reported, particularly for primary students, with the use of ICT such as interactive whiteboards.

The majority of teachers report that students are more highly motivated, which in turn affects behaviour and communication when using computers and the internet in class. In order to reach European targets set for the year 2010, the numbers of computers in schools have increased dramatically in recent years (Balanskat and Blamire, 2007). Two thirds of teachers report being very confident in their usage of word processors, and a third feel that they have the necessary skills to develop electronic presentations. Almost all teachers in the UK and Denmark report using ICT regularly as a teaching aid, whereas in other countries such as Greece or Latvia, only a third of teachers report doing so.

Greater gains of achievement in students are seen when the teacher uses ICT in a planned, structured way that is integrated effectively into their lessons (Higgins, 2003).

2.0 Conventional Classroom Learning

According to Martin and Eugenio (1992), conventional classroom teaching is conceived as the transmission of “knowledge” or “information” from the teacher to the student. The teacher in this instance prepares for the lesson to be taken, therefore takes the most active role in the classroom [provide and guide] and students are required to listen, take notes, memorize, and be able to demonstrate their knowledge by filling in the proper blanks or choosing the appropriate alternative on the test.

Knowledge, in this view, is a set of beliefs that accurately mirrors the world. The emphasis in the classroom is on transmitting these beliefs clearly and precisely. Rarely, then, is interaction between teacher and student genuinely initiated by the latter. The teacher not only has all of the answers but also all of the relevant questions. Students are not, at the first instant are presumed to know nothing and may not necessarily contribute or ask questions to which the teacher can give clear and definite answers.

The conventional classroom has a certain theory of knowledge, in this view, is acquired passively rather than actively, is more the product of observation than of exploration. Principally, education has two aims: first, the transmission of the knowledge that has been acquired firsthand by those who have preceded us (which Bertrand called “knowledge by description”), and, second, to make sure that the student's mind remains accurately aimed and highly receptive-- so that it is itself capable of acquiring “knowledge by [direct] acquaintance”(Bertrand 1946).

The most vital relationship in a conventional classroom is between the teacher and student, and this is so, because the teacher transmits what he has learnt in the past and in tune with the present to the student. The tutor-students ratio is kept low to be able to produce the best result [the ideal learning situation is one to one]. Schools teach students in groups only because it is financially impossible to have a one-to-one teacher-student ratio. Keeping the ratio very low will improve teachers productivity and also beneficial to students with slow learning prowess.

Underlying the conventional wisdom, as Richard Rorty (1979) has emphasized, is a certain metaphor, or picture, that has dominated epistemology since Descartes. This is the picture of the mind as a great mirror containing various representations--some accurate, some not--of nature. It is the task of epistemology to identify the foundation and to provide a method that, when properly employed, will “polish” the mirror and ensure that all that is represented on it accurately reflects, or is true of, the world.

There is an important difference between students learning in a group and learning as a group. Students in conventional classrooms learn in groups largely because financial considerations make it impossible for each student to have his or her own tutor. The emphasis is on the transmission of “knowledge” from active teacher to passive student, and the (financially prohibitive) ideal is a one-to-one teacher-student ratio. In contrast, the sort of classroom envisages-- what is characterize as a “community of inquiry”--regards group learning as essential to education. Members of a class who work *as* a group learn to see themselves as active participants in the discovery, analysis, and justification of claims to knowledge. As such, they constitute a model of the nature and structure of knowledge as it exists outside of the classroom. The emphasis is on dialogue, interaction, and a joint cooperative undertaking guided by a skilled and sensitive teacher who is him- or herself an interested inquirer.

Conventional learning typically takes place in an identifiable classroom space, usually in a school or in an institution dedicated to learning. A traditional classroom usually has a number of specific features, including:

- an instructor/trainer who delivers information to students
- a number of students/learner who are all physically present in the classroom and regularly meet at a specific time
- student participation in lectures and discussions
- a set of chairs and desk arrange in rows and columns

2.2 Advantages of Conventional Classroom Learning

The following are some of the advantages of Conventional Classroom Learning

- Provides interactive classroom setting that promotes the open exchange of ideas: Having numerous students learning in the same classroom has the added benefit of allowing students to exchange ideas and questions with one another providing another valuable learning medium that online environments cannot replicate. First-hand interaction with the educating professor also allows for ideas to be exchanged freely and without any communication barriers.

- A classroom creates an environment of learning. While a student is attending a class s/he learns how to behave in an appropriate manner, how to make friends and interact with people. Such learning is not possible in online courses as the individual would interact with computer.

- In a classroom the teacher decides the important areas of study and imparts the same knowledge to all the students, though the way each student absorbs information is different. The teacher can also identify learning issues with particular students and

provide support. Such an environment is absent in online learning programs as the students are left on their own to study and have to develop the necessary skills alone.

- Exchange ideas with peers, not only about the training course but about other current issues.

- Benefit from a face-to-face learning approach that allows learners to address any difficulties or areas of confusion immediately. A classroom environment offers students the opportunity to have face-to-face interactions with their peers and instructors. This is an added social benefit as well as an educational aid. Because students see the same peers in class every session, they get a chance to form friendships. In the case of higher learning, pupils can find potential lifelong professional connections. On the educational side, students get a chance to participate in a lecture or class discussion physically. If something is not understood, interrupting to ask for clarification is always an option. The best classes not only include, but also insist that students get hands-on experience with the subjects being taught. This is particularly useful for those preparing for certification exams because analysis and problem-solving skills are learned best through trial and error, with access to a helpful mentor as needed.

- Access to a savvy, experienced instructor permits students to apply what they learn to real-world needs by asking questions and looking for connections to the job. Because learning works best when materials are relevant, good instructors add real value.(Ed, 2003)

- In some cases, the classroom environment is the only style of education the students know, and the change of pace online classes offer may prove difficult to adjust to. Students get the opportunity for hands-on, structured learning instead of being presented with the course books, written lectures and self-directed activities distance learning provides. Suddenly straying from the standard learning experience may add unexpected strain academically, making the class material more difficult in the process. At this point, they enjoy the interaction between them and their teachers.

2.3 Limitations of Conventional Classroom Learning

Like other instructional methodologies, conventional classroom learning has its limitations.

- Neglect problem solving, critical thinking, and higher order learning skills: The classroom setting can also hinder ones ability to learn by allowing other, more vocal, students to dominate the bulk of the discussion environments. Quieter personalities are limited in their communication options for exchanging ideas and information

- Encourage passive learning: Depending on the level of interaction in the classroom setting, shy students may be allowed to attend classes without providing alternative ways to communicate ideas. Forcing students to learn by vocal exchange with a professor may limit their ability to learn.

- Ignore individual learning differences between students: Classrooms environments tend to group students together in large number often making it difficult

for instructors to isolate learning deficiencies and provide the necessary close attention that individuals may need to learn.

- A campus-based learning experience means the class schedule is predetermined and not subject to change. Students must shape their personal schedules around school instead of the other way around. If plans unexpectedly change or an emergency comes up, the student cannot adjust the class schedule to turn in the work at a different time. If a scheduling conflict arises between work and school, students are forced to choose between their education and their income.

- Knowledge conveyed in the classroom tends to be situated in the context of the classroom and the school rather than the context in which the knowledge was created (Henning, 1998). This contextual dichotomy has been shown to negatively impact the learning process, adversely effecting learner motivation in particular.

- The teacher is the center of attention, not the students. That was the way education was, and still is in many regards. Learning follows whatever pace is dictated by its training materials, by the time allotted for the class and the instructor's approach.

- With classroom learning, students must physically attend the courses to get credit for attendance. Those who must travel long distances to get to school must allot enough time to arrive punctually, particularly in instances where inclement weather is involved. A long commute may also mean a hefty transportation cost over a long period of time which, when combined with the cost of education, may present an issue to financially challenged students.

3.0 Self-Paced e-Learning

As cited by Gurmak, John and Harvey(2005), e-Learning is construed in a variety of contexts, such as distance learning, online learning and networked learning (Wilson 2001). In the context of this paper self-paced e-learning is the one that utilizes information and communications technology (ICT) to promote educational interaction among students and their teachers [content provided] . Volery (2000) argues that the fast expansion of the Internet and related technological advancements, in conjunction with limited budgets and social demands for improved access to higher education, has produced a substantial incentive for universities to introduce eLearning courses.

Self-paced or individualized learning is defined as learning directed by the individual in order to meet personal learning objectives. Although self-paced learning and individualized learning have essentially the same meaning, there are some subtle differences. In self-paced learning, the learner controls the pace of the learning process. For example, in a self-paced computer-based course, two students might begin the course on the same day but one may finish days ahead of the other. By contrast, in individualized learning, there may be some time parameters. For example, a structured on-the-job training (OJT) course may require the individual to reach specific points in the course at specific times. The learning is still targeted to the individual, but the pace of learning may be partially controlled by the trainer or facilitator. Here, the term self-paced learning is used to describe both approaches.

Self-paced courses provide a convenient alternative to the traditional classroom. In fact, recent meta analysis (Means, 2009) research is showing that online distance education students outperform campus based students.

Spring (2004) proposed five teaching and learning modes in which e-learning can provide gains in effectiveness, quality and cost benefits:

- Classroom interactive learning: between students and teachers and among students

- Independent learning: where students or teachers are learning and studying alone in a variety of environments and modes including aspects of self directed lifelong learning;

- Networked learning: through contact with groups, individuals and sources where quite different influences and experiences are creating a qualitative difference to both standard and blended teaching and learning;

- Organizational learning: including learning communities, learning precincts and learning cities; and

- Managed learning: where education technology is creating, through computer managed communication and learning management systems, capability to enable teachers to negotiate and provide individualized curricula and learning experiences for each student.

3.1 Examples of Self-Paced Learning

In self-paced learning, the content, learning sequence, pace of learning and possibly even the media are determined by the individual. Examples of self-paced learning include:

- Reading a book to acquire new information about a topic.
- Reading a book, listening to accompanying audiotapes and completing exercises in a workbook.

- Reading a reference manual and watching a video.

- Completing a computer-assisted learning (CAL) course that uses interactive computer modules for knowledge transfer and one-on-one work with the clinical trainer for skills transfer, first with models and then with clients.

- Completing a CAL distance learning course on the Internet (knowledge transfer only).

- Participating in a structured OJT clinical skills course that involves reading assignments in a reference manual, completing exercises in a workbook and working one-on-one with the clinical trainer for skills transfer, first with models and then with clients.

3.2 Advantages of Self-Paced e-learning

According to Anderson (2005), Self-paced e-learning maximizes individual freedom. Rather than making the obviously incorrect assumption that all students learn at the same speed, have access and control over their lives to march along with a cohort group of learners or are able, despite divergent life circumstances, to begin and end

their study on the same day, self-paced study correctly puts the learner squarely in control.

In most group-based (conventional classroom) courses, the trainer attempts to present the information to the typical or average learner. The more capable learners may become bored or frustrated, while the less capable learners may feel lost or overwhelmed. By contrast, a self-paced approach allows the learner to make many of the decisions about when, where, what and how quickly to learn. The trainer functions as a guide and facilitator of learning.

The other advantages to this approach of learning are:

- Learners can learn information and skills when they need them.
- Learners are not as dependent on the structure and pace established by the trainer.
 - Assuming control of the learning process is highly motivating for many learners.
 - Each learner has the same level of participation in the learning process. Participants are active rather than passive, and assume greater responsibility for their own learning.
 - Because most self-paced learning courses allow participants to begin and end a segment of the training course at any time, it is an efficient use of training time and resources.
 - Learning activities can be organized sequentially, because each component in a self-paced course has objectives that must be met before proceeding to the next component.
 - Self-paced learning provides trainers with the time to focus more attention on participants who need assistance. Although participants who are not having difficulties certainly should not be neglected, this approach allows the trainer to spend time with participants who do require assistance.
 - Essential equipment, materials and supplies used can be kept at a minimum because only one or two participants may be involved in training at any one time.

3.3 Limitations of Self- Paced e-Learning

As with any approach to learning, there are also limitations to consider:

- Most learners have not learned this way before, so they may feel uncomfortable with learning on their own.
 - Students may lack the necessary motivation to work independently.
 - Learners may have poor reading skills, because most self-paced learning approaches require reading, this can be a major limitation.
 - Learners may possess poor time management skills. Procrastination may make the self-paced learning process less effective than it can be.
 - Trainers may feel that they do not have time to manage a self-paced learning system.
 - It may be challenging and time-consuming to design and develop the appropriate learning materials, in either print or electronic format.

- Without good planning, it may be difficult for the trainer to arrange for times to meet with the participant.
- Trainers may find that documenting, evaluating and updating Students progress is very time-consuming.

4.0 Advantages of the Integration of Self-paced e-learning and Conventional Classroom Learning

The following are some the benefits that would be derived from integrating self-paced e-learning and conventional classroom learning:

- The Self-paced e-Learning is not an exclusionary alternative to the traditional classroom, but really are an extension of that classroom into cyber-space and global networking. Traditional classroom teaching and learning are addressed with the leverage provided by technology-based instruction and testing.
- The power of the integration is in sequencing the activities, engaging the learner in different ways, and then optimizing the combined learning effect. The content of the course will be made interactive, graphical, voice enabled and with real life simulations.
- The student can make use of the advantages of self-paced e-learning by going through beforehand the course modules to be handled in the next class, making use of the interactive sections available in form of quiz. When such students appear in class, treating the same course module will be simplified and the student can learn better from the lecturer by asking questions on those aspects that were not clear on the self-paced e-module
- The learning process in some people takes quite a bit of time, so a self-paced e-learning setting is ideal for the patience and environment required. Such people can now make use of the advantage of going through the module online moving at their own pace to comprehend what was initially taught in class.

5.0 Conclusion

This research proposes a combination of online, intranet and internet (self-paced e-learning) and conventional classroom learning style for courses. This will allow the benefits of both types of learning to be realized. The truth of the matter is that there are advantages and disadvantages to every type of learning environment. It is best to use the advantages that each method offers to their fullest extent. It is obvious from this research review, that a combination of self paced e-learning and classroom learning to convey subject matter to students will be the best teaching method. This will on the long run translate on their overall performance of students in school.

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USING INFORMATION AND COMMUNICATION TECHNOLOGY IN A COLLABORATIVE CLASSROOM TO IMPROVE STUDENT ACHIEVEMENT

Adesola, S.A

**Department of Computer Science,
Federal College of Education (Special), Oyo,
Nigeria**

Abstract: *This paper discusses the fundamentals of cooperating teaching - the role of general subjects teacher as well as the role of the special education teachers in a collaborative classroom. Enhances was laid on two roles of the special education teacher which are - permanent and temporary co-teaching roles. Also discussed were necessary steps needed for effective planning for collaborative teaching. The paper later gave examples of some technology devices that could be used for educational application and steps to follow to improve students' achievement through the use of ICT. Finally, conclusion was drawn.*

Keywords: *Cooperating teaching, inclusive classroom, special education, collaboration, ICT.*

Introduction

Historically, teachers have worked in isolation - one teacher to a classroom. As children with disabilities entered the public schools in the 1970s, they were taught in separate classrooms with their own teachers. Over the past 25 years, these students have slowly moved into the flow of the regular classroom, thus the use of the term "mainstreaming." (Suzan Ripley, 1997). He further stated that students, although they were mainstreamed for selected subjects or parts of the day; they were not considered part of the typical class. Now the philosophy is to include all students in the same class, which has brought about teams of general education and special education teachers working

collaboratively or cooperatively to combine their professional knowledge perspectives, and skills. The biggest change for educators is in deciding to share the role that has traditionally been individual: to share the goals, decisions, classroom instruction, responsibility for students, assessment of student learning, problem solving, and classroom management. The teachers must begin to think of it as "our" class. This Digest explores the facets of this new collaboration between general and special education teachers.

The biggest change for educators is in deciding to share the role that has traditionally been individual: to share the goals, decisions, classroom instruction, responsibility for students, assessment of student learning, problem solving, and

classroom management. The teachers must begin to think of it as "our" class. This write-up explores the facets of this new collaboration between general and special education teachers.

What is Cooperating Teaching?

Cooperative teaching was described in the late 1980s as "an educational approach in which general and special educators work in co-active and coordinated fashion to jointly teach heterogeneous groups of students in educationally integrated settings (Suzanne Ripley, 1997). In cooperative teaching both general and special educators are simultaneously present in the general classroom, maintaining joint responsibilities for specified education instruction that is to occur within that setting" (Bauwens, Hourcade, & Friend, 1989).

This type of co-teaching actually has a number of names. The way this model works is that a content area teacher is in the classroom all the time. The special education teacher comes in and co-teaches one to three times a week. All students are able to benefit by having more face time with their teachers. Co-teaching gives each child that opportunity. For special needs children, this may mean help with reading a paragraph, learning a new language, or solving mathematical problems. Co-teaching brings special education's best practices, which are really best for all children, into normal classrooms where they can benefit all students.

The distinctive feature of cooperative teaching, which differs from earlier approaches, is that it is direct collaboration with the general education and special education teachers working together in the same classroom most of the day.

An effective team of teachers will work together as equal partners in interactive relationships, with both involved in all aspects of planning, teaching, and assessment. Areas for this collaboration will include curricula and instruction, assessment and evaluation, and classroom management and behavior. The key to making co-teaching work is joint planning. They must both know the entire curriculum so that they can switch back and forth and support each others efforts.

In developing and implementing cooperative teaching, school professionals experience great changes in the way they go about their daily work. To overcome the inevitable fears and stresses associated with change, the educators involved must feel that they are responsible for the change and that its success or failure lies directly with them (Bauwens & Hourcade, 1995).

The Role Played by Each Teachers in a Collaborative Classroom

In a collaborative model the general education and special education teachers each bring their skills, training, and perspectives to the team. Resources are combined to strengthen teaching and learning opportunities, methods, and effectiveness. The one point that clearly developed from this relationship was that both of them had expertise in many areas, and combining these skills made both teachers more effective in meeting the needs of all students (Dieker & Barnett, 1996).

Typically the primary responsibility of general education teachers is to use their skills to instruct students in curricula dictated by the school system. Also, the primary responsibility of special education teachers is to provide instruction by adapting and developing materials to match the learning styles, strengths, and special needs of each

of their students. In special education situations, individual learners' needs often dictate the curricula.

General educators bring content specialization, special education teachers bring assessment and adaptation specializations. Both bring training and experience in teaching techniques and learning processes. Their collaborative goal is that all students in their class are provided with appropriate classroom and homework assignments so that each is learning, is challenged, and is participating in the classroom process.

A Special Education Teacher's Role in an Inclusive Classroom

An inclusive classroom is one of the placement options for a student with a learning disability. This is the least restrictive form of education for special needs students and it allows the student to be included in a typical classroom environment with his or her peers.

There are two roles a special education teacher may play in an inclusive classroom — permanent or temporary co-teaching.

Permanent Co-Teaching

Permanent co-teaching offers students many advantages. In a permanent co-teaching arrangement, there is a content teacher, someone who specializes in a specific subject like history, and a special education teacher. The teachers share in the planning, implementing, and grading of lessons. This is great for all the students, not just those that fall under the special education umbrella. The one-on-one teacher to student time is increased because there is literally an extra teacher in the classroom. With an average classroom size of 20 to 30, each teacher could focus her attention on only 10 to 15 students. For a special needs student, this additional individualized contact is invaluable.

Planning for Effective Collaboration

Collaboration involves commitment by the teachers who will be working together, by their school administrators, by the school system, and by the community. It involves time, support, resources, monitoring, and, above all, persistence. However, the biggest issue is time - time for planning, time for development, and time for evaluating. Planning should take place at the district and the building levels, as well as at the classroom level.

District planning helps ensure that all resources will be available, including time, money, and professional assistance. District-level planning will take into consideration the effect change in one place will have on other settings. Building-level planning will assist the teams in being sure adequate support is in place to sustain new initiatives. Principals play an extremely important leadership role in facilitating collaborative efforts by instructional personnel.

Both district and building-level planning should provide staff development opportunities to encourage teachers and administrators to participate in classes, workshops, seminars, and/or professional conferences on cooperative teaching. Motivation is an important ingredient for success, but additional skills will be needed to realize the goals teachers set for themselves and their classes.

Planning also is a factor in selecting the students who will be part of the collaborative process. It is important to keep natural proportions of typical students,

students identified as being at risk, and students who have been found to have disabilities. Achieving a balanced classroom is easier at the elementary and middle school levels than at the secondary level, where a certain amount of grouping takes place with course selection.

A major consideration is in arranging planning times for co-teachers. Co-planning must take place at least once a week, according to studies. Planning sessions were viewed as priorities by both teachers; they refused to let other competing responsibilities interfere with their planning sessions (Walther-Thomas, Bryant, & Land, 1996). The planning must be ongoing to allow teachers to review progress on a regular basis, make adjustments, evaluate students, and develop strategies to address problems either in discipline or learning.

Walther-Thomas and her colleagues (1996) found that five planning themes were identified by co-teachers who considered themselves to be effective co-planners:

1. Confidence in partner's skills;
2. Design of learning environments for both the educators and students that require active involvement;
3. Creation of learning and teaching environments in which each person's contributions are valued;
4. Development of effective routines to facilitate in-depth planning; and
5. Increased productivity, creativity, and collaboration over time. Participants in collaborative programs agreed that the time required for planning does not decrease during the year, but the quality of instruction continues to improve.

Different Types of Technology and their Educational Applications

Many different types of technology can be used to support and enhance learning. Everything from video content and digital moviemaking to laptop computing and handheld technologies (Marshall, 2002) have been used in classrooms, and new uses of technology such as podcasting are constantly emerging.

Various technologies deliver different kinds of content and serve different purposes in the classroom. For example, word processing and e-mail promote communication skills; database and spreadsheet programs promote organizational skills; and modeling software promotes the understanding of science and math concepts. It is important to consider how these electronic technologies differ and what characteristics make them important as vehicles for education (Becker, 1994).

Technologies available in classrooms today range from simple tool-based applications (such as word processors) to online repositories of scientific data and primary historical documents, to handheld computers, closed-circuit television channels, and two-way distance learning classrooms. Even the cell phones that many students now carry with them can be used to learn (Prensky, 2005).

Each technology is likely to play a different role in students' learning. Rather than trying to describe the impact of all technologies as if they were the same, researchers need to think about what kind of technologies are being used in the classroom and for what purposes. Two general distinctions can be made. Students can learn "from" computers—where technology used essentially as tutors and serves to increase students basic skills and knowledge; and can learn "with" computers—where

technology is used a tool that can be applied to a variety of goals in the learning process and can serve as a resource to help develop higher order thinking, creativity and research skills (Reeves, 1998; Ringstaff & Kelley, 2002).

The primary form of student learning "from" computers is what Murphy, Penuel, Means, Korbak and Whaley (2001) describe as discrete educational software (DES) programs, such as integrated learning systems (ILS), computer-assisted instruction (CAI), and computer-based instruction (CBI). These software applications are also among the most widely available applications of educational technology in schools today, along with word-processing software, and have existed in classrooms for more than 20 years (Becker, Ravitz, & Wong, 1999).

According to Murphy et al, teachers use DES not only to supplement instruction, as in the past, but also to introduce topics, provide means for self-study, and offer opportunities to learn concepts otherwise inaccessible to students. The software also manifests two key assumptions about how computers can assist learning. First, the user's ability to interact with the software is narrowly defined in ways designed specifically to promote learning with the tools. Second, computers are viewed as a medium for learning, rather than as tools that could support further learning (Murphy et al, 2001).

While DES remains the most commonly used approach to computer use in student learning, in more recent years, use of computers in schools has grown more diversified as educators recognize the potential of learning "with" technology as a means for enhancing students' reasoning and problem-solving abilities. In part, this shift has been driven by the plethora of new information and communication devices now increasingly available to students in school and at home, each of which offers new affordances to teachers and students alike for improving student achievement and for meeting the demand for 21st century skills describe earlier. No longer limited to school labs, school hours and specific devices, technology access is increasingly centered on the learner experience.

Bruce and Levin (1997), for example, look at ways in which the tools, techniques, and applications of technology can support integrated, inquiry-based learning to "engage children in exploring, thinking, reading, writing, researching, inventing, problem-solving, and experiencing the world." They developed the idea of technology as media with four different focuses: *media for inquiry* (such as data modeling, spreadsheets, access to online databases, access to online observatories and microscopes, and hypertext), *media for communication* (such as word processing, e-mail, synchronous conferencing, graphics software, simulations, and tutorials), *media for construction* (such as robotics, computer-aided design, and control systems), and *media for expression* (such as interactive video, animation software, and music composition).

In a review of existing evidence of technology's impact on learning, Marshall (2002) found strong evidence that educational technology "complements what a great teacher does naturally," extending their reach and broadening their students' experience beyond the classroom. "With ever-expanding content and technology choices, from video to multimedia to the Internet," Marshall suggests "there's an unprecedented need

to understand the recipe for success, which involves the learner, the teacher, the content, and the environment in which technology is used."

Universal Design for Learning (UDL) takes advantage of the opportunity brought by rapidly evolving communication technologies to create flexible teaching methods and curriculum materials that can reach diverse learners and improve student access to the general education curriculum (Rose & Meyer, 2002). UDL assumes that students bring different needs and skills to the task of learning, and the learning environment should be designed to both accommodate, and make use of, these differences (Bowe 2000; Rose & Meyer, 2002). To promote improved access to the general curriculum for all learners, including learners with disabilities, Rose & Meyer (2002) have identified three key principles or guidelines for UDL:

1. Presenting information in multiple formats and multiple media.
2. Offering students with multiple ways to express and demonstrate what they have learned.
3. Providing multiple entry points to engage student interest and motivate learning.

For example, printed reading materials pose substantial challenges to the learning of students with disabilities (J. Zorfass: personal communication, October 2005). Technology can assist with such difficulties by enabling a shift from printed text to electronic text, which Anderson-Inman and Reinking (1998) assert can be modified, enhanced, programmed, linked, searched, collapsed, and collaborative. Text styles and font sizes can be modified as needed by readers with visual disabilities; read aloud by a computer-based text-to-speech translators; and integrated with illustrations, videos, and audio. Electronic text affords alternative formats for reading materials that can be customized to match learner needs, can be structured in ways that scaffold the learning process and expand both physical and cognitive access, and can foster new modes of expression through revision and multimedia (J. Zorfass: personal communication, October 2005). It represents one way that technology can support the achievement of students with disabilities.

Steps to Improving Students Achievement Through ICT

Teachers can take the following steps to improve student achievement through technology.

- Determine the purpose of using technology in the classroom, as determined by the specified educational goals. Is it used to support inquiry, enhance communication, extend access to resources, guide students to analyze and visualize data, enable product development, or encourage expression of ideas? After the purpose is determined, select the appropriate technology and develop the curricula. Create a plan for evaluating students' work and assessing the impact of the technology.
- Coordinate technology implementation efforts with core learning goals, such as improving students' writing skills, reading comprehension, mathematical reasoning, and problem-solving skills.
- Collaborate with colleagues to design curricula that involve students in meaningful learning activities in which technology is used for research, data analysis, synthesis, and communication.

- Promote the use of learning circles, which offer opportunities for students to exchange ideas with other students, teachers, and professionals across the world.
- Encourage students to broaden their horizons with technology by means of global connections, electronic visualization, electronic field trips, and online research and publishing.
- Ensure that students have equitable access to various technologies (such as presentation software, video production, Web page production, word processing, modeling software, and desktop publishing software) to produce projects that demonstrate what they have learned in particular areas of the curriculum.
- Encourage students to collaborate on projects and to use peer assessment to critique each other's work.
- In addition to standardized tests, use alternative assessment strategies that are based on students' performance of authentic tasks. One strategy is to help students develop electronic portfolios of their work to be used for assessment purposes.
- Ensure that technology-rich student products can be evaluated directly in relation to the goals for student outcomes, rather than according to students' level of skill with the technology.
- Create opportunities for students to share their work publicly--through performances, public service, open houses, science fairs, and videos. Use these occasions to inform parents and community members of the kinds of learning outcomes the school is providing for students.
- Learn how various technologies are used today in the world of work, and help students see the value of technology applications.
- Participate in professional development activities to gain experience with various types of educational technology and learn how to integrate this technology into the curriculum.
- Use technology (such as an e-mail list) to connect with other teachers outside the school or district and compare successful strategies for teaching with technology info@ncrel.org (2005).

Conclusion

The concepts of individualized instruction, multiple learning styles, team teaching, weekly evaluation, and detailed planning are all of direct benefit to students. The purpose of the collaboration is to combine expertise and meet the needs of all learners.

It is important that teachers receive preparation and classroom support. It is also important that planning time continues to be available throughout the school year. "Most important, all students win by being challenged by collaborating teachers who believe that they are responsible for all children in the classroom" (Angle, 1996).

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FAMILY PEDAGOGY – RESEARCH DIRECTION AND SOCIAL AND PEDAGOGIC ACTION

Mihaela Gabriela NEACȘU, Georgiana DUMITRU
University of Pitesti, Romania

Abstract: *Considering the continuous amplification of the unit between psychocentrism and sociocentrism generated by the psychological and sociological curriculum substantiation, the current social pedagogy paradigm defines and analyzes education from the perspective of social requirements, having as its general function the optimization of the relationships between school and community, with consistent applications at the family level (family pedagogy). Family pedagogy as a research direction and social pedagogic action answers parents' need to be helped in educating their children as better as possible. The quality of a "good parent" requires effort and specialty training, continuous improvement and self-improvement, and is based on science, on competence and skill, supposing even a certain vocation. This study valorizes the perceptions, representations, motivations and attitudes of experts with a rich experience and serious concerns in supporting the educative function of family, interested in making parents responsible and involving them in their own shaping to change family practices and optimize parental behaviors in favor of the harmonious development of children's personality.*

Keywords: family pedagogy, parent education, socio-educational intervention

1. Argument

The globalization process, which is more and more visible at the contemporaneous life level, causes essential changes in the structure and functionality of social institutions, including at the school and family level.

Today, family is requested pertinent answers to the challenges of contemporaneous world in terms of adaptability, cohesion, creativity, efficiency, competence as to the organization of family life and especially as regards children's education.

Family is the first school of the child, the first educational environment. Italian pedagogue Fausto Telleri considers family as "a persistent and structural reality which creates and stabilizes human personality from a psycho-social point of view" (Telleri F., 2003, p. 23). The socialization process starts in the family through the values promoted therein, through the manifested attitudes and the expressed opinions, through the parents' behavioral modes. All these constitute for the child accessible concrete models, which are "good to assimilate". A reputed Romanian pedagogue considers that parental behavioral models are a "synthetic and generative construction, defining the articulated set of purposes, actions, practices, results and values, which are constant, specific, of the conduct of a family with children, oriented either to determine or to

condition or influence the nascent and/or resulting conduct from the perspective of their personality and the personality of their children.”(Neacșu I., 2010, pg.117)

The daily moral exercise of the child in the family is a preamble for its own family life but also for the social life. The parental care, the psychological atmosphere, the family’s values system constitute the main coordinates influencing the child’s development and creating for it the premises favorable to its social integration. The educational parental model, the family climate, the internal cohesion transfer to the children social values such as: self esteem, respect to the other, altruism, moral conscience, prosocial conduct, will. Such values shall help the young to integrate socially and shall contribute to its subsequent development both personally and professionally.

This study underlines the role and the importance of family pedagogy as a research direction and socio-educational action of family, a multidimensional ensemble of socio-educational interventions in favor of family mainly aiming at finalities of the type of changes at the level of parents’ conduct based on restructuring parental attitudes and competences through learning.

2. Methodology

This study is of exploratory qualitative type and is based on the focused interview (the interview guide -annex). Please find below the main stages in the performance of the focus group:

- *Establishment of the discussion theme*: the main discussion axes were presented, which allowed the identification and delimitation of the social and educational intervention area of pedagogues (form teachers) from the intervention area of psychologists in their work with parents (psychological counseling offered to family);

- *Establishment of the group structure* was made according to the following criteria: establishment of a medium homogenous group, considering that all those involved have the optimization of the activities with parents as their common point;

- The attraction in debates of certain representatives for all the professional categories interested in working with parents (teachers, school counselors, psychologists, social assistant, family doctor)

- The high recognition of the professional competences held by those involved in the debates

- *The drafting of the guide for the organization of the focused interview*:

- The establishment of questions (funnel questions, from general questions to specific questions; the preparation of open questions allowing the issuance of as many value judgments for this study as possible)

- The establishment of the team registering the debate results (1 observer and 1 assistant moderator)

- *The establishment of the meeting place and of the duration of the interview*: methodical cabinet within the Pitești University, 2 hours.

- *The performance of specific procedures*:

- Before starting the focus-group, the moderator introduced itself and mentioned its role in this group activity;

- The moderator presented the purpose of the focus-group and explained the rules of its performance (the fact that there are no correct or wrong answers, that the participants should speak loudly and in turns, all of them intervening with opinions, ideas; the fact that it is not consensus that is pursued but the exchange of relevant ideas and experiences).

- The moderator explained the necessity to record the discussion and ensured the participants of the confidentiality of discussions.

- *focus –group composition:*

- one moderator, university teacher, education sciences Phd;
- 6 form teachers with a rich practical experience in the field of educative activities from 6 school units of Pitești

- 2 school counselors from 2 Pitești high schools;

- 2 psychologists from the County Argeș Center of Resources and Educational Assistance

- 1 social assistant from the Argeș General Department for Social Assistance and Child Protection

- 1 doctor from the Arges Public Health Department

- *Objectives pursued in performing the focus group:*

- Identification of perceptions, representations, motivations, attitudes of experts with a rich experience in parental education and in social and medical services offered to family;

- Identification of the specific framework for the research and analysis of family from a double perspective: social-educational and psychological.

3. Results, findings

The teachers, the form teachers participating in the focus group highlighted the main aspects of pupils' educational counseling in problems related to: self-knowledge, self image, adaptation and social integration, school success, development crises, crisis situations, solving and surpassing a conflict, appropriation of efficient learning techniques, career orientation, pupils' knowledge, understanding pupils' problems, support in their development, ensuring the balance between school requirements and pupils' possibilities, in identifying the causes of school non-adaptation, optimization of the school-pupil relation. Also, certain form teachers underlined that, in the opinion of most parents, school is the institution in which they continue to be most trustful for the education of their children. For this reason, as to the support that school grants to family, it was asserted that the services offered by it are rather few and do not fully answer the needs specific to families. Generally, the interaction with parents is limited to parent meetings and consultations, in which mostly information activities dominate, and less support and training activities. As to the collaboration of family with school, the lower and lower interest of parents in communicating with teachers, in participating in parents' meetings etc was underlined. The father's presence as a partner in family-school relationships is very low. Some parents mentioned that they can no longer provide support and control in doing children's homework (mostly, school tasks being

very complicated for them). Other parents claimed that they sanction their child depending on school results.

The recommendations of the participants in the focus group also regard the specific activities related to parents' educational counseling which could form the object of workshops with families for a better knowledge of their children, for a better understanding of their needs and behaviors, for identifying the risk factors in family, school, social integration, for the communication between parents and children on themes related to their daily life (the child's future, friendship, love, sexuality) etc.

Generally, the education of future parents materializes at the school level through homeroom classes and the orientation and counseling activities, where several themes related to family not sufficiently covering the parental education problem are approached (family types, the change of family roles, family care and support etc.). The classes are frequently held by teachers without a special training in this field.

School counselors and psychologists described the specific psychological counseling activities for parents and children and also underlined the complementarity of these interventions with the parental education and educational counseling actions. Some parents benefit from psychological counseling for:

- Surpassing difficult situations (divorce, loss of job, intra-family conflicts, chronic diseases, death of one of the spouses, etc.) endangering child's safety or generating risks related to the child's separation from its family environment;
- Optimization of the communication with the child, making the best decisions, negotiating solutions and creatively solving conflicts between generations;
- Development of parental skills and practices for children's education and care.
- Supporting the children with special educative necessities.

The social assistant stated the situations and the family cases in which interventions are usually made and in which specialized social support is offered, and the doctor insisted on the specific prevention and treatment actions for families. It was underlined that interventions and preventive models eliminate risks and the promotion of interventions develops positive functionality and is focused on the acquirement of competences and capacities.

Therefore, the optics of the interviewed experts led to the adoption of a holistic perspective, of social and systemic approach of proactive practices in the services offered to family and of the socio-educational interventions supporting and strengthening family functioning.

4. Conclusions

As a direction of research and social pedagogic action, family pedagogy dimensions and orients its research area at 2 levels:

L₁: *education of future parents* – as an educative action of preparing the young for the family life, for exercising their role as future parents. *Family education* supposes the special direction of the educational process to preparing the young for exercising their role as future parents. The education process for family life starts with the education *in and through* family. *Family education* regards the actions and the influences within family with an educative nature, which come from parents and are

oriented to shaping the child's personality. *Education through family* depends on the general culture of family and its life manner, both of them providing permanent feedback for the consolidation of family roles.

Four preparatory stages for family life are mainly delineated: the stage of forming the affective image about family life (of the habit to integrate in the parental family life), the stage of value orientations (of adhesion to value and cultural patterns of family and their internalization), the stage of consolidating personal independence and asserting full personality (pre-marital stage), the stage of option for family life, of formation of the new family (the marital stage).

L₂: *parents' education* – as action of modeling parents' personality for optimizing their relations with children. Considering the complexity of the society we live in, family pedagogy may offer consistent solutions of psycho-pedagogical nature for the satisfaction of parents' need of being helped in educating their children as better as possible. *Parents' education* has the purpose of encouraging the conscious and responsible assumption of the parent mandate. Such an intervention has as finality the optimization of the parent-child relationship, which is in a continuous transformation and continuous re-adaptations.

Family pedagogy cultivates the parents' spirit of responsibility for the education of their children. Its intervention is necessary in solving such problems as: the early education of children in the first years of life, the early formation of civilized behavioral habits, the child's preparation for school, the maintenance of a harmonious relationship of family with school, the manner of gaining parental authority, the manner of organizing the child's leisure time, the manner of counteracting the influence of a negative entourage in the child's group of friends, the settlement of intergenerational conflicts, etc. But the priority function of family pedagogy is however the transmission of social and cultural values and norms from one generation to another in view of a successful social integration.

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Annex

Interview Guide

1. How long have you been a form teacher /school counselor /psychologist/doctor/social assistant?
2. How often do you have meetings with parents?
3. In what circumstances do you perform/did you perform educational/psychological/intervention counseling activities *for and in favor of pupils and their parents*? Briefly describe the work with parents!
4. What types of needs did parents express when you had relations with them in different contexts?
5. Do you consider that parental education can contribute to the increase of the quality of the children's education process and their wellbeing? Argue your answer briefly!
6. In your opinion, what types of activities could form the object of a special program of parental education circumscribed to family pedagogy?

CORRELLATION OF MATHEMATICS AND PHYSICAL EDUCATION

Mirko Dejić, Ph.D., Teacher Training Faculty, Belgrade
Dragan Martinović, Ph.D., Teacher Training Faculty, Belgrade
mirko.dejic@uf.bg.ac.rs

Abstract: *The aim of each modern teaching is integrated learning while various knowledge is associated horizontally and vertically. At the Teachers' Training Faculty in Belgrade,*

we have practiced camping of our students at the most remote parts of Serbia where students learn how to survive in nature. They find themselves in various and most incredible situations in which they have to practice mounteneering, swimming, finding food in the surroundings in nature, etc. It has shown that many situations, besides physical fitness and good health, require a solid mathematical knowledge. We are trying to present elementally mathematical knowledge indispensable for survival outdoors, in nature, in this work. These knowledge enable us to orientate without a compass, determine the height of an object, the width of a river, the distance of heavenly bodies, etc. Having in mind the fact that future teachers are on camping, we also point to the aesthetic side of upbringing and education.

We admire mathematical organization of nature in various situations. We point to mathematics present at a leaf of a tree, honeycomb of bees, animals' growth, etc.

Key words: *mathematics, physical education, camping, resourcefulness /surviving outdoors.*

Introduction

The aim and tasks of physical education teaching are not realized exclusively during instruction (by regular time-table for physical education and anticipated physical activities that last 45 minutes in essence), but also through extracurricular activities which are especially important for the students.

If we start from an assumption that one of the basic tasks of physical education is to teach an individual to practice permanently and in free time, on the basis of personal determination and conviction, then it is clear that this task is easier done through the forms of work in physical education for which the students were determined voluntarily. The subject matters which cannot be realized through a class lasting 45 minutes are important for physical education instruction as well.

"The essence of extra curricular activities is the same as at teaching physical education. Doing the tasks and reaching the aim of physical education by practicing bodily movements – exercises". (Martinovic, 2005:466)

Going outdoors becomes a practice to many people after one going out for a breath of air only, in green forests and fields or along a river. The very staying out in

nature can be realized in many ways, and one of them is camping , organized by the Teacher Training Faculty in Belgrade for its students, within elective subject ' Outdoor activities'. The aim of outdoor activities is to introduce better the students – future teachers and tutors into the possibilities and contents which could be offered by organised staying outdoors, in nature, with basic aim to pass on gained practice and experience to youth they will work with in near future during their professional work.

Camping , as a specific form of holiday and recreation in our conditions, has occurred recently. It has especially become popular when so called selective tourism occurred , when one is in the position to choose the mode and place of one's staying , when the need to explain the forms of staying in nature in more detailed way occurred , and especially camping.

In order to do the tasks we are facing successfully, while at camping, elemental mathematical knowledge is indispensable as well . A simple mathematical device will enable us to admire the natural order , as David a psalmist did in the 19th psalm, saying : ‘ The Heavens speak glory of God and heavenly sphere is his hands’ work.’ Knowing what kind of mathematics is hidden in a leaf ‘s or a plant’s growth... students will like and understand the nature, where a pedagogical aspect of camping is certain. A simple mathematical device, adopted by students at mathematics lessons , is necessary for orientation and surmounting obstacles in nature. Only with elemental mathematical knowledge, along with physical and health preparation , it is possible to surpass all the obstacles we are facing at the camping successfully.

The task of our work has been to point to necessary functionality of acquired knowledge before and during the studies and their inevitable correlation. The stress is laid on knowledge of mathematics and physical culture.

Mathematical order in nature

While being in nature, we observe it as artists and scientists. We find regular geometrical figures in it, what will increase our attention and more profound experience in everything that surrounds us. If we observe leaves, trees and fruits, we come across the most various polygons (triangles, quadrangles, pentagons, etc.) Thus, for example, we find regular triangle in the cross-section of a Colchicum fruit. A circle could be found in the cross- sections of tree trunks, leaves , at throwing pebbles in the water ,etc. Speaking about polygons and noticing them in nature, we can remind of historical tasks on construction, for example, pentagon, quadrature of the circle, etc. We give our camping a wider, cultural dimension in this way. We find algebraic and transcendental curves in the nature. We should mention spirals that we meet on snails’ shells , sunflower, etc. If we observed a snowflake by microscope , we could notice wonderful six-pointed stars with the most various forms of points, and at the same time, almost no identical forms . Their beauty and regularity cannot be imagined even by the wildest imagination. A pentagon is found in arrangement of seeds in apples and pears, when we cut them in halves. The situation is similar with their flowers. All these facts were mentioned best by Galileo Galilei (1564-1642) , as he used to say:” Nature is a vast book in which the science is written up. It is always open in front of our eyes, but a man cannot understand it unless he previously learns the language

and letters it is written by. It is written by the language of mathematics, and its letters are triangles, circles and other mathematical figures''.

Every object in nature has its form, position toward other objects, and it takes up a part of the space. If we abstract these three features, we come to an ideal geometrical body. We shall notice its surfaces which could be flat and crooked, lines (straight, curved, closed, open), segments of a line, points,... Camping is the right place to return back to Old Egypt and imagine the origins of creating geometry from the nature. After the flood by the Nile , the Egyptians had to measure the ground that was in the shapes of various geometrical figures. In this way they came to the notion of a geometrical figure and its surface. The knowledge acquired in such a way was called geometry. The word geometry means measuring of the ground (from Greek word γεωμετρία).

While objects in nature are regular and irregular, symmetry accompanies almost all living creatures. If we observe arrangement of leaves on a stalk, we will find many facts interesting for mathematics. The leaves at some plants are arranged in circles at the stalk's joints, and the leaves along the stalk are arranged in spirals and symmetrically at some other plants. The Pythagoras's triangle (length of the sides 3,4,5) is found on a dry leaf of globeflower and Japanese cypress (Doci,2005:17). Not to mention the spirals and golden cross-sections of shells, fish and crabs . We find here golden rectangles and squares. Fish also contain golden cross - section and the Pythagoras's numbers in the most varied ways. (Doci, 2005:68-69). A serious mathematical discussion about arrangement of leaves on a stem leads us to a golden cross-section, numerical progressions , chain fractions, and much more of it because we need to know advanced mathematics. However, we are on camping, and we should always develop love and admiration toward natural phenomena , thus it is sufficient to deal with these phenomena just superficially as well. Golden cross-section (Divine proportion) is the greatest harmony which is seen everywhere in natural conformity. All that is divided by golden cross-section is beautiful as it is adopted to the features of our eyes. If we divide a whole into two parts in such a way that a greater part refers to a smaller one as the whole to a greater one, then we get golden cross-section. Many flowers have the shape of a five-pointed star (a regular pentagon) in nature. For example, it is a case with azalea , bellflowers and dog rose flowers. Ratio between the distance of two opposite and two adjacent tops on a flower equals a golden proportion. More elaborate mathematical device, which is omitted here, can show that arrangement of leaves on a stem contains within itself Fibonacci's (Fibonacci, 1180-1250?) progression (1,1,2,3,5,8,13,21,24,..., each member equals the sum of the previous two), golden cross-section and many more mathematical laws (Sevdić, 1965:27-36; Čanak, 2009:118-119). Golden cross-section is also found in a field chamomile flower pattern. Sunflower seeds are arranged along logarithmic identical angle spirals that move in opposite directions. We find Fibonacci's progression and golden cross-section in the number of seeds per spirals and ratio of number of seeds in one and the other direction of spirals. Number of spirals at most of average size sunflowers is 34 and 55. These are Fibonacci's numbers (f9, f10). At large flowers, that number is 55 and 89, also Fibonacci's numbers (f10, f11).

We also come across hives and bees in nature. It is the opportunity to say something about hexagonal cells of honeycomb where a bee moves. From the initial position, a bee comes across to the next adjacent cell, moving always to the right (up-straight-left). Number of paths, from the initial point to certain point n equals $n+2^{\text{nd}}$ term of Fibonacci's progression. A bee builds its honeycomb in such a way that it can store maximal quantity of honey in minimal space with the least consumption of wax for the construction.

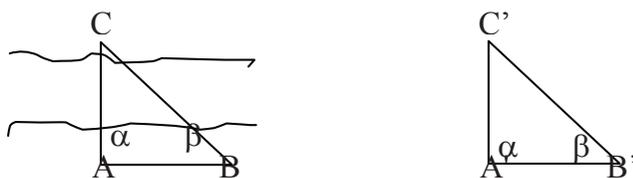
Mathematical device helps in overcoming obstacles in nature

While at camping, we organize going to mountaineering, we explore the surroundings and overcome unknown obstacles. It is especially important to know how to measure the height of the rock that interposes and blocks the road, the width of the river that we should swim across, the length of the road, etc. Elemental mathematics helps us here, knowledge of lengths of some parts of our body, a rod, shadow, etc. We will remember an anecdote how Tales (624-547 B.C.) measure the pyramid of Kheops. He was asked by the Egyptian priest to measure the height of the great pyramid, Tales took the advantage of a clear day, laid in the sand and left the impression/trail of his body, stepped on one end of the impression and waited till the length of the shadow coincided to the length of the trail, i.e. impression of his body in the sand. At that moment the height of the pyramid was equal to its shadow. But, Tales did not have to wait for the length of the shadow to coincide with its original. He was able to count the ratio between instantaneous length of the shadow and the length of the original. The Tales theorem application is even more sophisticated through proportion (Sevdic, 1965:41). Of course, there are entirely elemental mathematical devices to measure a height of, let's say, a tree if the foothill is not accessible.

We come to a river and we want to swim across it. By simple technique, almost without mathematics, we measure the width of the river. We put our hand above the eyes, as when we protect from the Sun, in such a way that we see the spot to which we measure the width of the river by our eyes below the hand. Now we have a rectangular triangle, one leg is the distance from the ground to our eyes, the other is the required distance. Without moving the position of our hand, we turn left, right or towards the land, to the position more convenient for measuring. We notice the farthest spot that we see below the edge line of the hand. We measure the distance till that spot and that will be the width of the river. Although it seems there is no mathematics in it, it is present, however. It is an opportunity for the students to remind of the knowledge about congruence of triangles. There are some other, simple ways of measuring the width of the river, while the proportions and Tales's theorem, and sometimes elemental knowledge of trigonometry. By these simple devices it could be determined:

1. The distance between point A and C which are divided by the river, and point C is visible.

We shall determine an arbitrary point B and measure the length AB, as well as the angles α and β . We construct the triangle A'B'C' on the river bank. Now the distance A'C' will present the width of the river AC.



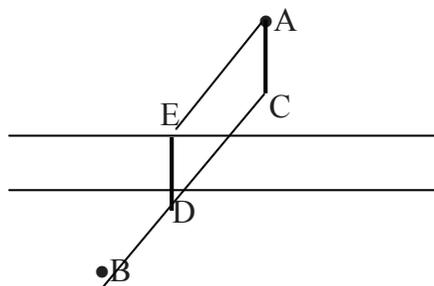
2. The distance of the point A from the point B, if the length AB cannot be measured directly.
3. The distance of the point A from the point B, if some obstacle lies or is located between them, a swamp, for example.

There are many more situations in nature which can be overcome by mathematical device, but we do not quote them in this work.

When we are at camping, we install tents. It is an opportunity to occupy with and amuse ourselves with their mathematical features. Except simple problems, such as calculation the surface and volume, there are interesting problems about tents in the field of minimum and maximum. If the students carry one tent flank each, several of them join and make the tent and stay in it. With the help of mathematics, we will get the answer to the question: Is there, perhaps, the greatest value for the tent's ground size and some greatest value for the value of volume dimension? Maximal values can be searched at arbitrary combination of wings, shape and size of the tent.

We also cross the bridge on the river, and it is an opportunity to think about it. There are two places A and B on different banks of the river. The question is : where exactly to build a bridge so it will end vertically (at a right angle) to the river banks, and places A and B would be connected in the shortest way?

The solution can be seen in the picture. From the point A we draw a segment of the line AC, vertically to the course of the river. The line AC is as wide as the river. The bridge should be constructed at the point D, i.e. where a segment of the line BD cuts the river bank. It is easily shown that every other way from A to B is longer than this one.



Wider knowledge includes geography as well. Knowing how to read a geographical map is of great importance for orientation. For reading maps and determining position, direction and course of movement, it is indispensable to know mathematics, as well as usage of mathematical equipment for reading. Students also

should be instructed how to orientate through reference gadgets such as a watch, rings on a tree, position of the stars, moss on the trees, position of temples and monuments on cemeteries ,etc.

As a meter is not always at hand, we should know measures of our body. Firstly, everyone should know the length of one's step. If one does not know that, one could use the rule that the length of a grown up man's step is equalled by half the distance between his eyes and feet. Another rule, which can easily be proved mathematically, says: A man walks as many kilometers per hour as he makes steps in three seconds. It is useful to know the following rules as well: a meter is approximately equal to the distance between the end of one aside fully spread arm and the opposite shoulder. One meter also equals approximately the distance of 6 spans (nine inches) between the tips of the thumb and index finger spread as much as possible. For other referent measures, ask for Dejić, 1995:156.

While taking a rest

After a busy day, in the evening, by a bonfire, we can turn back to mathematics again, without being conscious of that. In starred nights, it is always interesting to wander off to the classical period when there were no modern observatories, airplanes and satellites, but the wise scientists measured the distances between the Sun, the Moon and other celestial bodies from the Earth by simple mathematical devices. Perhaps the story about Eratosthenes (275-19B.C.) who measured the length, of the Earth's equator, without going around the Earth, as a matter of fact, without going anywhere from Alexandria where he lived (Dejić M., Dejić B.,1995:156).

Number is a quantity of something, and we should always give the answer to the question "How much /how many?" when we are camping. At leisure time, students play chess. It is a good opportunity to find the right answer to the question how many kernels of wheat could be placed on a chessboard, if we put one kernel on the first square on the chessboard, 2 kernels on the second, 4 on the third and so on, on each new square we should put double quantity of wheat that on the previous one. The numbers of wheat kernels on chessboard squares make geometric progression, and their sum is of 20 ciphers.

Someone picked up a dandelion and blew into it. If that dandelion had 100 seeds, and a new plant would grow out of each one, in the second year there would already be 100 new dandelions, in the third: $100 \cdot 100 = 10000$... in the tenth year there would be 10^{18} . Further, we can count how many dandelions there would be on each square meter on the globe, and where other plants would be placed. The number of insects, animals, mammals, etc. can be counted in the similar way. As a matter of fact, great numbers are all around us. Just have a look at the stars in the sky, numbers on tree leaves, distances to celestial bodies ,etc.

Even while we open a can of cylindrical shape, we can discuss about the problem, how to make a can of circumference given in advance with the least consumption of sheet metal.

Conclusion

Modern men live in cramped quarters surrounded by technique, therefore look ever more for free space in nature and outdoors with as favourable micro climate as possible, what is enabled, in addition to everything else, by taking into consideration and application of physical culture. Physical culture brings a man closer to nature, what is very important. Getting closer to nature should be also understood as approaching of one to oneself and to generic essence contained in its own motion. It must not be forgotten that a man is not a master of the nature, but its product and integral part. Modern living conditions, rational life and running after money, for greater production and rational life determine to a great extent the possibilities of being occupied with physical culture (temporal above all). Practicing physical culture is also, in addition to everything else, a matter of free time, determined for doing cultural activities.

“ A man has a special place in the world of nature. He has made ‘helping devices’, used them as his lengthened extremities, in the sense of prolonged brain activity. A man succeeded in adapting nature to his own needs to a great extent, by his work and activities, and he also does that presently in a modern way. Moving his own body is a primary device which a man uses in order to express relation of his own being and the world he lives in (Martinović, 2005:30).

Presently, integrated learning and application of knowledge are factors that cannot be avoided in any single segment on any level of education. We have integrated two seemingly disparate fields, mathematics and physical education. We demonstrated multilateral advantage of mathematical device and its concrete application at the students’ camping. The students have practically seen and learned how to orientate without a compass, how to determine the height of an object, the width of a river, the distance of celestial bodies, etc. Admiration to mathematical order in nature and application of mathematics at leisure time have not been omitted either.

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THE SELF-IMAGE, ELEMENT OF BEHAVIOURAL AND EMOTIONAL SELF-REGULATION

Letitia TRIF, PhD

University 1 Decembrie 1918, Alba-Iulia

Abstract: *During school life, self-image suffers a series of changes due to the increase in age and also experience accumulation, reflecting an individual seal which will not change throughout life. During this period, the individual identifies himself not only with grades that objectify school performance, but also according to the “academic opinion” composed of himself and which he is aware of, in whole or in part. But, as general objective, in this study aims at identifying particularities of self-image and its development in 4th grade students. At the same time, in order to improve students’ self image, their self-control capacity, the reduction of the fear of failure, it is essential to implement strategies regarding a stimulative learning environment, involving all students, feedback on the performance level, recognition of the students’ merits.*

Key words: *self-image, self-knowledge, self-esteem*

I. Concept delimitations

The self-image refers to the place or value an individual attributes to himself in relation to the other members of the community to which he belongs, under the circumstances of an accurate self-knowledge. Self-knowledge is self-knowledge of the person, meaning perception and knowledge from her own activity, from her own behavioural actions, from her relations with others, from successes and failures, from her aspirations compared to those of others, in relation to which the person obtains the awareness of its own value.

In the Dictionary of Psychology (Doron, R., Parot, F., 2007:387) it is shown that “self-image refers to the representation and evaluation the individual makes of himself in various stages of his development and in different situations he finds himself into. As a result, there is not only one self-image, but several. Psychologists and psychoanalysts who have studied the child showed how these representations are constructed through a game of identification with characters from the subject’s entourage or with real or imaginary figures of heroes. Self-images also depend on how the subject is viewed and appreciated by others”.

Trif, L., taking into account Miclea, M. and Lemeni, G., indicates that self-knowledge / self-esteem refers to the process of exploration and structuring of their own characteristics (e.g. skills, emotions, motivations, attitudes, beliefs, mechanisms of defence and adaptation, etc.) which results in the self-image of the person. Self-image

is the essential marker of behavioural and emotional self-regulation. (Trif, L., 2008:117)

The self-image is linked to the genesis of self awareness. In the psychology of development, the study of the genesis of conscience is part of the study of descriptive, self-descriptive or reflective use of language, together with the study of individuation and self-knowledge processes, addressed by social interactions or by the child's reactions to his own image perceived in the mirror, studied by R. Zazzo.

Closely related to the self-image is self-esteem, which is a fundamental dimension to any human being, whether child, adult or elderly, regardless of culture, personality, interests, social status, abilities. Self-esteem refers to how we evaluate ourselves, how good we consider ourselves compared to our expectations or to others. Self-esteem is the evaluative and affective dimension of self-image.

The great dictionary of psychology (2006:1126) states that “we have three sentences: 1. of all the people an individual knows, the most information he has is about himself, 2. the self is the pivot of any social relationship, 3. the concept of self is determined by the concept of person in the culture the person belongs to”.

The concept a person has of self has many sides. There is the objective side, which we call self-image: the evaluative side, called self-esteem; the side that describes how you want to be, which we call the ideal self; the side related to skills and abilities, called awareness of your own efficiency; the side related to the way you identify with social groups, called social identification and the way in which the sense of self was shaped by the cultural context in which you grew up. (Hayes, N., Orrell, S., 2003:213).

II. Self-image formation

Self-image formation is primarily a subjective construction and involves three aspects: the importance of others' opinion in its construction; the elements on which the perception of others is achieved; the extent to which conduct and motivation influence self-image creation.

The formation of self-image goes through the following steps:

- *the construction of self*, of the subjective self image, what we believe is characteristic for us. At this stage the own assessment of self-image takes place (we like / do not like what we believe about ourselves, what we are). It depends on the individual's personality;

- *awareness of others' judgments* which may or may not coincide with the image built by ourselves. These judgments may also influence self-image;

- *reporting own image to the others' judgment*. This appreciation can lead to positive or negative feelings of satisfaction or dissatisfaction. We are influenced by groups in which we live: primary groups (family, classmates, friends) or secondary (pupils from the same school). The two types of groups affect self-image formation differently. They contribute to the socialization of the individual (G.Kelemen, 2011). An important role in the formation of self-image is played by social comparison. (The theory of social comparison: we compare ourselves with people who resemble us.)

In each of us reside more characters (M. Roco, 2007:26), among which we mention the following: the fundamental character (what we mainly are, the personality essence) the admitted character (what we imagine to be), the dreamed character (what we want to be), the purpose or the model character (what we would like to be, as a model), the exemplary character (what the others or society would like us to be), the reflected character (the way others see us), the apparent character (the way we would like others to perceive us), the secret character (what we hide from the others), the actor character (what we would like to seem in a given situation), the defence character (the character that we take refuge in case of threats)

III. The main issues related to self-image development in young students

During school life, self-image suffers a series of changes due to the increase in age and also experience accumulation, reflecting an individual seal which will not change throughout life. During this period, the individual identifies himself not only with grades that objectify school performance, but also according to the “academic opinion” composed of himself and which he is aware of, in whole or in part. An important feature of this age period is the massive overvaluation of their own possibilities of action, leading first to a certain distancing from the objectified performances (they are not accepted as a true measure of their possibilities), and on the other hand, to the location in the future of “real” confirmations. Promises made to oneself are fulfilled or not during life.

The system of beliefs begins in childhood, with “reproaches” from parents. These reproaches are the first indicators of personal value. As the child grows and develops, he is brought before other mirrors by family members, colleagues and teachers. These reflections of his image form the basis of self image as he matures.

Normally, school and social performance of each student can not all be located at a higher level, especially when school tasks are at a high level of difficulty. Therefore, teachers should create situations where students get to know not only their limits, but also their resources.

IV. Ascertaining study

As **general objective**, this study aims at identifying particularities of self-image and its development in 4th grade students:

In this sense, the **operational objectives** pursued are: identifying self-esteem; self-esteem capacity building; increasing personal assertiveness; developing realistic beliefs about themselves;

Students samples:

We note that there were a number of tools used to select the three subjects, such as: psycho-pedagogical characterization sheet, case study, history, family situation, relationships with others, with parents, siblings, with classmates, the individual sociogram of choices and rejections, relationships with teachers, relationships with friends and relationships with strangers.

A critical role was played by the class teacher who has important information needed in selecting cases. In the following, we shall present the samples of subjects only as identification data in the form of initials, along with their age and gender.

1) Name: D. P. L.	2) Name: N. A. E.	2) Name: S. S. L.
Age: 10	Age: 10	Age: 10
Grade: 4 th	Grade: 4 th	Grade: 4 th
Gender: male	Gender: female	Gender: male

Research instruments used:

a) The LAW S.E.Q. Questionnaire. It is an educational questionnaire that measures the self-esteem of the student. It is not represented as a diagnostic tool, but rather integrated into the screening tests. It is a short questionnaire which includes 16 questions out of which 4 are neutral. The LAW S.E.Q. questionnaire is present in two forms: one for primary and one for secondary school level and it is composed of questions with three possible answers (yes, no, do not know).

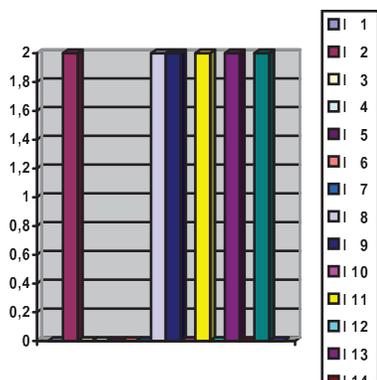
b) The questionnaire for the self-assessment of self-image (Carl Rogers)

The questionnaire provides a list of 32 adjectives, representing both positive personal characteristics (e.g. *humorous, enthusiastic, trustworthy, polite, sincere, strong*, etc.) and negative (e.g. *emotional, fragile, internalized, cynical, jealous, impulsive*, etc.). The subjects have to read the list carefully and put in the column *How I am now*, an "X" next to each adjective, which they consider as being characteristic for them. Then, without looking at the signs put in the first column, they have to reread the list of adjectives and write a "0" in the column *How I would like to be* next to each adjective they would like to be characterised by. **The** terms passed through the grid of adjectives designate values that we submit to the subjects' appreciation. They express the affection-evaluative resonance the words or terms included in the test items have on them. On this basis we can identify individual and group values accepted and shared.

c) The social desirability scale (Douglas P. Crowne and David Marlowe, adapted and experimented in our country by I. Dafinoiu). This scale measures the degree of sincerity and realism of the subjects regarding the assessment of oneself (self-assessment). The scale comprises 33 statements representing attitudes and personality traits. Subjects must respond to each one of them by "true" or "false" as they correspond or not to their own way of being. The answers are related to the standard.

Analysis and interpretation of results:

1) D. P. L. - LAW SEQ questionnaire - 12 points → low self-esteem;



Following the responses listed with 0 points I1, I3, I4, I5, I6, I7, I10, I12, I14, I16, we find discrepancies between desires / aspirations and reality, but reasonable inconsistencies within normal ranges. The student's agreement with himself can improve if he agrees to assume certain responsibilities, facing the difficulties which might arise in their achievement. The absence of the mother in the child's life leads to uncertainty.

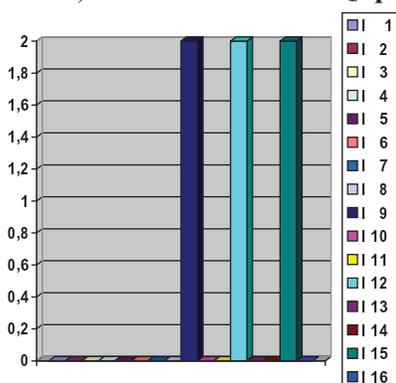
Fig. 1. Graphic description of the results to the LAW SEQ questionnaire

- **Self-assessment questionnaire** → 22 points. It confirms the discrepancies between the current and the ideal Self. "At present" – he attributes himself negative characteristics: emotional, reserved, jealous, stubborn, impulsive, apathetic. As ideal person he mentions positive characteristics: independent, interesting, relaxed, energetic, but also negative: lazy.

- **Social desirability scale** – he obtained a score of 20 points. It is considered high scoring between 20 and 33 points. People in this category are concerned with being perceived as socially desirable. They feel the need to have the approval of others for what they do. A high level of need for social approval is often characteristic of people living a sense of social insecurity, of anxiety, which may affect negatively their interaction with others. Such people are ruled by the desire to do what others expect from them, to behave according to certain social norms, which often causes these people to appear differently from what they are.

The desire to achieve the social desirability ideal generates in people in this situation, energy consumption and sometimes dissatisfaction due to unfulfilment of this goal. This energy could be channelled towards regaining self-confidence or performing a correct reassessment.

2) N. A. E. - **LAW SEQ questionnaire** - 6 points → very low self-esteem;



Analyzing responses to I2, I14, it is inferred that the need for action for the student to overcome the uncomfortable feeling related to the dissolution of friendship, especially since through I10 she affirms her desire for change. It requires the activity to be channelled towards regaining self-confidence, towards a fair review of self.

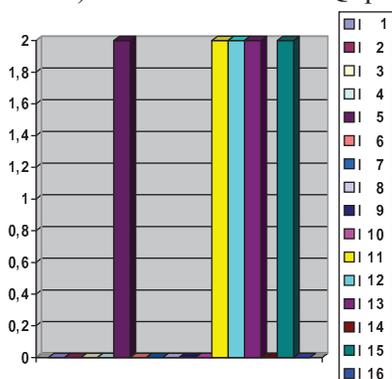
Fig. 2. Graphic description of the results to the LAW SEQ questionnaire

- **Self-assessment questionnaire** → 24 points - suggests a reasonable level of psychological comfort and an insignificant discrepancy between the current

Self and the ideal Self. As ideal person she appreciates the adjective *intelligent* which she does not mark in the “self portrait”.

- **Social desirability scale** – she obtained a score of 15 points. People in the category 9-19 points are characterized by behaviour that shows a relative balance between social desirability and social undesirability. They want to present themselves as being as close as possible to everyday normality.

3) S. S. L. - **LAW SEQ** questionnaire - 10 points → very low self-esteem;



The answer to I16, by which he accepts that other people believe he is telling lies, reveals that he is concerned by the assessments of others. Negative relations with others are expressed by the appreciation that others often break friendship with him and he must find new friends, for the old ones play with someone else (I3, I14). It is necessary to help the student recognize representative personal qualities and negative traits he wants to change in himself.

Fig. 3. Graphic description of the results to the LAW SEQ questionnaire

- **Self-assessment questionnaire** → 32 points - suggests a reasonable level of psychological comfort and an insignificant discrepancy between the “self portrait” and ideal Self. The same adjectives he attributes himself at present are also marked in the box *if he could be an ideal person*, including negative features: emotional, lazy.

- **Social desirability scale** – with a score of 22 points, he is characterised by a high degree of social desirability (social conformity). He is expected to change attitudes and behaviours easier, as required by specific circumstances of life, to get social approval of his acts.

V. Conclusions

The formation of a balanced self-image, of dignity and self-esteem and respect towards the others is done by becoming aware of resources and limitations, different from student to student. Thus we come to the acceptance of natural differences between people, to an increase in tolerance and to the avoidance of global labelling which can have negative effects on their personality.

At the same time, in order to improve students’ self image, their self-control capacity, the reduction of the fear of failure, it is essential to implement strategies regarding a stimulative learning environment, involving all students, feedback on the performance level, recognition of the students’ merits. Therefore, the attention that the teacher must pay to developing a positive self-image represents an important contribution to school success at this stage and the preparation for subsequent cycles.

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USING THE FOUR RESOURCE MODEL TO MAP OUT PLANS FOR A LITERACY LESSON

V.M. SIMANDAN, candidate PhD

**Keeapat International School
Bangkok, Thailand**

Abstract: *The purpose of this paper is to map out plans for a literacy lesson using the framework articulated by Freebody and Luke (1999a) in the four resources model. The reason why I have chosen to write about the practicalities of the four resources model lies in the fact that literacy is an important contemporary topic, especially in the context of middle school students. Rush (2004) noticed that research mainly focuses on reading intervention in the early years of schooling, while middle school students are a neglected target group. This paper aims to curb this situation. At the same time, the present paper aims to put into practice Freebody and Luke's four resources model, thus creating a much needed precedent in middle school literacy education.*

The paper is structured into three parts. The first part deals with a literature review of the four resources model with the focus on the four main roles (i.e., code breaker, meaning maker, text user, and text analysis). The second part of the paper presents the literacy lesson under analysis and the educational standards that have to be met according to the school curriculum. The third part maps out plans for the chosen lesson, giving examples of activities for each of the four main roles in Freebody and Luke's four resources model. The paper ends with a conclusion, followed by a relevant list of references.

Key words: *curriculum, Freebody and Luke, four resource model, literacy, lesson, standards*

Literature review

The definition of literacy in the twenty-first century as stated in *Literate Futures: Report of the literacy review for Queensland state schools* is a broad one: "Literacy is the flexible and sustainable mastery of a repertoire of practices with texts of traditional and new communication technologies via spoken language, print and multi media" (Luke, Freebody and Land, 2000, p.9). At the same time, Freebody and Luke (1999b) argue that literacy education does not mean developing certain skills but, as suggested in the definition above, it refers to developing social, cultural, and economic practices.

According to the four resources model framework, the repertoire of literacy practices has been separated by Freebody and Luke (1999a) into four main roles. Luke and Freebody decided to conceptualise literacy in this way because they realised that everyone – regardless of their view of literacy – was (practically) right. The four

resources model focuses on the range of practices which, if emphasized in a reading program, will be able to cover and integrate a repertoire of textual practices needed in today's new economies and cultures (Freebody and Luke, 1999a). *Literate Futures* also acknowledges the fact that effective progress in schoolwork was highly influenced by the acquisition of reading (Luke, Freebody and Land, 2000).

The four resources model does not discard the current and well-developed techniques used by teachers worldwide to train their students in becoming literate, but rather attempts to recognize and incorporate them. As such, the model became a map of possible practices dependent on the teacher's reading of his or her students' existing linguistic, cultural, and textual practices (Freebody and Luke, 1999a). The four resources model is a framework that "avoids a model of literacy as the artifact of pedagogical styles or preferences; rather it draws attention to the kinds of practices students need to learn" (Comber, 1997, p. 32).

The creators of the four resources model did not have the intention of transforming their model into a solution to all literacy problems, but rather, Freebody and Luke offered an alternative way to teaching the skill of reading and a way of conceptualising what (effective) readers do. This is also evident from their decision to change the terminology used since the model's initial development, preferring to use the notion "practices" instead of "roles." The word "practices" even suggests that the models are applied in everyday classroom or community contexts. On the contrary, the term "role" suggested a pre-established framework that students need to fit into (Freebody and Luke, 1999a).

According to Freebody and Luke (1999a), literacy has **three dimensions**: breadth, depth, and extent. The breadth of an individual's or community's repertoire of literate practices refers to the range of social activities offered by the curriculum. These literacy activities are also referred to by different researchers as "genres" or "text types." The concept of extent refers to the range of novelty, transformation, and redesign at work.

Both the breadth and depth of literacy practices can be assessed because they are developed through educational experiences (Freebody and Luke, 1999b). The depth of skills exercised by a student draws on a repertoire of literacy practices that allows the learner to successfully engage in reading and writing activities. Of course, literacy can also include listening and speaking, as well as multimedia texts. The four practices advocated by Freebody and Luke's model are: (1) breaking the code of texts, (2) participating in the meanings of text, (3) using texts functionally, and (4) critically analysing and transforming texts (Freebody and Luke, 1999a).

The reader as a **code breaker** refers to the ability of a person to successfully recognize and engage the technology of written texts (Freebody, 1992), with an emphasis on decoding and encoding the symbols of written, spoken, and visual texts. This includes the alphabet, sounds in words, whole words, letter/sound relationship; spelling; grammar, vocabulary, punctuation, intonation, rhythm; clauses, sentences, and text structure; and visual, nonverbal, and auditory codes (Ludwig, 2003).

The reader as a **meaning maker** or **text participant** entails engaging the technology of the text itself (Freebody, 1992) by comprehending and making meaning

from written and spoken texts. This includes using background knowledge to construct meaning; comparing personal experiences with the ones presented in texts; relating previous experiences with similar texts; seeing own interests and lifestyles reflected in texts; interpreting words, clauses, sentences, and texts; interpreting visual, nonverbal, and auditory texts; and looking at the way texts are constructed to make a specific meaning (Ludwig, 2003).

The reader as a **text user** means being able to take part in social activities in which the written text plays a major part (Freebody, 1992), with an emphasis on knowing how to use texts – appropriate audience and purpose, the right type of text for the right context and purpose. This includes understanding cultural and social contexts which dictate the way texts are structured; using appropriate text types for specific purposes; recognising the particular structures and features of texts; and understanding the options for using certain texts to convey particular meanings (Ludwig, 2003).

The reader as a **text critic** or **text analyst** refers to the understanding that written, spoken, and visual texts are not neutral, no matter how factual or neutral the texts seem to appear (Freebody, 1992). Most texts rather advocate particular points of view while silencing others. This includes recognising the purpose in creating the text; recognising that texts influence people; recognising opinions, bias, points of view, and missing points of view in the text; understanding that texts are written according to the views and interests of the author; identifying the ways in which the readers, viewers, or listeners are influenced; and presenting alternative points of view (Ludwig, 2003).

Freebody and Luke (1999b) argue that the practices presented in the four resources model are necessary, but none of the four areas are sufficient to become effective literate citizens. It is also believed that the four resources model produces different learning effects for different groups of students, depending on the pedagogies and curricula used.

The text under analysis

The four resources model has been used effectively by teachers worldwide in mapping the strengths of students, with a focus on strategies aimed at developing the students' weaknesses (*Further notes on the four resources model: Transcript of one conversation with the authors*, 1999). Teachers also believe that Freebody and Luke's model provides a framework for well rounded instructions in classrooms (Rush, 2004).

The target text that will be incorporated in the four resources framework is entitled "How He Did It: Health Advice, Kid-to-Kid" by Amy Bertrand, part of *Unit 1. Why read?* in *Glencoe Literature. Reading with purpose* by Jeffrey D. Wilhelm et al. (2007). According to the *English-language arts content standards for California public schools, kindergarten through grade twelve*, the standards that apply to this lesson are:

- Under "READING: Word Analysis, Fluency, and Systematic Vocabulary Development," the students should be able to "1.3. Clarify word meanings through the use of definition, example, restatement, or contrast" (California Department of Education, 1998, p.42);

- Under "READING: Reading Comprehension (Focus on Informational Materials)," the students should be able to "2.4. Identify and trace the development of

an author's argument, point of view, or perspective in text” (California Department of Education, 1998, p.43) and “2.6. Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping” (p.43);

- Under “WRITING: Writing Strategies,” the students should be able to “1.1. Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas” (California Department of Education, 1998, p.44);

Mapping out plans

According to Freebody (1992), a successful reader needs to develop and be able to sustain the resources needed to play the four roles of the model: code-breaker (“How do I crack this?”), text-participant (“What does this mean?”), text-user (“What do I do with this, here and now?”), and text-analyst (“What does this do to me?”).

In this section, the four resources model will be used as an instructional framework to map out plans for teaching a reading lesson using *How He Did It: Health Advice, Kid-to-Kid* by Amy Bertrand. Following are examples of how the text under analysis can be used within each of the four areas of the framework will be given. All the activities suggested below have been designed for a class of 12, Grade 7 students, but are easily applicable to other middle school levels. The students are assigned *How He Did It: Health Advice, Kid-to-Kid* (Bertrand, 2007) and divided into four groups of three. One student in each group is chosen to represent the group and to record the group's findings and, later on, share them with the other groups.

The question that each group will have to explore in order to **develop code breaking strategies** is: “Which words do you think are interesting?” (*Learning Role Cards*, 2002). In their groups, the students brainstorm ideas and the group representative writes down the words that appeal to them. Once they have completed this task, the teacher asks the students to give an explanation of what the words mean in their contexts. The representatives take notes once again. While the students are on task, the teacher monitors and gives advice and assistance where needed. After the students have completed the activity, the representatives of each group share their ideas with the other groups. Once back in their original groups, the entire class helps to put up a list of interesting words found in the text under analysis. This list can be used later on by the teacher as the weekly spelling list. This activity meets standard 1.3 under “Word Analysis, Fluency, and Systematic Vocabulary Development” (California Department of Education, 1998).

The question that each group will have to explore in order to **develop meaning making strategies** is: “What are the main ideas presented?” (*Learning Role Cards*, 2002). Each group is given the possibility of choosing one idea that they would like to analyse in terms of the author's argument, point of view, or perspective in text. After the students have completed the task, the representatives of each group present their findings in front of the class. With visual support from the book, the presentations can generate lively discussions in which the teacher can take the role of facilitator and mediator. This activity meets standard 2.4 under “Reading Comprehension (Focus on Informational Materials)” (California Department of Education, 1998).

The question that each group will have to explore in order to **develop text using strategies** is: “If you were to make your own version of a website about the topic under discussion, how would it be different to the print version?” (*Learning Role Cards*, 2002). The students create an organizational structure for their website, balancing all aspects of the composition. In order to unify important ideas, the students are asked to use effective transitions between sentences and prepare the virtual links of each section of their web site. The teacher can collaborate with the Information Technology teacher so that the students brainstorm for ideas in the class, and create their web sites in the computer room. This activity meets standard 1.1 under “WRITING: Writing Strategies” (California Department of Education, 1998).

The four questions that each group will have to explore in order to **develop text analysing strategies** are: “Are there stereotypes in the text? Who does the text favour or represent? Who does the text reject or silence? How does this text claim authority?” (*Learning Role Cards*, 2002). On completion, each group reports back to the class, supporting their answers with examples for the text. This activity meets standard 2.6 under “Reading Comprehension (Focus on Informational Materials)” (California Department of Education, 1998).

Conclusion

This paper has presented the main characteristics of the four resources model, giving detailed explanations of what Freebody and Luke (1999a) understand by code breaker, meaning maker, test user, and text analyst. In order to connect theory to classroom practice, a text had been chosen and activities that match the four resources framework had been presented. The author of this essay believes, just as other researchers have concluded (see Rush, 2004), that the four resources model advocated by Freebody and Luke (1999a) can be used to develop a range of skills and knowledge needed by all literacy learners.

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READING WORKSHOP 1

**INFORMATIONAL TEXT
WEB SITE**

How He Did It:

Health Advice, Kid-to-Kid

by Amy Bertrand



Sixth-grader's Web site helps other children stay fit. 1

Ever since Robert Kohn can remember, his parents have stressed the importance of healthy eating and exercise.

"I think I've heard about it forever," he says.

That education led to a remarkable project by Robert, a sixth-grader. For a school project, he wrote a research paper on childhood **obesity**, then created an advisory council on it, which in turn led to a Web site, created especially for use by children.

Robert's not known for being big into team sports at school, says his mom, Dee Dee, but he still values the importance of working out. He plays golf and tennis and works out about two days a week in a gym, lifting weights and "focusing on cardio¹ right now," he says.

He's never had a weight problem, but knows kids who have.

"It's a huge problem," he says.

That's why he wanted to **tackle** it for his school project. 2

1. **Cardio** is short for *cardiovascular*, meaning of the heart and blood vessels. Exercise that increases heart rate is often referred to as *cardio*.

Vocabulary

obesity (oh BEE sih tee) *n.* condition of being extremely overweight

Practice the Skills

1 Key Text Element

Text Features Read the subtitle and the deck, which is right below the writer's name. Do they give you information that might help you set a purpose for reading?

2 English Language Coach

Word References What does it mean to **tackle** a problem? Use a dictionary to find the meaning of *tackle* that is used here.

20 UNIT 1 Why Read?

Bertrand, A. (2007). *How He Did It: Health Advice, Kid-to-Kid*. In Wilhelm, J.D., et al., *Glencoe Literature. Reading with Purpose*. Columbus: Glencoe/McGraw-Hill.

The project:

In his language arts class, students were required to come up with a topic that would be used in a three-pronged,² yearlong project. The first part of the project was to write a research paper; the second part was to come up with an action plan; and the third portion was to get someone to take action.

Robert began by reading books and searching the Web. He found quite a bit of information on the topic, but not much of it was directed at children.

So, he put together an advisory council on the subject, which included teachers, a dietitian,³ a hospital administrator and a chef. They met a couple of times and helped Robert cultivate information⁴ for his next big project: creating a Web site just for kids. **3**

The Web site:

What resulted was www.healthychoicesforkids.com.

Robert gathered all of the information he wanted to include, then sketched out what he wanted each page of the Web site to look like, along with the words to go on it. A professional designed the Web site for him, and the result is a kid-friendly site with kid-friendly graphics. It's easy to navigate and written in a language kids can easily understand.

2. **Three-pronged** means that the project has three parts.
3. A **dietitian** is an expert in planning meals or diets.
4. When someone **cultivates information**, he or she prepares and organizes it in a way that is clear and easy to follow.

Vocabulary

- advisory** (ad VY zuh ree) *adj.* having the power to give advice
- administrator** (ad MIN uh stray tur) *n.* person who manages or directs



READING WORKSHOP 1

Analyzing the Photo Do you think that this would be a good picture to appear on Robert's Web site? Why or why not?

Practice the Skills

3 Key Reading Skill

Setting a Purpose for Reading Has your purpose for reading changed now that you've started to read the article? Think about your original purpose, and then think of a second purpose for reading.

How He Did It 21

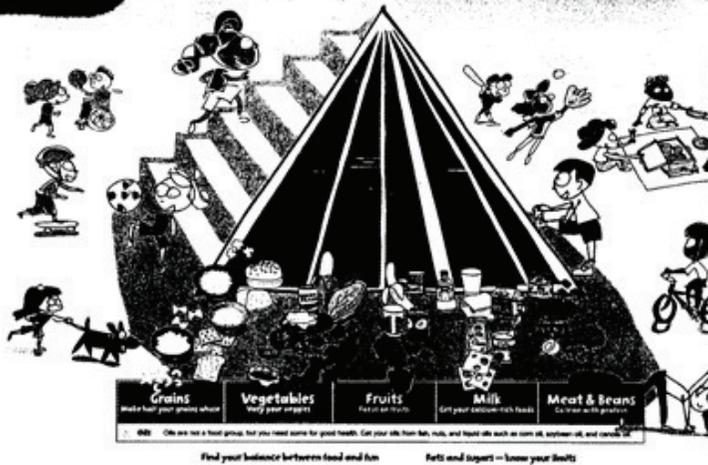
Bertrand, A. (2007). How He Did It: Health Advice, Kid-to-Kid. In Wilhelm, J.D., et al., *Glencoe Literature. Reading with Purpose*. Columbus: Glencoe/McGraw-Hill.

READING WORKSHOP 1

Topics on the site include:

- How do I know if I'm overweight?
- What are the risks of being overweight?
- Portion sizes.
- Making healthy choices while dining out.
- How many calories do I burn during common activities?

"I'm hoping other kids get educated about obesity: What it is, the risks of being obese, how to get in better shape," Robert says. **4**



Analyzing the Graphic According to this food pyramid, what is one food you should eat more of for better health?

The action plan:

Robert's strong views on the subject took him to his next step: writing lawmakers.

"In my research I found HB 81,⁵ a bill about having exercise and healthy foods at public schools," Robert says.

So he wrote the supporters of that bill, and though he's still waiting for confirmation, he's been asked to speak about his findings.

"I think I'll tell them why I think childhood obesity is such a huge problem, how horrible obesity is and how many people are suffering," he says. "It can cause diseases like cancer, heart disease, high blood pressure."

His **ultimate** goal is to have the lawmakers take over his Web site. "I want to see what they can do." **5** ○

5. **HB 81** means "House Bill 81," a proposed law on which Congress has been asked to vote.

Vocabulary

- calories** (KAL uh reez) *n.* units used to measure the energy supplied by food
- ultimate** (UL tuh mut) *adj.* greatest; most important

Practice the Skills

4 BIG Question

What information could you read on Robert's Web site that might help you or someone you know?

5 BIG Question

Write three things that you learned from reading this article. Write your answer on the "How He Did It" page of Foldable 1. Your response will help you complete the Unit Challenge later.

DIMENSIONS OF COOPERATIVE LEARNING IN EDUCATIONAL CONTEXTS

Alina ROMAN PhD.

“Aurel Vlaicu” University, Arad

Abstract: *The article discusses the possibilities to increase the role of cooperative learning in educational contexts. The theoretical model introduced in the first section is reflecting the social interdependences perspective, and proposes an integration of humanistic and constructivist models. The new reference framework developed is considered a useful starting point for the by introducing some explanatory models regarding knowledge development through interactions within the learning group, through cooperation. Moreover their effects on learning motivation are underlined in the context of specific educational activities.*

Keywords: *intra and interpersonal competences, learning group, cooperative learning*

1. Characteristics of postmodern education

Present-day school is mainly the product of industrial, modern, impersonal society. When relating education to postmodern society several questions arise: Should education reproduce and preserve culture or enrich it, develop the human being's diversity and potential? The answers to these questions can be identified in the analysis of postmodernism's characteristics as found in education:

- Revaluing the subjective dimension of the educational process as a relation where teachers and students are “constructors of meanings and significances”,
- Complexity and ambivalence by turning from a “paradigm of certitude” to a “paradigm of incertitude”, to a subjectivation of learning,
- Openness, diversity and transdisciplinarity,
- Hermeneutic approach as means and reflexive and self-reflexive capacity of the human being, as possibility of constructing one's own vision of the world and decision taking in accordance with phenomenological perspectives,
- Intra and interpersonal communication as means of global intercultural development,
- Facilitating creativity by understanding latent socio-cognitive mechanisms and manifests of developing personalities as axiologization of critical cultural elements,
- Continuous development and lifelong learning,
- Forming competences on the four dimensions of learning: learning to know, learning to do, learning to live among the others and learning to be.

Education can be analysed in a broad manner in an evolutive and comparative way, from the perspective of learning: traditional, modern, postmodern.

Figure 1. Evolutive characteristics of education

Traditional	Modern	Postmodern
Thorough learning	Efficient learning, Active learning.	Significant learning, Thorough learning, Transformational learning, Interactive learning
Passivity	Action and competitiveness	Cooperation and subjective engagement
Acquisitions	Abilities, capacities	Competences

2. Humanistic paradigm

Some characteristic aspects of postmodern education originate in psychological humanistic theories of learning. These theories have important contributions for the development of intrapersonal competences. In the middle of the 20th century, C. Rogers promotes a new goal of education, which is still up-to-date: learning how to learn, to involve ourselves in the process of change, our society is undergoing. Learning is considered significant if it involves all five elements:

- It has the quality of personal involvement (rationally-cognitively, motivationally, emotionally, attitude-based),
- It is self – initiated (involves the sense of discovery, intention, expansion and understanding),
- It has resistance power (significant for behaviour, attitudes, learner's personality),
- It is assessed by the learner,
- The core of learning is understanding, spread over the experience as a whole.

„Humanistic paradigm is in favour of an open educational system and for a school that favourizes active participation of the educator in creating the message, meaning, value.” (Emil Păun, Dan Potolea, 2002, p.32). This is a non-directive type pedagogy oriented toward facilitating mediated learning based on the following principles:

Human beings have the capacity to learn, having within themselves the curiosity and wish to understand the world, being capable of overcoming the problems arisen by adaptation and especially by learning.

Institutionalized learning is coherent and consistent only when perceived in relating to personal projects. The educator has to help the pupil, to identify and solve problems that arise as significant to him.

Learning perceived as a major need for change in the organization of the self, is seen by pupils as threatening and therefore they tend to fight against it. This perception is the result of the need to change his/her own values.

Knowledge with a threatening character for the pupil is better acquired when threats are reduced to the minimum. Therefore the educational environment has to be comprehensive, familiar and encouraging.

A valid learning is carried out through action, confrontation with problem solving process, through confrontation with social, psychological and philosophical problems as well as personal difficulties.

Learning is facilitated only if the subject is involved and shares responsibility in the learning method, in choosing orientation, self-discovery, decision in how to carry out learning and if s/he is responsible for his/her decisions.

Learning that fully engages the subject has the strongest effects upon his/her personality and it leads to learning by and about him/herself.

Independence, creativity, trust are efficient and act only when self-criticism and self-assessment function as elementary psychical processes involved in learning. Assessment carried out by someone else, even teacher, can have a secondary position because someone who depends only on external evaluation becomes reluctant, unconfident, or remains naïve and immature.

We consider that humanistic education is one of the main ways to cultivate the subject's capacities of communication, of relating to reality in a subjective manner by understanding of the self, of the world and their judgement.

3. Cooperative learning – dimensions and exigency

Social Interdependence paradigm has as representatives K. Kofka, K. Lewin, M. Deutsch, Jhonson&Jhonson, Cohen Sh. Sharan, E. Aronson and others and develops the idea that the type of structural interdependence from a situation determines the way individuals interact among themselves. Social interdependence exists when individuals share mutual goals and the results of each individual are dependent on the others' actions. M. Deutsch identifies three types of interdependence and the ways of interaction that generate them:

- Positive interdependence reflects cooperation actions when individual actions promote the success of the others,
- Negative interdependence which indicates the reverse situation when one's actions block the success of the others,
- No made interdependence by whose means one's activity does not produce effects on the others neither regarding stress nor regarding failure.

The theory of social interdependence generated methodological experiences that tried to promote positive interdependence within the learning group

All these theories generated in the educational practice of the 20th century a ample research and scientific development of cooperative learning. These led to its application is an important way of structuring the formal and nonformal learning situations on different age levels.

Cooperative learning takes place when pupils work together, either in pairs or in small groups to solve one and the same task, to explore a new subject or to create new ideas, new combinations and even authentic innovations.

„Cooperative learning means using as training method of small groups of pupils/students, so as they will be able to work together and eventually each member of the group improves his own performance and contributes to increasing the performances of the other group members.” (Jhonson, R., Jhonson D., Holubec E., 1994, p. 3)

Several steps have been made from learning in groups to cooperative learning and organising the learning experience other than individually.

There are some differences between learning through collaboration and cooperative learning, the most important being that in learning through collaboration the stress is laid on the learning process and in cooperative learning the process and the result are equally important. The orientation towards the product as result of the learning process brings about the development of goal oriented thinking and of the feeling of individual and collective responsibility. „Cooperative learning refers to a set of training strategies that involve cooperative pupil - pupil interaction towards the subject, as integrated part of learning process.”(Kagan, Spencer, 1994, p. 41)

Cooperative learning develops the respect for diversity, the capacity of empathy, social abilities. The social – cognitive conflict arises given the fact that among the group members there are also cognitive differences. This conflict generates the acceleration of learning.

Numerous studies prove the superiority of cooperative didactic strategies in the prejudice of competitive and individual learning. Cooperative didactic strategies develop superior cognitive processes, communication abilities, improve motivation, self esteem, develop the personality.

In the field related literature, cooperative learning is characterised by the following elements: *positive interdependence, direct interaction, individual responsibility, interpersonal and small group abilities, group processing, pupils` roles and abilities necessary for group work*

Positive interdependence

We may say that positive interdependence is done when the members of a team aspire to a certain mutual acknowledgement, being positively dependent on each other. Everything that is a gain for one member of the team is a gain for the whole team. Pupils realise that they need each other to fulfil the group task. The teachers can structure the positive interdependence establishing *aims, mutual objectives* (“learn and see that all members of the group learn”), *mutual rewards* (team acknowledgement on the basis of members` contribution), *mutual resources, cooperative tasks* (identifying those tasks that would motivate and direct the group), *distributed roles* (the one that resumes, the one that encourages the others, the one that formulates the answer).

Learning tasks

In the field related literature we can read about learning tasks that focus on the learning activity determining different types of group interaction:

- *Task of disjunctive type* The group has to make a selection of each member's answers and contributions. The best solution is identified.
- *Task of conjunctive type*. Implies that the productivity of the group is linked to each member's efficiency, even to the weakest one.

- *Task of additional type.* The result of group's activity is the sum of each member's contribution.

- *Tasks of discretionary type.* The members of the group can mix individual options in any way they want. The final solution is the result of all participants' contribution.

Direct Interaction

Pupils help each other in the learning process, encouraging themselves and sharing their ideas.

They explain the others what they know, discuss, teach one another. The teacher arranges the groups so as the pupils to sit one next to the other and discuss each aspect of the task they have to solve.

Individual responsibility

Each student's performance is frequently assessed and the result is presented to him and the group. The teacher can highlight individual responsibility choosing pupils at random for a test, or choosing one member of the group the give the answer.

Interpersonal and small group skills

Groups can not exist or function efficiently if students don't enhance certain absolutely necessary social skills. Students must develop these skills the way they are taught different things. They include conducting, decision making, confidence building, communication, conflict management. Pupils are taught, helped, monitored in using collaborative social capacities that increase the efficiency of group work.

Group processing

Groups need certain moments to discuss how well they have achieved their goals and to maintain efficient work relations among group members. Teachers provide necessary conditions for processing through tasks like: (a) enumerate at least 3 actions of group members that led to group success or (b) enumerate at least one action that could increase the group's success the next day. The teacher permanently monitors the learning and gives feedback them and the whole class about the way they work

Students' role

Within each group the roles pupils play can be oriented towards the task, the group maintenance or both. Because students have to get accustomed to both categories, the teacher sometimes distributes specific roles like the ones below. Pupils' attention is drawn on isolated roles to make them aware of each role's necessity. They have to change roles for each activity because the purpose of the activity is to make them able to perform them all simultaneously. At group's level the following roles can be assigned: *the Assessor*: verifies whether everyone understands what is being worked at, *the Spy* searches for necessary information at other groups or, occasionally, at the teacher, *the Time keeper* pays attention that the group focuses on the task and respect the given amount of time, *the Active listener* repeats and reformulates what other have said, *the Interrogator* extracts information from group members and the *Résumé* draws the conclusions so that they make sense, *the Encourager* congratulates, helps, encourages each member of the group; *the Responsible for Materials* distributes and collects the necessary material, *the Reader* reads the written materials, the *Speaker* presents the group's conclusions in from of the class

Conclusions

Creating a learning situation involves a value orientation and the option for the ways of structuring pupils' interdependence. The chosen type of structure determines the way pupils will interact with the others and the results they will obtain.

The application of these models implies accepting the change of the actors' role, generating positive effects on cognitive, affective-motivational, metacognitive and social level. This contributes significantly to one's full development and to the development of intra and interpersonal competences. (acc to. M. Roco, 2004, p. 141):

- The conscience of self and own emotions (self-conscience as introspection, recognition of feelings according to the way and moment they appear).
- Emotion control (self-control as possibility of realizing what determines the feelings according to the moment and cause of their occurrence and as possibility to diminish negative feelings: anger, fear, anxiety, etc),
- Interior motivation (motivation as exercise of emotion and feeling guidance towards reaching certain goals when there is no reward at stake),
- Empathy (the capacity to understand the others from a affective and sentimental point of view),
- Establishing and guiding interhuman relations (social abilities that occur as manipulative competences that can control other people's emotions).
- Development of metacognitive feelings (through feelings of familiarization, of task difficulty, of trust and satisfaction)

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SKILLED SERVICE HOURS IN THE PROFESSIONAL CHILD CARE – FLEXIBILITY AND SOCIAL ACCOUNTABILITY

Calin DRAGOI

International Federation of Educational Communities – FICE Europe

Abstract: *Actual life-oriented approach* (You can not learn to swim without going into the water)

Resources-oriented approach (Strengths- to recognize and develop them)

Solution-oriented approach (Find solutions - „here“ and „now“)

(EJO-2009 Betreutes Wohnen n. Fachleistungsstunden 3.6. in

[www.jugendhilfe-](http://www.jugendhilfe-obernjesa.de/info/download/leistungsbeschreibungen/EJO_3_6_FlexH_Fachleistungstunde.pdf)

[obernjesa.de/info/download/leistungsbeschreibungen/EJO_3_6_FlexH_Fachleistungstunde.pdf](http://www.jugendhilfe-obernjesa.de/info/download/leistungsbeschreibungen/EJO_3_6_FlexH_Fachleistungstunde.pdf))

On the way to reform and to improve the child care system Romania developed in the last years a long range of specialised institutions and bodies. The main idea was to improve the system in a way that will make it able to take into consideration the main European trends and European methodologies, but simultaneously also the specificity of the local and regional structures, mentalities and historical developments and that will make it able to face some of the specific economic, financial and social challenges of the Romanian present day society.

Despite some difficulties (most of them as a result of a chronically lack of specialists and practitioners – care workers, care takers, pedagogues, educators), the classical institutionalised childcare knew a strong decrease and many of still existing formal care institutions changed not only the name (from “home for children” to the insipid and uninspired “placement centres”) but also their “traditional” organisation (based on rigid structures and rigorously organised day cycles) and their way of working with the institutionalised children and young people.

One of the main witnessed trends was the interest to introduce into the daily practice more flexibility and to find care measures and care work-patterns that are more appropriate to the actual needs of the child and to its quotidian life. Through the additional specialist hours there should be increased the support for young people with additional needs in terms of individually contracted hours of child and youth services.

The paper presents some possibilities of increasing the efficiency of the care work through a flexible professional care setting, respectively through the so-called “skilled service hours” and also some models and patterns of action. Based on the long experience accumulated in the German child-care system, the paper details some of the premises, of the functioning conditions, of the strengths and weaknesses of this way of structuring and implementing care interventions and of making them increasingly efficient.

Keywords: *flexible setting of professional care, part-time interventions, skilled service hours, professional care-services*

1. Hilfe durch Fachleistungsstunden (FLS). Prämisse.

Die Flexibilisierung der Jugendhilfe allgemein und die Implementierung der Fachleistungsstunden als Gestaltungsmethode der „flexiblen Hilfe“ bedeuten für Rumänien, das einerseits mit einer erhöhten Heterogenität der Bevölkerungsgruppen, die Hilfe für Erziehung benötigen, und andererseits mit einer mangelnder konzeptionellen Kohärenz auf der Ebene der NGO-s und staatlichen oder teilprivatisierten Kinder- und Jugendhilfeeinrichtungen konfrontiert ist, effiziente Alternativen, Alternativen die auch finanziell unterstützbar sind und fachlich schnell und mit unmittelbaren positiven Wirkungen umgesetzt werden können.

Der Begriff der Fachleistungsstunden ist in der Fachliteratur immer noch nicht endgültig definiert.

„Die sozialpädagogische Fachleistungsstunde gilt als innovatives Finanzierungsinstrument der neunziger Jahre. Insbesondere in den so genannten Jugendhilfestationen in den neuen Bundesländern wurde das Instrument der Fachleistungsstunde zur Finanzierung von „flexiblen Hilfen aus einer Hand“ und somit als Ergänzung zu den traditionellen Finanzierungsformen eingeführt. Die Fachleistungsstunde findet zurzeit überwiegend Anwendung im Bereich der ambulanten, hilfeplangesteuerten Leistungen der Erziehungshilfe, sowohl einzelfallbezogen als auch gruppenbezogen.

Im Bereich der stationären Erziehungshilfe wird die Fachleistungsstunde in der Regel als Instrument zur Finanzierung von Zusatzleistungen genutzt und im Einzelfall bewilligt“.¹

„Die Fachleistungsstunde nimmt als Finanzierungsmodell für erzieherische Hilfen eine radikale Position ein: Sie koppelt die Finanzierung transparent an die Leistung für den Einzelfall. Mit der Fachleistungsstunde sollte eine "einheitliche Währung" der erzieherischen Hilfen etabliert werden. Die Idee der Fachleistungsstunde ist nicht am "grünen Tisch", sondern aus der sozialpädagogischen Praxis heraus entwickelt worden“.²

Unter Fachleistungsstunde wird in der Regel die Zeiteinheit verstanden, die direkt am Klienten verbracht wird („face- to-face“). Dabei gibt es Vereinbarungen, die darüber hinaus eine gesonderte Berechnung von Fahrtzeiten und Fahrtkosten ermöglichen oder die eine

zusätzliche Abrechnung von Supervisionsleistungen ermöglichen.³

Das Konzept der Fachleistungsstunden beeinflusst nicht nur die finanziellen Aspekte der ambulanten Erziehungshilfen, sondern auch die fachlichen Standards. Es existiert hierzu kein Konsens, sondern einfach eine irritierende Vielfalt von Begriffen und Gestaltungsmodi. Die Fachstandards sind verschieden und in fast jedem Land herrschen andere Regeln und andere Abrechnungsregeln. Das

¹Plaßmeyer, F., Kohlmeyer, M., - „Finanzierungsmodelle im Kontext von wirkungsorientierter Steuerung der Hilfen zur Erziehung“ in Wirkungsorientierte Jugendhilfe, ISA, Münster, 2009, Band 07, S. 16)

² „Finanzierungsmodell: Fachleistungsstunde“ – VSP – Verbund für Soziale Projekte - <http://www.vsp-mv.de/wirueberuns/finanzierungsmodell.aspx>

³ MenTeo – „Selbstständig in der Sozialen Arbeit. Berechnung von Fachleistungsstunden.“ <http://menteo.de/page2/page7/page7.html>

Fachleistungsstundenkonzept und die Fachstandards sind immer häufiger in Diskussion geraten⁴.

In der Regel sind einige Voraussetzungen zu berücksichtigen:

- Als Grundlage für die Ausgestaltung der Hilfe dient der individuelle Hilfeplan⁵⁶, der Feststellungen über den Bedarf, die zu gewährende Art der Hilfe sowie die notwendigen Leistungen enthält.

- Aus ihm müssen sowohl die qualitativen als auch die quantitativen Merkmale der Leistungen hervorgehen. Grundlage für die Bemessung der Anzahl von Fachleistungsstunden ist eine fallbezogene, zeitnahe Bewilligung.

- Die Fachleistungsstunde (FSL) ist ein Instrument zur Ermittlung, Darstellung und Abrechnung von Entgelten für Leistungen der Jugendhilfe. Sie ergänzt die traditionellen Finanzierungsformen (Tageskostensatz und pauschale Kostenerstattung z. B.).

In der Fachliteratur werden zahlreiche Vor- und Nachteile verschiedener Modelle der sozialpädagogischen Fachleistungsstunden in der Praxis benannt (Tabelle 1)

Tabelle 1- Vorteile und Nachteile von auf Pauschalen basierenden

⁴ „*Quo Vadis Fachleistungsstunde? Fachstandards & Fachleistungsstunde im Diskurs*“ - Der AFET - Bundesverband für Erziehungshilfe e.V., Fachtag, 19.06.2012 http://www.afet-ev.de/aktuell/AFET_intern/PDF-intern/

⁵In Deutschland nach § 36 SGB VIII (siehe Endnote i.)

1) Der Personensorgeberechtigte und das Kind oder der Jugendliche sind vor der Entscheidung über die Inanspruchnahme einer Hilfe und vor einer notwendigen Änderung von Art und Umfang der Hilfe zu beraten und auf die möglichen Folgen für die Entwicklung des Kindes oder des Jugendlichen hinzuweisen. Vor und während einer langfristigen Hilfe außerhalb der eigenen Familie ist zu prüfen, ob die Annahme als Kind in Betracht kommt. Ist Hilfe außerhalb der eigenen Familie erforderlich, so sind die in Satz 1 genannten Personen bei der Auswahl der Einrichtung oder der Pflegestelle zu beteiligen. Der Wahl und den Wünschen ist zu entsprechen, sofern sie nicht mit unverhältnismäßigen Mehrkosten verbunden sind. Wünschen die in Satz 1 genannten Personen die Erbringung einer in § 78a genannten Leistung in einer Einrichtung, mit deren Träger keine Vereinbarungen nach § 78b bestehen, so soll der Wahl nur entsprochen werden, wenn die Erbringung der Leistung in dieser Einrichtung nach Maßgabe des Hilfeplans nach Absatz 2 geboten ist.

(2) Die Entscheidung über die im Einzelfall angezeigte Hilfeart soll, wenn Hilfe voraussichtlich für längere Zeit zu leisten ist, im Zusammenwirken mehrerer Fachkräfte getroffen werden. Als Grundlage für die Ausgestaltung der Hilfe sollen sie zusammen mit dem Personensorgeberechtigten und dem Kind oder dem Jugendlichen einen Hilfeplan aufstellen, der Feststellungen über den Bedarf, die zu gewährende Art der Hilfe sowie die notwendigen Leistungen enthält; sie sollen regelmäßig prüfen, ob die gewählte Hilfeart weiterhin geeignet und notwendig ist. Werden bei der Durchführung der Hilfe andere Personen, Dienste oder Einrichtungen tätig, so sind sie oder deren Mitarbeiter an der Aufstellung des Hilfeplans und seiner Überprüfung zu beteiligen. Erscheinen Maßnahmen der beruflichen Eingliederung erforderlich, so sollen auch die für die Eingliederung zuständigen Stellen beteiligt werden.

(3) Erscheinen Hilfen nach § 35a erforderlich, so soll bei der Aufstellung und Änderung des Hilfeplans sowie bei der Durchführung der Hilfe die Person, die eine Stellungnahme nach § 35a Abs. 1a abgegeben hat, beteiligt werden.

(4) Vor einer Entscheidung über die Gewährung einer Hilfe, die ganz oder teilweise im Ausland erbracht wird, soll zur Feststellung einer seelischen Störung mit Krankheitswert die Stellungnahme einer in § 35a Abs. 1a Satz 1 genannten Person eingeholt werden.

Leistungsentgelten, tagesgleichen Leistungsentgeltsätzen und sozialpädagogischen Fachleistungsstunden⁷

	Leistungsentgelte basierend auf Pauschalen	Tagesgleiche Leistungsentgeltsätze	Sozialpädagogische Fachleistungsstunden (FLS)
Vorteile	<p>Geringerer Verwaltungs- und Verhandlungsaufwand gegenüber dem Einzelentgeltsatz</p> <p>Erhöhte Anreize zu wirtschaftlicher und sparsamer Haushaltsführung</p> <p>Gegenseitige Deckungsfähigkeit von Aufwandspositionen untereinander</p> <p>Keine notwendige Offenlegung der Kostenstruktur des Leistungserbringers gegenüber dem Öffentlichen Träger der Jugendhilfe</p> <p>Wirtschaftliche Existenzabsicherung der Einrichtung durch vorgegebenen Sockelbetrag, der auf Durchschnittswerten basiert.</p>	<p>Das „Standardsystem“ ist leicht verständlich und im Erziehungshilfebereich etabliert</p> <p>Vergleichbarkeit bei gleichwertigen Angeboten</p> <p>Niedrigschwellige und präventive Ansätze können durch eine entsprechende Hinzurechnung zu den o. a. Jahreskosten berücksichtigt werden. In diesem Fall würden die prospektiven Jahreskosten und die prospektiven „Präventivkosten“ addiert und auf einen Tag umgerechnet.</p>	<p>Orientierung am individuellen Hilfebedarf</p> <p>Hohe Flexibilität und Vernetzungsmöglichkeit</p> <p>Steuerungsmöglichkeiten durch öffentlichen Träger der Jugendhilfe</p>
Nachteile	<p>Einrichtungsspezifische Kostenstrukturen werden nicht berücksichtigt. Hiermit ist gemeint, dass während die Einrichtung ihre Einnahmen nur in gewissen Punkten nach „behördlich“ vorgegebenen Bewertungsmaßstäben vergütet bekommt, sie</p>	<p>Der Tagesentgeltsatz ist statisch (starr) und wird i. d. R. über einen längeren Zeitraum gezahlt.</p> <p>Gefahr der Fallausweitung (Mengenexpansion), die Entlassung des jungen Menschen stellt ein betriebswirtschaftliches Risiko dar.</p> <p>Kaum Anreize zur Verweildauerreduzierung,</p>	<p>Ein in der Regel hoher administrativer Aufwand (Dokumentation, Fakturierung)</p> <p>Durch Vermischung von realen Kosten und Durchschnittswerten (z. B. Anwendung von KGST-Richtwerten im Bereich der variablen und fixen Sachkosten) entsteht ein</p>

⁷Plaßmeyer, F., Kohlmeyer, M., - „Finanzierungsmodelle im Kontext von wirkungsorientierter Steuerung der Hilfen zur Erziehung“ in Wirkungsorientierte Jugendhilfe, ISA, Münster, 2009, Band 07, S. 14 - 16

	<p>umgekehrt ihre eigenen Ausgaben mit echtem Geld bezahlen muss (Risiko). In den meisten Fällen werden enge Mengen- und Leistungsvorgaben gemacht, die auf einem gewissen Misstrauen basieren und dementsprechend Kosten- und Qualitätsniveaus vorgeben.</p>	<p>da für den Einrichtungsträger eine längere Verweildauer kostengünstiger ist und eine Verweildauerverkürzung bei gleich bleibender Auslastung zu höheren Kosten je Betreuungstag führt (Anlaufkosten). Mangelnder Kosten- und Leistungsbezug (Kostenungerechtigkeit) Tagesgleiche Entgeltsätze entsprechen nicht dem Kostenanfall im zeitlichen Ablauf</p>	<p>Kostendeckungsrisiko für die Seite des Einrichtungsträgers. Mangel an Transparenz und Leistungsgerechtigkeit Erhebliche Planungsunsicherheit bezüglich Fallaufkommen und Einnahmesituation beim freien Träger der Jugendhilfe Unterschiedliche Abrechnungsverfahren bei Einzelfall- und Gruppenhilfen Schwierigkeit der Finanzierung von Maßnahmen, die teilweise einer anderen Finanzierungssystematik unterliegen (z. B. Vernetzung von stationären oder offenen mit ambulanten Maßnahmen)⁸ Tendenz zur Fallausweitung</p>
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2. Nettojahresarbeitszeit einer Fachkraft⁹

Die Nettojahresarbeitszeit ist die um die allgemeinen Minderzeiten und um die berufsspezifischen Minderzeiten bereinigte Jahresarbeitszeit einer Fachkraft.

Sie ist die Zeit, die unmittelbar für fallspezifische, fallübergreifende und fallunspezifische Tätigkeiten aufgewendet werden kann.

Die Nettojahresarbeitszeit ist auf dieser Basis identisch mit den durchschnittlich verfügbaren Jahresbetreuungsstunden einer Fachkraft. Sie ist die Zeit, die tatsächlich für einzelfallbezogene Tätigkeiten aufgewendet werden kann. Diese umfassen im Einzelnen:

(a) unmittelbare einzelfallbezogene Leistungen

⁸16 Vgl. Plasmeyer, Frank, Die Finanzierung von „Flexiblen Erziehungshilfen“ in Nordrhein-Westfalen. In: Landschaftsverband Westfalen-Lippe – Landesjugendamt (Hg.), Flexibilisierung erzieherischer Hilfen, 2000, S. 24 ff.

⁹ Reichl, A. –, *Die Fachleistungsstunde in der Jugendhilfe. Leistungsbeschreibung und Entgeltvereinbarung nach § 78 SGB VIII am Beispiel Niedersachsen in Bundesfachgruppe Selbständige*“ im DBSH (Deutscher Berufsverband für Sozialarbeit a. V.), Hannover, 2006, S. 2

Dies sind solche Leistungen, die unmittelbar im Kontakt mit dem jungen Menschen

erbracht werden oder sich auf andere Weise eindeutig diesen zuordnen lassen.

Dazu gehören bspw.:

- Arbeit mit dem jungen Menschen
- fallbezogene Gespräche/Kontakte mit Lehrer/innen, Ausbildern u.a.
- fallbezogene Gespräche/Kontakte mit Behörden
- Hilfeplangespräche
- Konfliktlösung und Interventionen in Krisensituationen

(b) mittelbare einzelfallbezogene Leistungen:

Dies sind solche Leistungen, die im Rahmen der Ablauforganisation und Kommunikation innerhalb der Einrichtung der Vor- und Nachbereitung unmittelbarer Leistungen dienen. Im Einzelnen:

- Planung und Vorbereitung des Hilfesettings
- Vor- und Nachbereitung von pädagogischen Maßnahmen
- Vor- und Nachbereitung von Hilfeplangesprächen
- Fallbesprechungen/kollegiale Beratung und mit ASD
- Leistungsdokumentation; Berichtswesen/Statistik
- Fahrt- und Wegezeiten

Die Kalkulation der Fachleistungsstunde sieht dann z.B. folgendermaßen aus:

- Tarifliche Lohnkosten einer sozialpädagogischen Fachkraft
- + 10 % Tarifliche Lohnkosten für Leitungsfunktionen
- + 20 % Tarifliche Lohnkosten für Verwaltungskraft = Personalkosten
- + Sachkosten = 10 % der Personalkosten
- Personalkosten + Sachkosten = Gesamtkosten. Gesamtkosten /persönliche Jahresbetreuungszeit (Std.) = Entgelt für Fachleistungsstunde

Kalkulation der Fachleistungsstunden (Beispiel)¹⁰

251 Bruttoarbeitstage abzüglich Ausfälle, Erkrankungen, Kur- u. Heilverfahren, Erholungsurlaub, Bildungsurlaub, Mutterschutz, Wehrübungen etc.	bereinigte, jährliche Arbeitszeit einer Normalarbeitskraft (bei 38,5 Wochenstunden)	abzüglich berufsspezifische Minderzeiten - 10 %	abzüglich fallspezifische Minderzeiten	Nettojahres- arbeitsstunden pro Fachkraft (bei 0% fallspezifischer Minderzeit)
abzüglich 46,55 Tage pro Jahr	1.574 Std.	157,4 Std.	0 % bis - 10 %	1.416,6 Std.

¹⁰Anlage IV des Rahmenvertrages Jugendhilfe NRW, Teil I und Teil II zu § 9 Ziffer 5 Punkt 3 des Rahmenvertrages Jugendhilfe NRW, Teil I und Teil II,
http://www.lvr.de/media/wwwlvrde/jugend/hilfzurerziehung/dokumente_65

Aus dem aufgestellten Hilfeplan müssen für die Bemessung der Stundenzahl sowohl die qualitativen als auch die quantitativen Merkmale der Leistungen durch eine Beschreibung der:

- (a) fallspezifischen (face-to-face),
- (b) fallübergreifenden (z. B. Gespräche mit dem Jugendamt, Eltern, Lehrern, Ausbildern, erforderlichen Wegezeiten) und
- (c) fallunspezifischen (z. B. Herstellung sozialräumlicher Vernetzung) Leistungsanteile hervorgehen.

2.1 Allgemeine Minderzeiten / bereinigte Jahresarbeitszeit

Ausgangsgröße für die Ermittlung der Nettojahresarbeitszeit ist die Bruttojahresarbeitszeit. Die Richtzahl beträgt für die bereinigte Arbeitszeit einer Normalarbeitskraft jährlich ca. 1575 Stunden.

2.2 Berufsspezifische Minderzeiten

Unter berufsspezifischen Minderzeiten sind fallübergreifende und allgemeine Aufgaben einer Fachkraft zu fassen, wie z. B.

- Teamsitzungen
- Supervision
- pädagogische Gesamtkonferenzen (Sitzungen)
- Facharbeitskreise¹¹

Eine Größenordnung von ca. 157 Jahresarbeitsstunden (10 % der bereinigten Jahresarbeitszeit) wird in der Fachliteratur als angemessen angenommen¹².

2.3 Fallspezifische Minderzeiten

Die Berechnung der Nettojahresarbeitszeit basiert auf der Annahme, dass die verfügbaren Jahresbetreuungsstunden auch geleistet und abgerechnet werden können. Dies ist jedoch nur theoretisch möglich. Praktisch wird es nicht leistbar sein, die Fachleistungsstunden einer Fachkraft so aufeinander abzustimmen, dass keine Warte- bzw. Überbrückungszeiten auftreten¹³.

- Je größer die Betreuungsintensität (vereinbarte Stundenzahl pro Woche und Fall), umso besser sind Anschlusszeiten zu vereinbaren und umso geringer ist der Auf-

¹¹Rahmenvertrag II NRW – Anlage IV – S. 63,

http://www.jugendsozialarbeit.info/jsa/lagkjsnrw/lagkjsnrw_web.nsf

¹²Reichl, A. - Die Fachleistungsstunde in der Jugendhilfe. Leistungsbeschreibung und Entgeltvereinbarung nach § 78 SGB VIII am Beispiel Niedersachsen in Bundesfachgruppe Selbständige im DBSH (Deutscher Berufsverband für Sozialarbeit a. V.), Hannover, 2006, S. 3, <http://menteo.de/page15/page17/page17.html>

- Kröger, Rainer (b): Leistung, Entgelt und Qualitätsentwicklung in der Jugendhilfe. In: Becker- Textor Ingeborg, Textor Martin R.: SGB VIII Online Handbuch. <http://www.sgbviii.de/S45.html>

- Münder, Johannes; Tammen, Britta: Die Vereinbarungen nach §§ 78a ff. SGB VIII. Eine Untersuchung von Leistungs-, Entgelt- und Qualitätsentwicklungsvereinbarungen. http://www.bmfsfj.de/RedaktionBMFSFJ/Abteilung5/Pdf-Anlagen/leistungsvereinbarung-C2_A778.property=pdf,bereich=,rwb=true.pdf

¹³ Rahmenvertrag II NRW – Anlage IV – Fachleistungsstunde nach § 9 des Rahmenvertrages http://www.jugendsozialarbeit.info/jsa/lagkjsnrw/lagkjsnrw_web.nsf, S.62 - 65

wand für die Organisation und Koordination der Betreuungsleistungen für die sozialpädagogische Fachkraft.

Eine Gewichtung der fallspezifischen Minderzeiten ist jeweils fallbezogen mit dem jeweiligen Kostenträger abzustimmen.

- Berufsspezifische und fallspezifische Minderzeiten sollten nicht mehr als 20% der bereinigten Arbeitszeit betragen. Überschreitungen können im Rahmen der Entgeltverhandlungen im Einvernehmen mit dem Öffentlichen Träger der Jugendhilfe vereinbart werden.

3. Vorstellung und Diskussion konkreter Hilfsmittel. Fachleistungsstundenkontingente

3.1. Fachliche Ausrichtung der Einrichtung

- Lebensweltorientiert („Man kann nicht schwimmen lernen ohne ins Wasser zu gehen“.)
- Ressourcenorientiert („Stärken wahrnehmen und ausbauen“)
- Lösungsorientiert („Lösungen im Hier und Jetzt finden“)¹⁴

3.2. Methodische Grundlagen

- Einzelfallhilfe (Hauptschwerpunkt)
- Gruppenarbeit und Freizeitaktivitäten
- Beratung (systemischer Ansatz)
- Hilfen werden individuell angepasst, in jedem Fall aber
 - von entsprechend berufs- und lebenserfahrenen Pädagogen/innen durchgeführt
 - der besondere Betreuungsbedarf des Kindes/Jugendlichen wird berücksichtigt.
- Wenn notwendig, können ergänzend psychotherapeutische Hilfen durch externe Therapeuten erfolgen.¹⁵

3.3. Als *fachspezifische Aktivitäten* gelten:

- Praxisberatung und -anleitung
- Supervision
- Teamsitzungen
- Pädagogische (Gesamt)Konferenzen (Mitarbeiterdienstbesprechungen)
- Planungs- und Grundsatzarbeiten für die Einrichtung oder das Unternehmen - Arbeitsgemeinschaften und Facharbeitskreise

3.4. Als *fallspezifische Aktivitäten* gelten:

- Einzelfallarbeit („face-to-face“)
- Hilfeplangesprächen
- Kontakte zu Behörden und Institutionen
- Dokumentation und Berichtswesen

¹⁴EJO-2009 Betreutes Wohnen n. Fachleistungsstunden 3.6. in www.jugendhilfe-obernjesa.de/info/download/leistungsbeschreibungen/EJO_3_6_FlexH_Fachleistungsstunde.pdf, S. 1

¹⁵EJO-2009 Betreutes Wohnen n. Fachleistungsstunden 3.6. in www.jugendhilfe-obernjesa.de/info/download/leistungsbeschreibungen/EJO_3_6_FlexH_Fachleistungsstunde.pdf, S. 1

- Fehlgeschlagene Kontakte, Wartezeiten, Überbrückungszeiten
- Fahrt – und Wegzeiten

3.5. Die Analyse der Leistungen und Methoden der Unterstützung und der individuelle Betreuungsbedarf der Kunden für ambulante Erziehungshilfen(Tabelle 2) ermöglicht die Gruppierung des notwendigen Fachleistungsstundenkontingentes in fünf "Bedarfsgruppen", wie folgt (Tabelle 3)

Tabelle 2(Beispiel)
Fachleistungsstundenkontingent (FLSK)

Name, Vorname Geb. Datum:.....

Lebensbereich(Kooperations-/Interaktionspartner	Maßnahmen/ Methodisches Vorgehen	Komponente alltäglichen Lebensführung	der	FLSK / Woche	FLSK / Monat
Lebenspraxis/ Alltags -gestaltung	Mitbewohner Personensorgeberechtigte Vermieter Nachbarn Partner Mitbewohner	Anleitung (nicht Übernahme), Kontrolle, Rückmeldung, Motivation zu körperlicher Bewegung	1. Einkaufen - "Kompleten" Bedarf an Lebensmittel und Gegenständen des täglichen Bedarf auswählen und einkaufen - persönliche Dinge wie Zeitschriften, Zigaretten, Kosmetikartikel einkaufen Zubereitung von Mahlzeiten, Ernährung - Zwischenmahlzeitenwie Frühstück und Abendessen inkl. Getränke zubereiten - Zubereitung warmer Hauptmahlzeiten		

			<ul style="list-style-type: none"> - Auswahl von Art und Menge der Nahrung -essen und trinken <p>2. Zeitliche und Räumliche Orientierung</p> <ul style="list-style-type: none"> - Tages- und Nachtrhythmus einhalten - Zeitbedarf einschätzen -sich in fremder 1 Umgebung zurechtfinden (z.B. nach dem Weg fragen, Hinweisschilder beachten, Fahrpläne lesen, öffentlichen Verkehrsmittel benutzen) 		
Haushalts-führung / Wohnen	Wohnung Wäschepflege Hygiene Körperpflege/Ernährung	Anleitung (nicht Übernahme), Kontrolle, Rückmeldung, Motivation	<p>3. Wäschepflege</p> <ul style="list-style-type: none"> -Schmutzwäsche sammeln - Wäsche waschen und trocknen - Wäsche zusammenlegen, bügeln - Wäsche einräumen und Kleidung Instandhaltung <p>4.Ordnung im eigenen Bereich und</p>		

			<p>Instandhaltung/ Instandsetzung von Haushaltsgegenständen</p> <ul style="list-style-type: none"> - aufräumen, reinigen, putzen - kleinere Reparaturen durchführen <p>5. Körperpflege</p> <ul style="list-style-type: none"> - eigenständig baden oder duschen (körperliche Fähigkeit und Motivation) - Kleidung (nach Witterung oder Anlass) auswählen <p>6. Wohnung suchen und einrichten</p>		
<p>Finanzen und (sozial-) rechtlichen Angelegenheiten.</p>	<p>Lebensunterhalt Jugendamt Ausländerbehörde Sozialamt Schule/Arbeitsagentur Banken</p>	<p>Sicherung des Lebensunterhalts, Begleitung bei der Durchsetzung von Leistungsansprüchen, Einteilung, Assistenz, Ausgabenplanung, Haushaltskonto</p>	<p>7. Geld verwalten</p> <ul style="list-style-type: none"> - mit kleineren Beträgen (z.8. Taschengeld) umgehen - mit größeren Beträgen umgehen, das eigene Geld einteilen, mit Geld wirtschaften, Geld sparen, etc. <p>8. Regeln von finanziellen und (sozial-) rechtlichen</p>		

			Angelegenheiten - Asylangelegenheiten - Behördengänge - Telefongespräche / Korrespondenz mit Ämtern, Bank, etc. - Konto führen, Überweisungen tätigen		
Gestaltung sozialer Beziehungen	Partner Mitbewohner Nachbarn Freunde Eltern Verwandte	Entwicklungsdiagnostik, Eltern- /Angehörigenarbeit, Initiieren von Kontakten, Hilfestellung, Beratung, Moderieren in Konfliktsituationen, Unterstützung bei der Bedürfnisartikulation/ Selbstmitteilung, Erschließung von Hilfen im Umfeld	9. Gestaltung sozialer Beziehungen - mit Spannungen und Konflikten umgehen - Beziehungen zu Mitbewohnern, Nachbarn, Mitarbeiter/Innen pflegen - Beziehungen zu Angehörigen pflegen - Beziehungen zu Freund/en und Partner/- in pflegen - Anderen helfen (z .B. kranken oder schwächeren Haushaltmitgliedern beim Lernen, Selbstversorgung etc. helfen)		

			- Aufgabe übernehmen		
Ausbildung und Beschäftigung	Schulen /Ausbildungsstätte Arbeitsagentur Arbeitgeber	Information, Beratung, Vermittlung in Fachberatung, Erschließung von Hilfen im Umfeld	10. Entwickeln von Zukunftsperspektiven, Lebensplanung - Leistungen in der Schule - sich auseinandersetzen mit Fragen wie „Wie will ich mein Leben gestalten?“ - Verfolgen von Lebensplänen - Nachhilfe suchen und organisieren - Praktikum und Ausbildungsplätze suchen - Bewerbungsunterlagen vorbereiten		
Freizeit	Mitbewohner Freunde Partner	Hinweis auf Angebote, Foren zum Erfahrungsaustausch, Anleitung zur Reflexion des eigenen Freizeitverhaltens	11. Gestaltung freier Zeit / Eigenbeschäftigung - Freie Zeit selbst gestalten (Vorlieben, Hobbies pflegen, sich selbstbeschäftigen, etc.) - sich über		

			Freizeitangebote / kulturelle Veranstaltungen informieren und Angebote auswählen - an Freizeitangeboten / kulturellen Veranstaltungen teilnehmen		
Besonderer Hilfebedarf,Medikamente	Ärzte Therapeuten Psychotherapeuten Krankenversicherung	Begleitung zum Behandler, Erinnerung und Kontrolle bei der Durchführung der Behandlung Erinnerung, Kontrolle, Motivation	12. Gesundheitsförderung und -erhaltung - Auswahl eines Arztes - Terminvereinbarung - Arztbesuche - sich Hilfe-und Unterstützung im Falle von Krankheiten oder Unwohlsein suchen / organisieren - Vermeiden gesundheitsschädigender Verhaltensweisen - gesundheitsfördernde Verhaltensweisen wie z.B. körperliches Training, Bewegung, gesunde Ernährung etc. zeigen		

			- Dosierung und Einnahme von Medikamenten - (Körper-) Übungen		
Psychische Gesundheit	Bewältigung der psychischen Erkrankung (psychischen Trauma)	Gespräch, Motivation zur Auseinandersetzung (Vermeidung von Vermeidung) Erfahrungsaustausch, Beobachtung, Rückmeldung, Entwicklung und Begleitung therapeutischer Aufgaben, intensives Üben, Psychoedukation, Krisenprävention, Krisenbegleitung			
FSL Gesamt					

Tabelle 3 - Fachleistungsstundenkontingente (Beispiel)

Einstufung	Zeitraum *	Stundenkontingent pro Woche			Stundenkontingent pro Monat		
		Gesamt	Betreuung	Fallbezogene Tätigkeiten	Gesamt	Betreuung	Fallbezogene Tätigkeiten
FLS Stufe 1	3 – 6 Monate (Betreuung in den ersten 3 bis 4 Monaten nach der stationären Unterbringung)	8	7	1	32	28	4

FLS Stufe 2	Wohnen in einer WG (FLS in der Wohngruppe)	6	5	1	24	20	4
FLS Stufe 3	Eigene Wohnung (FLS in den ersten 6 bis 8 Monaten)	4	3	1	16	12	4
FLS Stufe 4	Eigene Wohnung (FLS in den danach kommenden 6 bis 8 Monaten)	3	2,5	0,5	12	10	2
FLS Stufe 5	Eigene Wohnung (nach 12 – 14 Monaten)	2,5	2	0,5	10	8	2

** Die o. g. Zeiträume weichen von Fall zu Fall ab.*

In der Einschätzung des benötigten individuellen FL-Stundenkontingents soll die spezifische Situation der Kunden berücksichtigt werden, wie z. B.

- die Fluktuation (s. g. "Zeitdruck")

- vorherige spezifische Lebenserfahrungen der Kunden

- die Ergebnisse der vorgeleisteten Betreuungsarbeit (Erreichungsgrad der im Hilfeplangespräch formulierten Ziele, Selbständigkeit, Selbstbewusstsein, usw.)

Tabelle 4- Anzahl von Fachleistungsstunden (Beispiel)

Leistungen /Stufe	FLS / Woche					FLS / Monat				
	1	2	3	4	5	1	2	3	4	5
Unmittelbare einzelfallbezogene Leistungen (Arbeit mit dem jungen Menschen)										
Lebenspraxis/ Alltagsgestaltung. Haushalts-führung / Wohnen	1,5	1	0,5	0,5	0	6	4	2	2	0
Finanzen und (sozial-) rechtliche Angelegenheiten, (fallbezogene Gespräche/Kontakte mit Behörden u. a.)	1,5	1	0,5	0,5	0,5	6	4	2	2	2
Hilfeplangespräche, Gestaltung sozialer Beziehungen	0,5	1	0,5	0	0	4	4	2	0	0
Schule, Ausbildung und Beschäftigung (fallbezogene Gespräche/Kontakte mit Lehrer/innen, Ausbildern u.a.)	1,5	1	0,5	1	1	6	4	2	4	4
Freizeit	0,5	0	0	0	0	2	0	0	0	0
Besonderer Hilfebedarf, Konfliktlösung und Interventionen in Krisensituationen,Medikamente. Psychische Gesundheit.	1	0,5	0,5	0	0	4	2	2	2	2
Fallbezogene Tätigkeiten										
• Planung und Vorbereitung des Hilfesettings										
• Vor- und Nachbereitung von pädagogischen Maßnahmen										
• Vor- und Nachbereitung von Hilfeplangesprächen	1	1	1	0,5	0,5	4	4	4	2	2
• Fallbesprechungen/ Beratung und mit ASD										
• Leistungsdokumentation; Berichtswesen/Statistik										
Fahrt- und Wegezeiten	0,5	0,5	0,5	0,5	0,5	2	2	2	2	2
Gesamt	8	6	4	3	2,5	32	24	16	12	10

Tabelle 5 – Auswertung über geleistete Fachleistungsstunden (Zeitraumbezogene Überblick über die erbrachten FLS)

Übersicht der geleisteten Fachleistungsstunden vom 01.04.2012 bis zum 30.04.2012										
Bereich: UMF – Ambulant Betreutes Wohnen										
Erzieher:										
Name, Vorname	Kostenträger	Bewiligungs- zeitraum	Bewilligte Std. (Netto)	Rest- kontingent (bis Ende)	Geleistete Stunden	Überlauf	Gruppen- stunden	Durchschnitt pro Woche		
								Geleistet	Bewilligt	Restzeit
P. M.	(Judet)	01.01.2012- 01.07.2012	60	30	10	0,00	0,00	2,5	2,5	0,00

¹**Sozialgesetzbuch (SGB) Achtes Buch (VIII) Kinder- und Jugendhilfe**

(Stand: Neugefasst durch Bek. v. 14.12.2006 I 3134; zuletzt geändert durch Art. 2 G v. 22.12.2011 I 2975)

§ 36 SGB VIII Mitwirkung, Hilfeplan

(1) Der Personensorgeberechtigte und das Kind oder der Jugendliche sind vor der Entscheidung über die Inanspruchnahme einer Hilfe und vor einer notwendigen Änderung von Art und Umfang der Hilfe zu beraten und auf die möglichen Folgen für die Entwicklung des Kindes oder des Jugendlichen hinzuweisen. Vor und während einer langfristig zu leistenden Hilfe außerhalb der eigenen Familie ist zu prüfen, ob die Annahme als Kind in Betracht kommt. Ist Hilfe außerhalb der eigenen Familie erforderlich, so sind die in Satz 1 genannten Personen bei der Auswahl der Einrichtung oder der Pflegestelle zu beteiligen. Der Wahl und den Wünschen ist zu entsprechen, sofern sie nicht mit unverhältnismäßigen Mehrkosten verbunden sind. Wünschen die in Satz 1 genannten Personen die Erbringung einer in § 78a genannten Leistung in einer Einrichtung, mit deren Träger keine Vereinbarungen nach § 78b bestehen, so soll der Wahl nur entsprochen werden, wenn die Erbringung der Leistung in dieser Einrichtung nach Maßgabe des Hilfeplans nach Absatz 2 geboten ist.

(2) Die Entscheidung über die im Einzelfall angezeigte Hilfeart soll, wenn Hilfe voraussichtlich für längere Zeit zu leisten ist, im Zusammenwirken mehrerer Fachkräfte getroffen werden. Als Grundlage für die Ausgestaltung der Hilfe sollen sie zusammen mit dem Personensorgeberechtigten und dem Kind oder dem Jugendlichen einen Hilfeplan aufstellen, der Feststellungen über den Bedarf, die zu gewährende Art der Hilfe sowie die notwendigen Leistungen enthält; sie sollen regelmäßig prüfen, ob die gewählte Hilfeart weiterhin geeignet und notwendig ist. Werden bei der Durchführung der Hilfe andere Personen, Dienste oder Einrichtungen tätig, so sind sie oder deren Mitarbeiter an der Aufstellung des Hilfeplans und seiner Überprüfung zu beteiligen. Erscheinen Maßnahmen der beruflichen Eingliederung erforderlich, so sollen auch die für die Eingliederung zuständigen Stellen beteiligt werden.

(3) Erscheinen Hilfen nach § 35a erforderlich, so soll bei der Aufstellung und Änderung des Hilfeplans sowie bei der Durchführung der Hilfe die Person, die eine Stellungnahme nach § 35a Abs. 1a abgegeben hat, beteiligt werden.

(4) Vor einer Entscheidung über die Gewährung einer Hilfe, die ganz oder teilweise im Ausland erbracht wird, soll zur Feststellung einer seelischen Störung mit Krankheitswert die Stellungnahme einer in § 35a Abs. 1a Satz 1 genannten Person eingeholt werden.

¹ Plaßmeyer, F., Kohlmeyer, M., - „Finanzierungsmodelle im Kontext von wirkungsorientierter Steuerung der Hilfen zur Erziehung“ in Wirkungsorientierte Jugendhilfe, ISA, Münster, 2009, Band 07, S. 14 - 16

¹⁶ Vgl. Plasmeyer, Frank, Die Finanzierung von „Flexiblen Erziehungshilfen“ in Nordrhein-Westfalen. In: Landschaftsverband Westfalen-Lippe – Landesjugendamt (Hg.), Flexibilisierung erzieherischer Hilfen, 2000, S. 24 ff.

REVIEW
THE METHODOLOGY OF EDUCATING SPEECH IN PRE-SCHOOL EDUCATION – AN EARLY EDUCATION BASED APPROACH*

Voiculescu FLOREA, PhD
“1 Decembrie 1918” University, Alba-Iulia

Approaching pre-school education from based on early education, officially assumed through the *Curriculum for pre-school education* (2008) and through the document entitled *Fundamental Guide marks in learning and early development at children from birth to the age of seven* (approved by the order of the Ministry of Education no 3851/2010), brought about the necessity to reconsider initial and lifelong training at pre-school teachers. Even if the experience of those years when the new curriculum has been implemented, revealed progress towards the integration of pre-school education as a decisive part of early education, still there are numerous challenges and opportunities that have to be revalued. We are referring to aspects like organizing learning activities on experiential fields and correlating the later to the fields of child's personality development. We also refer to combining discipline related activities with integrated ones, to organizing the syllabus on units, to integrating games in different activities (routines, transitions, learning activities).

In this context, Gabriela Kelemen's book, is a successful approach to the methodology of educating speech in pre-school education based on the concept of early education. In connection with new curricular approaches, the book is illustrative as a model of correlation between the field of child's personality development (*The development of speech and communication*) and an experiential field in the structure of the curriculum (*Language and communication*), in the same time, offering guide marks for a more general model of the concept of child's global development. (central concept in the new vision upon early education).

From this perspective, the book begins with a chapter dedicated to the outline of a conceptual framework regarding communication and speech, where the author synthetically presents groups of information chosen according to their relevance for the didactic activity. She has presented well known theories and models regarding speech and communication (Chomsky, Skinner, Bandura, Brown), she has synthetized the main indicators of child's speech evolution from birth to the age of 6, she described the speech functions, presented the structure and the process of communication at pre-school level. The components of the communication ability are presented at the end of the chapter.

* Kelemen Gabriela (2012), *Metodica educării limbajului la nivel de învățământ preșcolar*, Editura Universității „Aurel Vlaicu”, Arad.

The 2nd chapter is dedicated to the goal and the objectives of the methodology of speech education and the presentation of the experiential field *Language and communication*, from the perspective of early education. The reader can find here information regarding the aims and objectives of this field, models of didactic planning for different types of activity. From the 3rd chapter, dedicated to activities of speech education in kindergarten, we want to draw attention on the paragraph referring to evaluation, where the author presents evaluation sheets adapted to this type of activities.

As expected in a methodology book, the most important chapter is dedicated to *specific forms of carrying out activities in the field of speech education*. Under this title, the author describes and exemplifies the didactic game, teacher's stories, children's stories (with their various forms) memorizing, conversation and image based reading. The presentation of these forms highlights the experience that the author has in pre-school education, in general, and in speech education, in particular. We notice the systematization, clarity and the highly applicative value of the work.

A selection of recommended contents would involve:

- Applications of activity planning based on didactic games (pp. 138-150) presented for each group (primary, middle, secondary, preparation), which allows us to notice the progress of this learning method throughout pre-school period;
- Applications of activity planning based on teacher's stories and children's retellings (pp. 158-167) for each group.
- Considerations and exemplifications based on memorizing and conversation as forms of learning activity;

The book contains several methodology issues for which Gabriela Kelemen finds proper solutions. Among these, we would like to recommend the readers:

- Educating speech from an integrated perspective, by presenting some models of curricular integration and relevant applications for the way in which only one integrated activity can fulfil objectives of several experiential fields;
- Presentation and exemplification of certain methods of prevention and removal of speech difficulties at children;

On the whole, the book stands out as a clear and systematic approach that reconstructs the logic of construction and concept derivation, allowing the reader a progressive familiarization with concepts, methods and applications from the field of speech education at pre-school children. Each chapter is organized as a logical succession of ideas and concepts, favouring a fluent reading, with heuristic elements that urge to reflection. Shortly, the book is an useful tool both for students that train to become teachers, and for teachers who are interested in broadening their knowledge in the field of educating speech in pre-school education.

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Arad, str. E. Drăgoi, nr. 2-4 • Telefon: 0257-219555 •

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