

The Dual Role of a Reflective Future Teacher during School Practise

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Abstract:

Introduction: Teaching and learning are processes that significantly impact one's future. Active participation in school practises serves as a strong foundation for future educators. This paper aims to present the viewpoints and feedback of university students on chemistry lessons conducted in schools by fellow university students as part of their training. The study explores how these prospective teachers perceive lessons while simultaneously playing the roles of both the teacher and an observer. It also investigates their ability to identify areas in need of support and those that require further development during their subsequent pre-service teacher training courses.

Methods: Quantitative data was collected through formal documents, specifically observation sheets. The study's participants were university students enrolled in pre-service teacher training programs who conducted chemistry lessons in school settings. These participants assumed the dual roles of instructors and observers during the lessons they taught.

Results: Analysis of the observation sheets revealed that the experience of assuming both teaching and observing roles contributed to the enhancement of the pre-service teachers' reflective attitudes. This finding suggests the positive impact of this dual role on their professional development.

Discussion: Teaching demands a blend of pedagogical knowledge and the ability to reflect, as evidenced by a study at Jagiellonian University's Faculty of Chemistry. This research, aimed at understanding the effectiveness of trainee teachers, highlighted the importance of creativity, proper communication, and skills in interpersonal relations for educators. While the research provided valuable insights, there's a call for more extensive studies to gain deeper

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understandings and address challenges such as classroom management and student engagement.

Limitations: It is important to acknowledge certain limitations within this study. The scope of the investigation was restricted by the size and composition of the sample of participants. Consequently, the outcomes cannot be generalised to the broader population of pre-service teachers.

Conclusions: The findings of this research highlight the importance of adopting a dual-role methodology in teacher education. By assuming both teaching and observational roles, aspiring teachers acquire a more profound understanding of their pedagogical techniques and recognize potential enhancements. Engaging in such reflective practices promises to enhance their subsequent teaching experiences. This study emphasizes the advantages of weaving hands-on teaching experiences into teacher training, fostering a more introspective and effective teaching methodology.

Key words: chemistry education, reflective school practise, teacher development, observation sheets.

Investigating Factors that Affect Reading Literacy Skills in PISA Turkey Sample

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Abstract:

Introduction: In this study, it was aimed to examine the relationships between the variables that related the reading skills of the students and the variables related to the opportunities that the student, family, and the school have. Variables related to students' reading skills (reading skills scores/PVIREAD, perception of competence in reading/SCREADCOMP and perception of difficulty in reading/SCREADDIFF) comprised the criterion variable set, and variables related to students' socio-economic and cultural characteristics (cultural possessions/CULTPOS, home educational resources/HEDRES, index of economic, social, and cultural status/ESCS, joy/like reading/JOYREAD, teacher's stimulation of reading engagement perceived by student/STIMREAD, subjective well-being: Sense of belonging to school/BELONG, student-teacher ratio/STRATIO, shortage of educational material/EDUSHORT, student behavior hindering learning/STUBEHA, teacher behavior hindering learning/TEACHBEHA) comprised the predictive variable set.

Methods: Between two sets of variables, used canonical correlation analysis to examine, simultaneously, the relationship between these two sets and the contribution of the variables to each set. Turkey data of the PISA 2018 organized by OECD was used as the sample. PISA 2018 Turkey data consisted of 6890 Turkish students from the 15-year-old age group. The variables PVIREAD, SCREADCOMP, SCREADCOMP, SCREADDIFF, CULTPOS, HEDRES, ESCS, BELONG, STIMREAD and JOYREAD in the student survey and the variables STRATIO, STUBEHA, TEACHBEHA, EDUSHORT in the school survey in the PISA 2018 were used as data collection tools.

Results: A summary of the results of the canonical correlation analysis revealed that the most important factor in the predictive variable set was liking/enjoying reading, followed by the student behaviours that hinder learning, economic and

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socio-cultural status, cultural position, sense of belonging to the school, and teacher behaviours that hinder learning, respectively. In the criterion variable set consisting of students' reading skills, the most important factor was the perception of reading competence, followed by reading scores and perception of reading difficulty, respectively. In this context, it can be said that the variable that had the most relationship with the reading literacy skills of the students was the variable of like/enjoy reading.

Discussion: It is important for teachers to include additional materials that students can enjoy in the teaching process. Positive school climate is one of the factors that help increase student achievement.

Limitations: This study focused on variables related to students' socio-economic and cultural characteristics and school-related variables as predictors of reading literacy. In addition to the variables, studies can examine the effect of the categorical variables such as gender and school type.

Conclusions: The results of the study showed that the variable that had the most relationship with the reading literacy skills of the students was the variable of like/enjoy reading. This variable was followed by student behaviours that hinder learning and the socio-economic cultural status of the students respectively. In line with the results of this study, positive school climate is one of the factors that help increase student achievement. In order for the school climate to be positive, student or teacher behaviors that prevent learning should be minimized. Thus, students can learn more easily in a school climate where there are no obstacles to learning. Finally, as the socio-economic and cultural status of the students increased, it was observed that the reading scores increased.

Key words: reading literacy, reading skills, Canonical Correlation Analysis.

The Field of Free Time as Tertiary Agency of Socialisation

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Abstract:

Introduction: The authors examine the agencies of socialisation and attempt to reveal a pattern among these agents. They differentiate social elements and agencies of socialisation, and they endow the latter with three conditions: the requirements of scope, time and intensity and specific set of rules.

Purpose: The purpose of the paper is to examine which factors satisfy this triple set of requirements.

Methods: Explanatory method to expose the issue, based on desk research and secondary analysis was used.

Results: Near the family and the school, the free time space meets the three conditions of the socialization environment (scope, time-intensity, specific set of rules).

Discussion: The authors believe that these three conditions are not met by any other socialization area.

Conclusions: All this means that in postmodern society, the institution of the family, which has been with us since pre-modernity, and the institution of the school, which has been with us since modernity, is accompanied by a third socialization macro-agency.

Key words: socialization agencies, leisure time, third socialization scene, free time space, socialization environment.

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Role of Community Resources in Education Planning and Delivery in Ghana

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Abstract:

Introduction: This study explored the involvement of community resources in education planning and delivery in Ghana. It focused on how the involvement of community resources have had an impact on educational planning and development in the Ada East District of the Greater Accra Region of Ghana.

Methods: A qualitative method was used, and data collected through structured interview from fifteen participants of parents, teachers, and education officers. The participants were selected by using purposive sampling technique. The data were analysed qualitatively as per the themes that emerged.

Results: The findings indicated that communities contribute to the development of effective educational policies by providing insights and perspectives through various channels, such as community forums, advisory committees, and public hearings. Also, communities celebrate and embrace cultural diversity, fostering inclusivity within educational settings.

Discussion: To maximize community involvement in education, it is essential to establish collaborative partnerships with community organizations, PTA, SMC, businesses, and institutions. Community organizations, businesses, and institutions can provide a wide range of resources, such as funding, expertise, facilities, and educational materials. These resources can greatly benefit schools and students, improving the quality of education.

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Limitations: With just 15 participants, it may be challenging to generalize the findings to the entire population of Ghana, or even a specific region. The small sample size may not adequately represent the diversity of experiences and perspectives within the country.

Conclusions: It was recommended that there was a need to establish of strong partnerships between schools, parents, community leaders, and local organizations by the Ghana Education Service is crucial to promote collaboration and shared responsibility in education planning and delivery.

Key words: community resources, education planning, education delivery, Ghana.

The Mediating Role of Mindfulness in the Relationship between Psychological Resilience and Test Anxiety in Adolescents

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Abstract:

Introduction: The examination of variables such as resilience and mindfulness, which may help adolescents who are enrolled in distance education cope with test anxiety, is important in terms of reducing test anxiety and increasing the efficiency of distance education. For this reason, it was aimed to examine the mediating role of mindfulness in the relationship between students' psychological resilience and test anxiety.

Methods: The study group included 840 high school students. Baron and Kenny's causal steps approach was applied to investigate the mediating effect of conscious awareness on the relationship between psychological resilience and test anxiety. In addition, the bootstrapping method proposed by Hayes was used to determine the significance of the mediating effect of conscious awareness.

Results: It was observed that there was a negative relationship between psychological resilience scores and test anxiety scores, a positive relationship between resilience and mindfulness scores, and a negative relationship between test anxiety scores and mindfulness scores. While psychological resilience had a negative effect on test anxiety, the indirect effect of psychological resilience on test anxiety was also found to be significant. Mindfulness provided partial mediation of the effect of resilience on test anxiety.

Discussion: High levels of awareness and psychological resilience enable students to experience less stress. Conscious awareness, like psychological resilience, is therefore viewed as an important resource that enables a person to manage stressful situations, and it is believed to be effective in reducing one's anxiety.

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Limitations: This study was limited to students enrolled in Anatolian high schools in Turkey who could be reached via convenience sampling, whose parents consented to their participation, and who were enrolled in distance education in 2021 due to the COVID-19 pandemic. Thus, a major limitation of the study is that data were only collected from students of Anatolian high schools, and the majority of the participating students were in their first or second years of high school.

Conclusions: There is no prior direct research examining the mediating role of conscious awareness in the relationship between psychological resilience and test anxiety among high school students in the literature. In this regard, it is anticipated that this study will contribute to the literature. Within the scope of preventive guidance, educational guidance, and psychological counseling services, face-to-face and online psychoeducation programs based on conscious awareness can be designed by school psychological counselors to enhance psychological resilience, reduce students' test anxiety, and support adolescents in coping with intensely stressful situations such as pandemics.

Key words: test anxiety, psychological resilience, mindfulness, distance education, COVID-19.

The Subjectivity of the Grading Evaluation System in the Religious Class in Greece - A New Approach

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Abstract:

Introduction: The grading process in secondary education is always challenging to navigate since the subjective dimension of the human parameter always seems to interfere dynamically in combination with the variety of the submitted assessment questions grounded on the grading teacher's style. The central questions asked are: a) what are the applied assessment styles among Greek Religious Education (RE) teachers? b) What are their main assessment criteria? Moreover, c) What kind of evaluation plans are used to benefit the students? The above assessment issue is affected by the culture and mentality of each teacher.

Methods: The method uses a quantitative survey designed by Google Forms to research the grading and topic patterns used by RE teachers and colleagues of humanities during their class assessments, both oral and written.

Results: RE teachers have particular inclinations concerning the students' assessment issues. They consider their discipline demanding and often prefer to apply written form assessments in class. Moreover, more methods emerged, which belong to the new school perception but are still placed statistically as auxiliary assessment weaponry. Microsoft Excel was also used for data visualization and quantitative analysis.

Discussion: The assessment point of view might differ in each subject's nature and, indeed, be planned by the objectives of each teacher. However, RE teachers and affiliated colleagues (literature teachers – affiliated colleagues should prioritise adjusting knowledge to the social realm.

Limitations: The present research paper aims to stimulate educational interest regarding RE evaluation subjectivity by converting some subjective elements into precise statistical questions. Therefore, the questions used were a few but

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accurate, while the magnitude of the participants needed to be bigger, hindering the accumulation of more statistical information.

Conclusions: Written-test assessments are prioritized, though oral inquiries are vital to the RE teachers' methodology because of time scheduling issues explained throughout the text. The whole assessment scenery is grounded on the fact that RE discipline is considered demanding and essential. Some statistical inconsistencies undergird the necessity of applying knowledge in the social praxis to benefit Greek society. The latter lack is a drawback.

Key words: subjectivity, evaluation, quantitative method, communication.

Investigating Perceived Paternal Attitudes of Children Aged between 9 and 17 Years

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Abstract:

Introduction: The study aims to investigate the perceived paternal attitudes of children aged between 9 and 17 years in relation to some variables such as child's gender, child's age, the number of siblings, father's working status, and father's level of education.

Methods: The study used a survey design. The sample group consisted of 424 children aged between 9 and 17 years, including 233 girls and 191 boys. The data were collected using the Child Raising Styles Scale developed by Sümer and Güngör (1999), and a General Information Form. The data were analyzed using SPSS software. An independent samples t-test and one-way analysis of variance (ANOVA) were used to test whether there is a single significant difference in the dataset. The Scheffe test was used to determine the groups that caused the significant difference.

Results: The level of significance was set at $p < 0.05$ in all statistical analyses. There was no significant difference in father's acceptance/attention in terms of child's gender and the number of siblings, while a significant difference was found in terms of child's age, father's working status, and father's level of education. There was no significant difference in children's perceived paternal attitudes according to child's gender, child's age, number of siblings, father's working status, and father's level of education in the supervision/control dimension. On the other hand, there was a significant difference according to child's age, child's gender, number of siblings, father's working status, and father's level of education in the acceptance/attention dimension.

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Discussion: Taken together, the research results showed that fathers' child-raising attitudes vary. Some results are consistent with earlier studies, and some are contrast to earlier studies. A possible explanation for this might be factors such as place, time, sample, changes in parental attitudes, and socio-cultural changes.

Limitations: The sample consisted of 424 children aged between 9 and 17 years including 233 girls and 191 boys.

Conclusions: Parents' attitudes and behaviours in raising their children are different. These differences may result from parents' expectations of their children, parents' enjoyment of the parenting role, the number of children, children's birth order, children's gender, children's personality traits, parents' personality traits, and the interaction that parents had with their parents in their childhood. These factors have an impact on parents' attitudes and behaviours and determine the form and quality of the relationship between the mother, father, and child.

Key words: adolescence, paternal attitude, child-raising styles, early childhood.