



AREES
UNIVERSITY

Vol. (4), Issue (2), September - 2015

**INTERNATIONAL JOURNAL OF
PSYCHO-EDUCATIONAL SCIENCES**

ISSN: 2325-775X ©2012

International Journal of Psycho-Educational Sciences

Volume (4), Issue(2), September – 2015

ISSN: 2325-775X©2012

ABOUT THE JOURNAL

International Journal of Psycho-Educational Sciences (IJPES) is published jointly by The AREES UNIVERSITY, the USA (www.areas.org). Three issues are published triennially, in April, September, and December.

We accept manuscripts of original, primary research (theoretical and empirical papers) as well as practical applications (reflections, professional experiences, technological innovations, teaching materials, assessment and intervention materials). The selection and review process follows international standards of equality, anonymity and quality. Referees are reputed within their academic or professional setting, and come from many countries around the world.

Impact factor: 3.445 (I2OR)

Indexed in: SIS, SJIfactor, I2OR, AcademicKeys.com, ResearchBib, CiteFactor, General Impact Factor, WroldCat, DRJI, uifactor.org, google scholar, DIIF, IJIF

OBJECTIVES

The main objectives of the Journal are:

- To initiate, conduct, and support research in psycho-educational fields of knowledge;
- To assemble all who are interested in these fields for an exchange of ideas and experiences;
- To disseminate research findings;
- To provide a database for members and researchers.

ADVISORY BOARD

Prof. Dr. Adel Abdullah, Mohamed (Egypt)
Prof. Dr. Fathi Abdull Hamid (Egypt)
Prof. Dr. Morhaf, A. (Syria)
Prof. Dr. Asharaf Mohammed A. Sherit (Egypt)

COLLABORATORS

Dr . Ali Abd Rab Elnabi Hanfi (Egypt)	Dr. Helal , D. (Lebanon)
Dr. Fares, M. (Algeria)	Dr. Raquel FIDALGO (Spain)
Dr. Salah, M. Jordan)	Dr. Sally M. REIS (USA)
Dr. Gamil , Sh. (Syria)	Dr. Paul BELL (USA)
Dr. Addullwahab, S. (Algeria)	Dr. Seth PARSONS (USA)
Dr. Mohammed, Kh.(Syria)	Dr. Sjetlana KOLIĆ-VEHOVEC (Croatia)
Dr. AbdullAziz, H.(Algeria)	Dr. Anneke VRUGT (The Netherlands)
Dr. Fathi Abdullhamid, A. (Egypt)	Dr. Stella VÁZQUEZ (Argentina)
Dr. Nabil , K. (Syria)	Dr. Annemie DESOETE, (Belgium)
Dr. Nabil , M. (Jordan)	Dr. Bertan AKYOL (Turkey)
	Dr. Muhammad Bashir GONDAL,(Pakistan)

General Supervisor: Prof Dr. Samer Kantakji, Ph.D

Editor–In-Chief: Prof Dr. Mourad Ali Eissa, Ph.D.

Editor: Assoc. Prof. Dr. Kerim Gündoğdu, Ph.D.

Assistant Editor: Assoc. Prof. Dr. Mohammed Fath Allah

Coordinator: Eyad Kantakji

Article title & Author(s)	Pages
Five Factor Personality Traits and Psychological Resilience among Secondary School Students in Egypt Adel Abdulla Mohammed & Amaal Ahmed Mostafa	3 - 9
Academic Procrastination and Five Factor Personality Traits Among College Students Fathi Abdul Hamid Abdul Kader & Mourad Ali Eissa	10 - 15
Emotional Intelligence and Job Performance among Physical Education Teachers Hesham Mohammed Al Sawy	16 - 21
The Effectiveness of a Training Program Based on Dodge's Social Information Processing Model on Improving Social Skills of Children with Autism Disorder Mohammed Abdul Gawad Mahmoud	22 - 28
Research Trends in The Field of Teaching English Soykan Uysal & Mehmet Altin	29 - 38
The Effect of Reciprocal Teaching Intervention Strategy on Reading Comprehension Skills of 5th Grade Elementary School Students with Reading Disabilities Omema Mostafa Kamel Gomaa	39 - 45
The Effect of Concept Maps on Reading Comprehension Skills of Elementary School Students with Reading Disabilities Waleed Fathi Awad Hendi	46 - 52



Five Factor Personality Traits and Psychological Resilience Among Secondary School Students in Egypt

Adel Abdulla Mohammed* & Amaal Ahmed Mostafa**

*Dean, College of Education, Zagazig University , Egypt

** Assistant professor of Special Education , Beni Swif University , Egypt

Abstract

The purpose of this study is to investigate the relationships between the big five personality traits: (conscientiousness, agreeableness, neuroticism, openness to experience, extraversion) and psychological resilience among secondary school students in Egypt. The sample consisted of 200 male secondary school students. Aged ranged from 15-17 years (M=16.02, SD=5.12). It was found that significant positive associations existed between the psychological traits (conscientiousness, agreeableness, extraversion, openness to experience) and psychological resilience. Nevertheless, one personality trait; neuroticism, was found to be negatively associated with psychological resilience.

Keywords: Factor personality traits, psychological resilience, secondary school students

Introduction

The concept of resilience has received a variety of different and inconsistent definitions in previous studies (Ahern 2006). Hjemdal et al. (2006: 84) have defined resilience as “the protective factors, processes, and mechanisms that, despite experiences with stressors shown to carry significant risk for developing psychopathology, contribute to a good outcome”. Protective factors consist of individual and environmental factors (Compas & Reeslund 2009; Tusaie & Dyer 2004) that operate to protect from the negative effects of adverse situations and risks (Tusaie & Dyer 2004). The protective factors connected to resilience can be divided into three overarching categories; the personal characteristics and positive resources of the individual; a family environment marked by stability, support, and coherence; and a social environment external to the family that supports and strengthens an individual’s capacity to adapt and cope (Hjemdal 2009; Hjemdal et al. 2007). Though all individuals have the capacity and potential to develop resilience (Masten 2001), adolescent’s protective factors may change during the different stages of the development, whereas some protective factors may remain stable during the same period (Ahern 2006; Compas & Reeslund 2009). Factors protecting in one situation may therefore not be protective in another situation (Hjemdal 2009). That implies that being considered resilient at one developmental stage during adolescence does not necessarily imply that the same individual will be considered resilient at a later point during development or in life (Hjemdal 2009). Though studies of resilience have seldom focused on gender differences regarding resilience (Friborg et al. 2003), some studies have shown that adolescent boys tend to score higher in resilience compared to girls (Pinquart 2009; Scoloveno 2013; Skrove, Romindstad & Indredavik 2013).

Big Five Personality traits and psychological resilience

In the ‘Big Five model’, individual differences in personality are described by five factors: openness to experience, agreeableness, extraversion, conscientiousness, and neuroticism which is also referred to as lack of emotional stability. Studies investigating the relationship between these personality factors and resilience often demonstrated a positive relationship between extraversion, openness to experience, conscientiousness, agreeableness, and optimism and a negative relationship with neuroticism or emotional instability (e.g., Davey et al., 2003; Furnham, Crump, & Whelan, 1997; Riolli, Savicki, & Cepani, 2002). Conscientiousness, agreeableness, and openness to experience were also shown in Turkish samples to be associated with growth experiences following traumatic experiences (Karanci et al., 2012).

However, openness was negatively related with resilience in the study by Furnham et al. (1997). Friberg, Barlaug, Martinussen, Rosenvinge, and Hjemdal (2005) found that subscales of the Resilience Scale for Adults (RSA) were positively correlated with some personality factors. Emotional stability, which was indicated by absence of neuroticism, was significantly and positively correlated with RSA-personal strengths (perception of self and perception of future). Conscientiousness was correlated with RSA-perception of future and RSA-personal structure. Social competence subscale of RSA was strongly associated with extraversion and agreeableness; and RSA-social resources was associated with agreeableness, indicating a possible relationship between a supporting, reinforcing social network and authentic, trusting, empathic personality. Therefore, psychological resilience is mostly associated in the literature with relatively positive personality characteristics including optimism, extraversion, agreeableness, and conscientiousness, and negatively associated with neuroticism.(Gozde, 2014).

Chun Bun Lam & Catherine A. McBride-Chang (2007) explore the resilient (moderating) influences of gender-related personality traits and coping flexibility on the relations between life event stress and psychosocial adjustment in a sample of 291 Chinese young adults. Multiple outcomes (i.e., psychological, physical, and interpersonal aspects of adjustments) were separately examined with regression analysis. The interaction effects explained 5% of the unique variance in the psychological distress model and 4% of the unique variance in the interpersonal functioning model beyond the main effects. Coping flexibility tended to reduce the associations between life event stress and depression. Furthermore, masculinity buffered the link between life event stress and interpersonal functioning. The three-way interaction masculinity× femininity× stress also predicted additional unique variance in interpersonal functioning, which indicates that non-gender-typed respondents showed greater resilience to recent life stress than did their gender typed counterparts.

In his cross-sectional study, Grace Fayombo(2010) investigated the relationships between the big five personality traits: (conscientiousness, agreeableness, neuroticism, openness to experience, extraversion) and psychological resilience among 397 Caribbean secondary school adolescents. Pearson Product Moment Correlation and Stepwise Multiple Regressions were conducted to analyse the data. Results revealed statistically significant positive relationships between the personality traits (conscientiousness, agreeableness, openness to experience, extraversion) and psychological resilience, while neuroticism was negatively correlated with psychological resilience. The personality traits also jointly contributed 32% ($R^2 = 0.324$) of the variance being accounted for in psychological resilience and this was found to be statistically significant with conscientiousness being the best predictor while agreeableness, neuroticism and openness to experience were other significant predictors, however, extraversion did not contribute significantly.

The purpose of this study is to investigate the relationships between the big five personality traits: (conscientiousness, agreeableness, neuroticism, openness to experience, extraversion) and psychological resilience among secondary school students in Egypt.

Method

Participants

The sample consisted of 200 male secondary school students . Aged ranged from 15-17 years($M = 16.02$, $SD = 5.12$).

Measures

Personality Test Based on Adjectives (PTBA) was developed by Bacanli et al. (2009) based on the model of Big Five Personality Traits (Costa and McCrae 1992). PTBA is a Likert type scale including 40 pairs of opposite adjectives that can be graded from 1 to 7. PTBA consists of five dimensions: extraversion (9 items), agreeableness (9 items), conscientiousness (7 items), neuroticism (7 items), and openness to experience (8 items). Five dimensions explain 52.63 percent of the variance of PTBA. The test-retest reliability coefficient of PTBA ranged from .68 to .86 for all dimensions. The Cronbach Alpha coefficient of the dimensions of PTBA was found to be .89 for extraversion, .87 for agreeableness, .88 for conscientiousness, .73 for neuroticism, and .80 for openness to experience.

The 25-item, Likert format, Wagnild and Young (1993) resilience scale was used for data collection. It is self-reported summated rating scale, with responses ranging from strongly disagree (1) to strongly agree (7). Scoring and interpretation was in the following pattern: 25-100 very low resilience; 101-115 low resilience; 116- 130 moderately low resilience; 131-145 moderately high resilience; 145-160 high resilience; 161- 175 very high resilience, Wagnild and Young (1993) reported reliability co-efficient of .91 for the scale, while for the present study an Alpha reliability co-efficient of .861 was established, both indicating that the resilience scale is reliable.

Procedure

Before administering the two instruments, Informed consents for the students to participate in the study were obtained from their parents and the school principals. The adolescents were surveyed in their school halls by the researcher with the assistance of the school principals. The researcher took time to brief the participants on the process of answering the items in the questionnaires. The students were informed that the information would remain confidential and to buttress this, they were told not to write their names. The administration of the instruments lasted for approximately 30 minutes.

Data Analysis

Pearson Product Moment Correlation was conducted to analyse the data. All the negatively worded items were reversed during analysis.

Results

The aim of this research was to find out the relationships between the personality traits and psychological resilience. The statistically significant positive and negative correlations among the variables and psychological resilience are presented in Table 1. Conscientiousness significantly and positively correlated with psychological resilience ($r=0.632$, $p<0.05$); agreeableness with psychological resilience ($r=0.453$, $p<0.05$); openness to experience with psychological resilience ($r=0.441$, $p<0.05$); extraversion with psychological resilience ($r=0.273$, $p<0.05$); while neuroticism, significantly and negatively correlated with psychological resilience ($r=-0.411$, $p<0.05$).

These statistically significant positive correlations indicated that the healthier the personality traits, the more resilient the adolescent. The negative associations between neuroticism and psychological resilience however indicated that adolescents who have unhealthy personality such as neuroticism may not be psychologically resilient. There were also significant positive and negative associations among the variables thus: Conscientiousness correlated with agreeableness ($r=0.235$, $p<0.05$); conscientiousness

negatively correlated with neuroticism ($r = -0.338$, $p < 0.05$); conscientiousness personality was associated with openness to experience ($r = 0.452$, $p < 0.05$) but did not correlate with extraversion; indicating that a learner who is organized, thorough and plans ahead is also likely to get along with others, may not be anxious or experience depressed mood, is likely to be intellectually curious but may not be talkative.

Additionally, agreeableness correlated with openness to experience ($r = 0.357$, $p < 0.05$) and extraversion ($r = 0.366$, $p < 0.05$) but did not correlate with neuroticism, indicating that an adolescent that is considerate may probably adjust to new ideas and be assertive but may not be outgoing. Likewise, neuroticism did not correlate with openness and extraversion, indicating that an adolescent who displays angry and anxious personality may not be intellectually curious and even be popular; openness however correlated with extraversion ($r = 0.501$, $p < 0.05$) meaning that an adolescent who is insightful may likely be assertive.

Table 1. *Correlation Matrix of Psychological resilience, Conscientiousness, Agreeableness, Neuroticism, Openness to Experience and Extraversion*

Variables	Psy.	Con	Agr	Neu	Op.	Ext
Psychological Resilience	-					
Conscientiousness	0.632**	-				
Agreeableness	0.453**	0.235**	-			
Neuroticism	-0.411**	-0.338**	-0.003	-		
Openness to Experience	0.441**	0.452**	0.357**	-0.014	-	
Extraversion	0.273**	0.019	0.366**	-0.004	0.501**	-

Note: **Significant ($p < 0.01$). Psy.(Psychological Resilience), Con(Conscientiousness), Agr (Agreeableness), Neu (Neuroticism), Op.(Openness to Experience), Ext (Extraversion)

Discussion

This study aimed to investigate the relationships between the big five personality traits: (conscientiousness, agreeableness, neuroticism, openness to experience, extraversion) and psychological resilience among secondary school students in Egypt. It was found that significant positive associations existed between the psychological traits (conscientiousness, agreeableness, extraversion, openness to experience) and psychological resilience.

Nevertheless, one personality trait; neuroticism, was found to be negatively associated with psychological resilience. This was not surprising, as those who are characterized by conscientiousness, agreeableness, openness to experience and extraversion are healthy people, whereas neuroticism lends negative personality, which lacks resilience. Thus, one can say that the healthier the personality, the more the resilience.

Persons who are characterized by extroversion trait in this study tend to exert more energy coming from social context, excitement towards physical activities. This finding goes in the same line with the various studies (Nakaya, Oshio & Kaneko, 2006; Narayanan, 2008) which affirm that individuals who are extrovert tend to show resilience in an adversity primarily because of the energy that they have that enabled them to have positive outlook to do something about the conflict and also their motivation coming from the support group that they have.

Persons who are characterized by conscientiousness trait in this study tend to be organized, acts in a structured style, has high self-control and goal-oriented . According to

Fayombo (2010) conscientiousness is the greatest predictor among the other traits because it is highly related in having good emotional intelligence.

Persons who are characterized by agreeableness trait in this study tend to develop resilience because it primarily helps the individual in terms of allowing social engagement to happen for the emotional regulation of oneself in time of adversity but its degree does not have to be very high but not very low as well.

Persons who are characterized by openness to experience trait in this study tend to accept new ideas and be able to live at the present. Supported by the study made Burke et al., (2006), this trait shows good relationship with resilience because it affects the planning of the military officers and for suppression from challenging activities.

Neuroticism was negatively associated with psychological resilience. This finding confirmed the earlier literature that neuroticism has an inherent negative denotation (Fayombo, 2010) which is associated with negative emotional states and feelings such as anxiety, anger, guilt, and depressed mood (Matthews & Deary 1998).

Limitations and Further Study

Our sample included only boys. It is hard to draw conclusions about girls. This should also be addressed in future studies.

References

- Ahern, N.R. (2006). Adolescent resilience: An evolutionary concept analysis. *Journal of Pediatric Nursing*, 21(3); 175-185.
- Burke, K. J., Finch, J. S., Paton, D. & Ryan, M. (2006). Characterizing the Resilient Officer: Individual Attributes at Point of Entry to Policing. *Traumatology*. (Vol. 12, pp. 178-188)
- Chun Bun Lam & Catherine A. McBride-Chang (2007). Resilience in Young Adulthood: The Moderating Influences of Gender-related Personality Traits and Coping Flexibility. *Sex Roles*, 56:159–172
- Compas, B.E., & Reeslund, K.L. (2009). Processes of risk and resilience during adolescence. In: R.M. Lerner & L. Steinberg (eds.) *Handbook of adolescent psychology. Vol. 1. Individual bases of adolescent development* 3rd ed. New Jersey: John Wiley and Sons, Inc, p. 561-588
- Davey, M., Eaker, D. G., & Walters, L. H. (2003). Resilience processes in adolescents: personality profiles, self-worth, and coping. *Journal of Adolescence Research*, 18(4), 347-62.
- Fayombo, G. (2010). The Relationship between Personality Traits and Psychological Resilience among the Caribbean Adolescents. *International Journal of Psychological Studies*. (Vol 2, pp. 105-116)
- Furnham, A., Crump, J., & Whelan, J. (1997). Validating the NEO personality inventory using assessor's ratings. *Personality and Individual Differences*, 22(5), 669-675.
- Friborg, O. Hjemdal, O. Rosenvinge, J. H., Martinussen, M. (2003). A new rating scale for adult resilience: what are the central protective resources behind healthy adjustment? *International Journal of Methods in Psychiatric Research*, 12 (2), 65-76.

- Friborg, O., Barlaug, D., Martinussen, M., Rosenvinge, J. H., & Hjemdal, O. (2005). Resilience in relation to personality and intelligence. *International Journal of Methods in Psychiatric Research*, 14(1), 29-42.
- Grace Fayombo(2010). The Relationship between Personality Traits and Psychological Resilience among the Caribbean Adolescents. *International Journal of Psychological Studies* Vol. 2, No. 2; 105-116.
- Hjemdal, O. (2009). *Measuring protective factors for adults and adolescents: The development of two resilience scales*. Doctoral thesis. Department of Psychology. Norwegian University of Science and Tecnology
- Hjemdal, O., Friborg, O., Stiles., Martinussen, M. & Rosenvinge, J. H. (2006). A new scale for adolescent resilience: Grasping the central protective resources behind healthy development. *Measurement and Evaluation in Counseling and Development*, 39 (2), 84-96.
- Hjemdal, O., Aune, T., Reinfjell, T. & Stiles, T. C. (2007). Resilience as a predictor of depressive symptoms: A correlational study with young adolescents. *Clinical Child Psychology and Psychiatry*, 12(1): 91-104.
- Karanci, A. N., Isikli, S., Aker, A. T., Gul, E. I., Erkan, B. B., Ozkol, H., & Guzel, H. Y. (2012b). Personality, posttraumatic stress and trauma type: factors contributing to posttraumatic growth and its domains in a Turkish community sample. *European Journal of Psychotraumatology*, 3.
- Masten, A. S. (2001). Ordinary magic. Resilience process in development. *American Psychologist*, 56(3), 227-238.
- Matthews, G., and Deary, I. J. (1998). *Personality traits*. Cambridge, UK: Cambridge University Press..
- Nakaya, M., Oshio, A. & Kaneko, H. (2006). Correlations for Adolescent Resilience Scale with Big Five Personality Traits. *Psychological Reports*,98, 927-930.
- Narayanan, A. (2008). The Resilient Individual: A Personality Analysis. *Journal of the Indian Academy of Applied Psychology*. (Vol. 34, pp. 110-118)
- Pinquart, M. (2009). Moderating effects of dispositional resilience on associations between hassles and psychological distress. *Journal of Applied Developmental psychology*, 30 (1), 53-60.
- Scoloveno, R.L. (2013). *An investigation of a theoretical model of resilience in middle adolescents*. Doctoral thesis Rutgers, The State University of New Jersey, Newark, New Jersey.
- Skrove, M., Romundstad, P. & Indredavik, M. S. (2013). Resilience, lifestyle and symptoms of anxiety in adolescence: the young –HUNT study. *Social Psychiatry and Psychiatric Epidemiology*, 48(3), 407-416
- Tusaie, K. & Dyer, J. (2004). Resilience: A historical review of the construct. *Holistic Nursing Practice*, 18(1), 3-8.
- Wagnild GM, Young HM 1993. Development and psychometric evaluation of the Resilience Scale. *Journal of Nursing Measurement*, 1(2): 165-178.



Academic Procrastination and Five Factor Personality Traits among College Students

Fathi Abdul Hamid Abdul Kader * & Mourad Ali Eissa**

* Professor of Cognitive Psychology , Jazan University, Saudi Arabia

** Dean, College of Education , Arees university

Abstract

The purpose of this study was to explore the relationship between personality traits profiled by Personality Test Based on Adjectives (Neuroticism, Conscientiousness, Extraversion, Agreeableness, Open to experience) and academic procrastination. The research is based on a convenience sample of 120 undergraduate students (all of them were males) from a variety of departments at Zagazig Faculty of Education, Egypt. The mean age was 19.1 years (SD= 6.3). Pearson Product Moment Correlation analysis reported that there were no significant associations between all the personality traits profiled by Personality Test Based on Adjectives (Neuroticism, Conscientiousness, Extraversion, Agreeableness, Open to experience) and academic procrastination.

Keywords : personality traits, academic procrastination, college students.

Introduction

Procrastination has typically been defined as a trait or behavioral disposition to postpone or delay performing a task or making decisions (Milgram et al., 1998; Haycock et al., 1998; Kachgal et al., 2001). Additionally, procrastination has been seen as an impediment to academic success because it decreases the quality and quantity of learning while increasing the severity of stress and negative outcomes in students' lives (Howell & Watson, 2007). The literature has examined procrastination because it involves affective, cognitive, and behavioral mechanisms (Chu & Choi., 2005).

According to Firouzeh and Jalil, (2011) procrastination is a weak point of personality and leads to low self-confidence. Perception of university students of themselves as procrastinators varies according to different researchers as it is 95% reported by Ellis and Knaus (1977), 46% by Solomon and Rothblum (1984) and 75% reported by Potts (1987). Furthermore, studies also concluded that the most of the students demonstrate unrelenting and consistent procrastination in daily study activities (Day, Mensink, & O' Sullivan, 2000; Onwuegbuzie, 2000). It is seen among university students that they use to bunk classes (Rothblum, Solomon, & Murakami, 1986), have low academic performance (Fritzsche, Rapp, & Hickson, 2003), and tardiness (Rothblum, Solomon, & Murakami, 1986).

Academic Procrastination and Personal Traits

Procrastination may have an effect on students' personality traits and their learning. Steel et al. (2001). addressed this situation by creating scales based on both observed behaviors and a theoretical self-reports, and using these scales to determine procrastination's performance, mood, and personality correlates. One-hundred and fifty-two undergraduates were measured at six time periods during an 11-week introductory psychology course. The course consisted of a computer-administered personalized system of instruction, a system noted for susceptibility to procrastination. Results show that procrastination is an excellent predictor of performance, though some final-hour catching-up is possible. Efforts to clarify its causes were mixed. Procrastination does reflect an excessive discrepancy between work intentions and work actions, as procrastinators tend to have a larger than average intention-action gap, especially at the beginning of the course.

On the other hand, procrastination's correlations with mood (i.e., state and trait affect) and personality (i.e., neuroticism, self-esteem, locus of control, extraversion, psychoticism, dominance, and self-monitoring) are uncertain as results diverge depending upon whether observed or self-report procrastination criteria are used. This dichotomy indicates that self-

report procrastination likely reflects a self-assessment influenced by actual behavior but also significantly contaminated by self-concept.

Chooi Seong Lai et al. (2015) examined the association between personality traits and procrastination behavior among 148 university students (52 males, 96 females). Respondents completed two measurements - Leonard Personality Inventory and General Procrastination Scale. Descriptive analysis indicated that Diploma Year 2 students scored the highest (Mean = 58.47), while Degree Year 1 students scored the lowest (Mean = 54.75) in the level of procrastination. Personality traits profiling consistently indicated that the most dominant personality trait of Diploma Year 2, Degree Year 1, 2 and 3 students is Neutral trait (Mean= 78.05, 80.75, 78.84 & 76.82); while the least dominant trait is Decisiveness (Mean = 67.48, 68.25, 69.89 & 68.33). The most dominant personality traits among male university students are Openness (Mean= 75.77), Decisiveness (Mean= 68.69) and Neutral (Mean = 78.48), while female university students are Analytical (Mean = 73.36) and Relational (Mean = 72.42). Meanwhile, male students scored slightly higher in procrastination (Mean = 58.25) as compared to females (Mean = 57.09). However, independent sample t-test indicated no significant gender differences in respondents' level of academic procrastination [$t(146) = .702, p > .05$]. Finally, correlational analyses reported no significant associations between the five personality traits with procrastination behavior among university students.

In a recent study by Karatas (2015) that directly focused on the relationship of academic procrastination, personality traits, and academic achievement. The results from the preliminary analysis showed that there was a strong relationship among these variables, especially with academic achievement

The purpose of this study is to explore the relationship between academic procrastination and personality traits among college students.

Methods

Participants

The research is based on a convenience sample of 120 undergraduate students (all of the were males) from a variety of departments at Zagazig Faculty of Education, Egypt. The mean age was 19.1 years (SD= 6.3). The participants were asked to complete the questionnaires. The students were notified that participation in the research was voluntary and anonymous.

Instruments

Academic Procrastination Scale (APS; Justin, 2011). The APS was developed by means of a pilot study and the SONA participant pool at the University of Texas at Arlington. Item analysis, ensuring that items were highly correlated with total test scores, was used as one criterion for item selection. The APS consists of 25 items and has exhibited a high reliability, $\alpha = .95$. Using item discrimination indicators for item retention, however, may have auto-inflated reliability to some extent. Nevertheless, reliability was extremely high. The APS was validated using 86 undergraduates consisting of diverse academic majors and years of college completion.

Items were scored using a 5-point Likert-type scale where 1 indicates disagree with the item and 5 indicates agree with the item. For example, a participant who agrees to the question "I put off projects until the last minute" would be indicative of an individual who procrastinates to a greater extent. Items were reverse scored for all scales when applicable, and a total across items was created.

Personality Test Based on Adjectives (PTBA) was developed by Bacanli et al. (2009) based on the model of Big Five Personality Traits (Costa and McCrae 1992). PTBA is a Likert type scale including 40 pairs of opposite adjectives that can be graded from 1 to 7. PTBA consists of five dimensions: extraversion (9 items), agreeableness (9 items), conscientiousness (7 items), neuroticism (7 items), and openness to experience (8 items). Five dimensions explain 52.63 percent of the variance of PTBA. The test-retest reliability coefficient of PTBA ranged from .68 to .86 for all dimensions. The Cronbach Alpha coefficient of the dimensions of PTBA was found to be .89 for extraversion, .87 for agreeableness, .88 for conscientiousness, .73 for neuroticism, and .80 for openness to experience.

Procedure

Scales were administered to students in groups, in a class environment. Before administration of the scales, students were given the requisite information about the aim of the research and how the measurement scales should be answered. The relations between students' academic procrastination and perfectionism were investigated .

Results

Research Question: Are there significant relationships between personality traits and procrastination among college students?

Table 1. *Correlation between academic procrastination and personality traits*

Variables	Academic procrastination
Neuroticism	
r	.021
sig.(2-tailed)	.076
N	120
Conscientiousness	
r	.032
sig.(2-tailed)	.043
N	120
Extraversion	
r	-.103
sig.(2-tailed)	.061
N	120
Agreeableness	
r	-.080
sig.(2-tailed)	.688
N	120
Open to experience	
r	.147
sig.(2-tailed)	-.075
N	120

Pearson Product Moment Correlation analysis reported that there were no significant associations between all the personality traits profiled by Personality Test Based on Adjectives (Neuroticism, Conscientiousness, Extraversion, Agreeableness, Open to experience) and academic procrastination.

Discussion and Conclusion

The present study seeks to explore the different types of personality and academic procrastination by examining the personality constructs from a traits perspective. The results

obtained with this first sample indicated that there were no association between the types of personality and procrastination. This finding goes in the same line with the finding obtained by Chooi Seong Lai et al.(2015) which indicated that there were no association between the types of personality and procrastination, and the association between personality and procrastination is more complex than what the past theorists had predicted (Fleet et al. , 1992, 2012).

Limitations and Further Study

One limitation of the current study stems from the fact that academic procrastination was assessed via a self-report instrument, rather than on actual behavior, because it is possible that students may give socially desirable responses. Although self-report measures provide a simple, time efficient approach to measuring aspects of human thought and behavior, the limitation of these measures must be considered in this study. Self-report bias describes when people answer questions about themselves in a manner that is socially desirable, and they often respond in a way they want to see themselves rather than the truth. However, according to Rothblum et al. (1986, p. 388), „self-reported procrastination has been validated against delay in taking self-paced quizzes (Solomon & Rothblum, 1984), delay in submitting course assignments (Rothblum, Beswick & Mann, 1984), delay in participation in psychology experiments (Solomon & Rothblum, 1984), and lower course grades (Rothblum et al., 1984) . Nonetheless, future studies in this area should consider using behavioral measures of academic procrastination in addition to self-report instruments.

A second limitation of the current study stems from the fact that the scope of the study is limited to the data collected from only boys . Future research should consider gender differences.

References

- Bacanli H, Ilhan T, Aslan S (2009). Development of a personality scale based on Five Factor Theory: Adjective Based Personality Test (ABPT). *Journal of Turkish Educational Sciences*, 7(2): 261–279.
- Chooi Seong Lai, Abdul Rahman bin Ahmad Badayai, Khartikka Chandrasekaran, Siew Yen Lee, Rubini Kulasingam. (2015).An Exploratory Study on Personality Traits and Procrastination Among University Students. *American Journal of Applied Psychology*,. Vol. 4, No. 3-1 , pp. 21-26.
- Chu, A. H. C., & Choi, J. N. (2005). Rethinking procrastination: Positive effects of “active” procrastination behavior on attitudes and performance. *Journal of Social Psychology*, 145, 245–264.
- Day, V., Mensink, D., & O'Sullivan, M. (2000). Patterns of academic procrastination. *Journal of College Reading and Learning*, 30, 120-134.
- Ellis, A., & Knaus, W. J. (1977). *Overcoming procrastination*. New York, NY: Institute for Rational Living.
- Fleet, G.L., Blankstein, K.K., Hewitt, P.L., Koledin, S.P. (1992). Components of perfectionism and personalities in university students. *Social Behavior & Personality*, 20(2), 85-94.
- Fleet, G.L., Stainton, M., Hewitt, P.L., Sherry, S.B., & Lay, C. (2012). Procrastination automatic thoughts as a personality construct: an analysis of the procrastinatory cognitions

- inventory. Springer Science. *Journal of Rational-Emotive & Cognitive-Behavior Therapy*, Volume 30, Issue 4, pp 223-236.
- Fritzsche, B. Rapp, B. Y., & Hickson, K. C. (2003). Individual differences in academic procrastination tendency and writing success. *Personality and Individual Differences*, 35, 1549-1558.
- Haycock, L. A., McCarthy, P., & Skay, C. L. (1998). Procrastination in college students: The role of self-efficacy and anxiety. *Journal of Counseling & Development*, 76, 317–324.
- Howell, A. J., & Watson, D. C. (2007). Procrastination: Associations with achievement goal orientation and learning strategies. *Personality and Individual Differences*, 43, 167–178.
- Jiao, Q. G., DaRos-Voseles, D. A., Collins, K. M. T., & Onwuegbuzie, A. J. (2011). Academic procrastination and the performance of graduate level cooperative groups in research methods courses. *Journal of the Scholarship of Teaching and Learning*, 11(1), 119-138.
- Justin, D.(2011) *Finally , my thesis about procrastination* . Master of science in Psychology, The University of Texas.
- Kachgal, M. M., Hansen, L. S., & Nutter, K. J. (2001). Academic procrastination prevention/intervention: Strategies and recommendations. *Journal of Developmental Education*, 25, 14–24.
- Karatas, H.(2015). Correlation among Academic Procrastination, Personality Traits, and Academic Achievement. *Anthropologist*, 20(1,2): 243-255.
- Milgram, N., Mey-Tal, G., & Levison, Y. (1998). Procrastination, generalized or specific, in college students and their parents. *Personality and Individual Differences*, 25, 297–316.
- Onwuegbuzie, A. (2000). Academic procrastinators and perfectionistic tendencies among graduate students. *Journal of Social Behavior and Personality*, 15, 103-109.
- Potts, T. J. (1987). *Predicting Procrastination on Academic Tasks with Self report Personality Measures*. Unpublished PhD Dissertation, Hofstra University, New York.
- Rothblum, E. D., Solomon, L. J., & Murakami, J. (1986). Affective, cognitive, and behavioral differences between high and low procrastinators. *Journal of Counseling Psychology*, 33(3), 387-394.
- Solomon, L. J., & Rothblum, E. D. (1984). Academic procrastination: Frequency and cognitive behavioral correlates. *Journal of Counseling Psychology*, 31, 503-509.
- Steel, P., Brothen, T., & Wambach, C. (2001). Procrastination and personality, performance, and mood. *Personality & Individual Differences*, 30, 95-106.



Emotional Intelligence and Job Performance among Physical Education Teachers

Hesham Mohammed Al Sawy ¹

¹ Associate professor of Kinetic Education, college of Kindergarten , Alexandria University, Egypt

Abstract

The purpose of this study was to explore the relationship between emotional intelligence and job performance among physical education teachers in Egypt. The subject sample consisted of 60 primary, preparatory and secondary school teachers, Alexandria Governorate, Egypt. The age range of the participants was 25 to 40 years. Wong and Law Emotional Intelligence Scale (WLEIS: Wong & Law, 2002) and Teacher Job Satisfaction Survey (TJSS)(Fredy Wilson Ngimbudzi, 2009) were employed to collect data. Results indicated that the relationship between emotional intelligence and job performance is high and statistically significant.

Keywords :Emotional intelligence, job performance ,physical education teachers

Introduction

In recent years the popularity of the construct emotional intelligence (EI) has steadily increased. The result has been increasing exposure in mainstream media (Caruso & Salovey, 2004; Cherniss & Goleman, 2001; Ryback, 1998) as well as in the research arena (Ciarrochi, Chan & Caputi, 2000; Emmerling & Goleman, 2003; Zeidner, Matthews & Roberts, 2004). The concept of EI was formally introduced in the research arena by Salovey and Mayer in 1990. They defined EI as a cognitive ability to monitor and manage feelings, and to discriminate among them in oneself and others. A critical aspect of EI for Mayer and Salovey was, and continues to be, its separation from other domains of intelligence, such as motivation. Daniel Goleman first introduced EI to the general public through his 1995 book *Emotional Intelligence* in which he defined EI as the ability to recognize, understand, and manage one's own and others' feelings and emotions. The detailed version of Goleman's model incorporates motivation and traits of personality. Bar-On (1997) followed suit in coining the term *Emotional Quotient* (EQ), and his own model of EI proposed a connection of emotional and social knowledge to various skills and traits in order to help one adapt to the rigors of his environment.

Emotional intelligence has been indicated as important in education, with educators calling for an increased emphasis on emotional intelligence facilitation, arguing that the timely facilitation of learners' emotional intelligence could significantly improve their ability to deal better with, adapt to and cope with changing surroundings (Elkins and Low,2004). Similar ideas are advanced by Elkin and Low (2004) who conducted a study with first-year college students who were planning to become teachers. They identified a clear need to develop communication competence and emotional intelligence skills in these teacher trainees. Nelson and Low (2005) provided evidence that student achievement could be improved by learning and developing key emotional intelligence skills. Related work by Lyons & Schneider (2005), examining the relationship of ability-based EI facets with performance under stress among undergraduate students, found that EI was related to more challenge and enhanced performance. These studies have identified the need to integrate emotional intelligence instruction into the curricula to improve academic and career success.

Job Performance

Job performance is one of the most important work outcomes since the success or failure of an organization or institution depends on the performance of its employees. As such, much effort is put in trying to design appropriate measures of job performance. Job performance is a teacher performance in the school.

The teacher performance can be evaluated from views of inputs, processes, and outputs (Goe, Bell, & Little, 2008). Many of the literature on "teacher effectiveness" focusses

on the results about impact of the teacher on student learning outcome Arguably, the best measure of teacher performance might be to assess the increase in a scale of distinct types of student learning including curriculum and co-curriculum results (Corcoran & Tormey, 2013)..

Emotional Intelligence and Job Performance

Goleman (1995,1998) believes that the prediction of emotional intelligence for individuals is successful life and work. Due to the influence of emotional intelligence on each aspect of individuals' work life, high-level possessed emotional intelligence employees are considered as "star performers". As a result, as stated in the previous sections, there exist a positive correlation between emotional intelligence and job performance. As such, a majority of probes done previously have supports for the relationship between these two variables, namely emotional intelligence and job performance (Cavallo & Brienza, 2002; Duleciwz & Higgs, 2003; Law, Wong & Song, 2004; Shahhosseini et al., 2012).

Methods

Design

The present study utilized a descriptive correlational design.

Participants

The subject sample consisted of 60 primary, preparatory and secondary school teachers, Alexandria Governorate , Egypt. The age range of the participants was 25 to 40 years. The exclusion criterion was that newly appointed teachers are not included in the study as teachers with less experience are not competent to provide sufficient information on their job characteristics (Sala, 2002).

Instruments

Wong and Law Emotional Intelligence Scale (WLEIS: Wong & Law. 2002). WLEIS consists of 16 items and taps individuals' knowledge about their own emotional abilities rather than their actual capacities. Specifically, the WLEIS is a measure of beliefs concerning self-emotional appraisal (SEA) (e.g., "I have a good sense of why I have certain feelings most of the time"), others' emotional appraisal (OEA)(e.g., "I always know my friends' emotions from their behavior"), regulation of emotion (ROE) (e.g., "I always set goals for myself and then try my best to achieve them"), and use of emotion (UOE) (e.g., "I am able to control my temper and handle difficulties rationally"). The response scale has been seven point Likert-type scale ranging from one (strongly disagree) to seven (strongly agree). Coefficients alphas for the four dimensions were: SEA: .80; OEA: .82; ROE: .81; UOE: .82.

Teacher Job Satisfaction Survey (TJSS)(Fredy Wilson Ngimbudzi, 2009). which consisted of 36 five Likert scale items ((i.e. 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree & 5= Strongly Agree) items related to various facets of job satisfaction.

Using the scale stated above, the participants were supposed to indicate their satisfaction with each of the job satisfaction facets by putting a tick (√) in appropriate spaces provided.

Findings

The relationship between emotional intelligence and job performance is high and statistically significant ($r = 0.70$). All the four emotional intelligence dimensions (SEA, OEA, UOE, ROE) were significantly correlated with the job performance. The SEA ($r = 0.66$) and

UOE ($r = 0.68$), OEA ($r = 0.65$) and ROE ($r = 0.72$) all have a high relationship with the job performance. These results are included in Table 1.

Table 1. *Correlation between emotional intelligence and job performance*

	Job Performance
EI	0.70**
SEA	0.66**
OEA	0.68**
UOE	0.65**
ROE	0.72**

Note: N=60. **Correlation is significant at the 0.01 level (two-tailed). EI=Emotional Intelligence, SEA=Self Emotional Appraisal, OEA=Others' Emotional Appraisal, UOE=Use of Emotion, ROE=Regulation of Emotion, JP= Job Performance.

Discussion

The purpose of this study was to explore the relationship between emotional intelligence and job performance among physical education teachers in Egypt. The relationship between emotional intelligence and job performance is high and statistically significant ($r = 0.70$). All the four emotional intelligence dimensions (SEA, OEA, UOE, ROE) were significantly correlated with the job performance. The SEA ($r = 0.66$) and UOE ($r = 0.68$), OEA ($r = 0.65$) and ROE ($r = 0.72$) all have a high relationship with the job performance. The significant relationship between emotional intelligence and job performance in this study supports the previous literature (Carmeli, 2003; Jennings & Palmer, 2007; Sy et al., 2006). Results of the findings indicated that study focus in business organisation may also be valid in the school setting.

The findings of the research are directly consistent with the results of Abraham (2000), Busso (2003), Thomas and Linda (2006). Carmeli (2003) states that people with high emotional intelligence are constantly in a good mood and that they experience a higher level of job satisfaction and well-being (in comparison with people with lower emotional intelligence). Gardner and Stough (2003) observed a significant relationship between emotional intelligence and job satisfaction.

Conclusion

According to the previous studies, emotional intelligence has a key role in the increase of performance. Different studies are illustrative that high-level possessed emotional intelligence individuals have also excellent job performance. Individuals that promote emotional intelligence have success in their career as there is a relationship between success and emotional intelligence and they are influenced by each other.

References

- Abraham, R. (2000). The role of job control in emotional dissonance and emotional intelligence outcome relationships. *The Journal of Psychology*, 134, 169–184.
- Bar-On, R. (1997). *Bar-On Emotional Quotient Inventory (EQ-i): Technical manual*. Toronto, Canada: Multi-Health Systems.
- Busso, L. (2003) The Relationship between Emotional Intelligence and Contextual Performance as influenced by Job Satisfaction and Locus of Control Orientation. Alliant International University, San Diego.

- Carmeli, A. (2003). The relationship between emotional intelligence and work attitudes, behavior and outcomes. *Journal of managerial psychology*, 18,788-813.
- Caruso, D.R., & Salovey P. (2004). *The emotionally intelligence manager: How to develop and use the four key emotional skills of leadership*. San Francisco, CA Jossey-Bass.
- Cavallo, K. & Brienza, D. (2002). Emotional competence and leadership excellence at Johnson and Johnson: the emotional intelligence leadership study. [Online] Available: <http://www.eiconsortium.org>
- Cherniss, C., & Goleman, D. (2001). *The emotionally intelligent workplace: How to select for, measure, and improve emotional intelligence in individuals, groups, and organizations*. San Francisco, CA: Jossey-Bass.
- Ciarrochi, J.V., Chan, A.Y.C., & Caputi, P. (2000). A critical evaluation of the emotional intelligence construct. *Personality and Individual Differences*, 28, 539-561.
- Corcoran and R. Tormey(2013). Does *emotional intelligence* predict student teachers' performance?, *Teaching and Teacher Education*, vol. 35, p. 34-42.
- Dulewicz, V and Higgs, M J (2003).Leadership at the top: the need for emotional intelligence, *International Journal of Organisational Analysis*, vol. 11 no.3.
- Elkins, M. and Low, G. (2004).Emotional intelligence and communication competence: Research pertaining to their impact upon the first-year experience. A paper presented at the 2004 First Year Experience Conference, Addison, TX.
- Emmerling, R.J., & Goleman, D. (2003). *Emotional intelligence: Issues and common misunderstandings*. Retrieved May 17, 2004, from The Consortium for Research on Emotional Intelligence in Organizations Web site: http://www.eiconsortium.org/measures/eci_360.htm
- Fredy Wilson Ngimbudzi(2009). *Job Satisfaction Among Secondary School Teachers In Tanzania: The Case of Njombe District*. Master's Thesis in Education.
- Gardner, L. and Stough, C. (2002), Examining the relationship between leadership and emotional intelligence in senior level managers, *Leadership & Organization Development Journal* 23(2), pp. 68-78.
- Goe, L., Bell, C., & Little, O. (2008). Approaches to evaluating teacher effectiveness: A research synthesis . Washington, DC: National Comprehensive Center for Teacher Quality.
- Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam.
- Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantam Books.
- Law, K. S., Wong, S. C., & Song, J. L. (2004). The construct and criterion validity of emotional intelligence and its potential utility for management studies. *Journal of Applied Psychology*, 89, 483-496.
- Low, G. and Nelson, D. (2005). Emotional Intelligence: The role of transformative learning in academic excellence. Texas Study.
- Lyons, J. & Schneider, T. (2005). The influence of *emotional intelligence* on performance. *Personality and Individual Differences*, 39(4), 693-703.
- Palmer, B. R., & Jennings, S. (2007). Enhancing sales performance through emotional intelligence development. *Organisations & People*, 14, 55-61.

- Ryback, D. (1998). *Putting emotional intelligence to work: Successful leadership is more than IQ*. Boston, MA: Butterworth-Heinemann.
- Sala, F. (2002, June). *Emotional Competence Inventory (ECI): Technical manual*. Boston, MA: HayGroup.
- Shahhosseini, Mohmmad; Silong, Abu Daud; Ismaill, Ismi Arif(2012). The Role of Emotional Intelligence on Job Performance. *International Journal of Business & Social Science*;Nov2012, Vol. 3 Issue 21, p241
- Sy T., Tram S., O'Hara L. A., (2006). Relation of employee and manager emotional intelligence to job satisfaction and performance, *Journal of Vocational Behavior* 68(3), pp. 461-473.
- Thomas, Tram, Susanna & O'Hara, Linda A. (2006). Relation of Employee and Manager Emotional Intelligence to Job Satisfaction and Performance, *Journal of Vocational Behavior*, 68(3), 461-473.
- Wong, C.-S., & Law, K. S. (2002). The effects of leader and follower emotional intelligence on performance and attitude: An exploratory study. *The Leadership Quarterly*, 13, 243–274.
- Zeidner, M., Matthews, G., & Roberts, R.D. (2004). Emotional intelligence in the workplace: A critical review. *Applied Psychology: An International Review*, 53(3), 371-399.



The Effectiveness of a Training Program Based on Dodge's Social Information Processing Model on Improving Social Skills of Children with Autism Disorder

Mohammed Abdul Gawad Mahmoud¹

¹ Assistant Prof. of Educational Psychology , National Center for Evaluation and examinations , Egypt.
College of Education , Shaqra University, Saudi Arabia .

Abstract

The purpose of the current study was to explore the effectiveness of a training program based on Dodge's social information processing model on improving social skills of children with autism disorder .10 children with autism disorder were chosen. The sample was divided into two groups; experimental (n= 5 boys) and control (n= 5 boys). A Social Skill Rating Scale (SSRS) was developed by the researcher. Results from this study indicated the effectiveness of the program employed in improving social skills of children with autism disorder in the experimental group.

Keywords: *Dodge's social information processing model, social skills, children with autism disorder*

Introduction

Autism is a disability characterized by impaired social interactions, limited verbal and nonverbal communication, and restricted and repetitive patterns of behaviour. Children with autism may not make friends, spend more time alone than with others, and may not develop empathy or other forms of social reciprocity. They may exhibit stereotypical behaviours to the exclusion of all other activities, may engage in echolalia if any speech at all, and may also engage in dangerous behaviours such as aggression or self-injury (National Institutes of Child Health and Human Development, 2006).

Most of the research on these social cognitive difficulties has focused on theory of mind (ToM), joint attention, and executive functions (e.g., Adams et al. 2002; Baron-Cohen 1997; Baron-Cohen et al. 1985; Heavey et al. 2000; Hill and Russell 2002; Lerner et al. 2011) with findings suggesting that children with ASDs find it hard to (1) understand the notion that others may have different views and perspectives than their own, (2) engage with others through joint attention, and (3) make cognitive shifts based on changes in task demands.

However, the literature says little about their social information processing (SIP) patterns. This model aims to break down social information processing into empirically testable components that include six steps: encoding of cues, interpretation of cues, clarification of goals, response access, response decision, and behavioral enactment. The cyclical nature of the model enables the various components to influence each other, although the steps are thought to occur in sequence. Each step of the model is influenced by social schemas stored in the child's memory. These schemas comprise an organized knowledge set that is called upon to help the individual respond in a new situation (Mahfouz, 2014).

Crick and Dodge's Information Processing and children with autism disorder

In their model, Crick and Dodge (1994) hypothesize that there are six sequential processes which lie behind competent performance in any social situation. These six processing "steps" are hypothesized to occur in "real-time", or in other words, occur simultaneously within the context of different kinds of social situations.

The six processes or "steps" are 1) encoding of relevant stimulus cues 2) accurate interpretation of those cues 3) goal selection based on an interpretation of the situation as well as memory of past experiences 4) response generation 5) response evaluation and 6) behavioural enactment of a selected response. Consistent with tenets of schema theory and contextualism (though not necessarily drawing from these theories), children are seen as coming into social situations with different sets of past experiences, as well as different mental representations or memories of these experiences. These past experiences, along with prior knowledge, constitute latent mental structures that interact with and influence on-line or

“real-time” processing (Crick & Dodge, 1994). To illustrate Crick and Dodge’s Social Information Processing model, consider the following scenario taken from Arsenio and Lemerise (2004):

“...Imagine a child trips on a classmate’s foot when getting up to sharpen a pencil. The child must figure out what happened (“I tripped on his feet”) and why it might have happened (“he tripped me” or “it was an accident”). In the next step of the model, guided by his or her understanding or misunderstanding of the situation and ‘latent mental structures’ [sic], the child must clarify and select goals for the situation (“I just want to get my work done” or “ I’m going to show that kid he can’t do this to me”). Then...the child generates possible responses to the situation and evaluates them in terms of his or her self-efficacy and the likely consequences of performing the response. Finally, the child enacts his or her selected response.” (p.989).

Children with ASD experience loneliness, have a desire for social relationships with others and perceive themselves as having friends (Bauminger and Kasari, 2000), but naturalistic observation studies (Bauminger et al., 2003; Lord and Magill-Evans, 1995; Sigman and Ruskin, 1999) indicate that they are more socially isolated than their peers, using less complex social behaviours and are often rebuked in interactions with typically developing peers.

Some researchers examined the effectiveness Crick and Dodge's Information Processing. For example, Fraser et al. (2005) describes a school-based study designed to promote social competence and reduce aggressive behaviour by strengthening children’s skills in processing social information and regulating emotions. Three successive cohorts of 3rd graders (N=548) from 2 schools participated. In 2000–2001, children received a routine health curriculum; in 2001–2002, students received the Making Choices: Social Problem Solving Skills for Children (MC) program; and in 2002–2003, children received MC supplemented with teacher and parent activities. Compared with children in the routine condition, children in both MC conditions were rated lower on post-test social and overt aggression and higher on social competence. Moreover, they scored significantly higher on an information-processing skills post-test. The findings suggest that prevention programs can strengthen social– emotional skills and produce changes in aggressive behaviour.

Sara King et al. (2009) Examined social information processing (SIP) in medicated and unmedicated children with ADHD and in controls. Participants were 75 children (56 boys, 19 girls) aged 6–12 years, including 41 children with ADHD and 34 controls. Children were randomized into medication conditions such that 20 children with ADHD participated after receiving placebo and 21 participated after receiving methylphenidate (MPH). Children were shown scenarios depicting peer interactions and asked to interpret each scenario and to generate possible responses to the scenario. Results showed that children with ADHD who received MPH generated more hostile responses to provocation than controls, but children with ADHD on placebo did not.

Results also showed that children with ADHD regardless of medication generated more hostile responses to provocation than to peer entry, whereas controls did not. Findings suggest that children with ADHD generate more aggressive responses to provocation than controls and that this may be exacerbated by administration of MPH.

Ogelman, Hulya Gulay; Seven, Serdal (2012) investigated the effect social information processing levels has on the social competence (entering a peer group, response towards provocation, response to failure, response to success, social expectations, teacher expectations, reactive aggression, proactive aggression) and peer relationship (prosocial behaviour, exclusion, victimisation) variables of six-year-old children. The Social Information

Processing Evaluation, The Preschool Taxonomy of Problem Situation, The Child Behaviour Scale, and Peer Victimization Scale were used in this study. According to the study results, it is obvious that skills within the social information processing model of six-year-old children have an effect on their social competence and peer relationship variables.

Although numerous of studies have examined the effectiveness social information processing in other children, little is known about the effect on social behaviour of children with with ASD. Crick and Dodge's well structured and defined model provides a strong theoretical framework for the study of the social cognitive mechanisms that guide social behaviors and thus utilizing this model could strengthen the theoretical foundations of research on children with ASDs.

The purpose of the present study was to examine the extent to which social information processing model can be used to improve the social skills of ten children with ASD. The primary research question was, what effects will social information processing model have on social skills of children with ASD?.

Methods

Participants

Participants were ten children between the ages of five and ten who attended a school for children with developmental disabilities (Tarbya Fekrya). All children attended the same classroom within the school. Parental informed consent forms were sent home by the school director and school psychologist to parents of potential participants telling them about the study and requesting them to give permission for their children to participate. Through a previous comprehensive psychological evaluation each targeted child had received a primary diagnosis of ASD.

Instruments

Social Skills Rating Scale (SSRS) was developed by the researcher for evaluating the social skills of children with intellectual disabilities. The Social Skills rating scale is a 3 point rating scale – Always (2), Sometimes (1) and Never (0). Cumulative model of scoring was used for the scale. There are four domains in the SSRS – they are: Interaction (12), Initiation (5), Cooperation (8) and Self-management (5). Reliability and Validity of the SSRS was established and the final checklist consisted of 30 items.

Procedure

Social skills of each child were measured on *Social Skills Rating Scale (SSRS)*. The assessment was done in an environment familiar to the children and during their usual intervention time. Treatment consisted of social skills training using social information processing model. The pre-test scores were analysed to ensure parity among the children.

Each child in the treatment group received 14 teaching sessions. The duration of each session would be from 15 minutes to 20 minutes, depending on child's capacity. While treatment group children received social skills training using social information processing model, the control group continued with usual special classroom interventions. At the completion of the treatment session, children from both groups were tested again on *Social Skills Rating Scale (SSRS)*.

Results

Social information processing and development of social behaviour

The first objective of the study was to determine if use of social information processing model would be more effective for the treatment group compared to the control group. For this purpose, the post intervention scores of both treatment and control groups were analysed. Table 1 shows Z Value results for the differences in post- test mean rank scores between experimental and control groups in Social Skills Rating Scale. The table shows that (Z) values were (-2.435) for interaction, (-2.631) for initiation, (-2.711) for cooperation, (-2.701) for Self-management and (-2.688) for the composite score. These values are significant at the level (0.01) in the favor of experimental group.

Table 1. Z Values results for the differences in post- test mean rank scores between experimental and control groups in Social Skills Rating Scale

Variables	Groups	N	Mean Ranks	Sum Ranks	Mann-Whitney	Z Value	Sig.
Interaction	Ex	5	8	40	Zero	-2.435	0.01
	Cont.	5	3	15			
Initiation	Ex	5	8	40	Zero	-2.631	0.01
	Cont.	5	3	15			
cooperation	Ex	5	8	40	Zero	-2.711	0.01
	Cont.	5	3	15			
Self-management	Ex	5	8	40	Zero	-2.701	0.01
	Cont.	5	3	15			
Composite	Ex	5	8	40	Zero	-2.688	0.01
	Cont.	5	3	15			

The second objective of the study was to determine the effect of social information processing model on improving social skills in children with ASD. The children's performance on social skills was measured pre and post intervention. Table 2 shows Z Value result for the differences in pre and post test mean rank scores for the experimental group in *Social Skills Rating Scale*. The table shows that (Z) values were (-2.612) for interaction, (-2.523) for initiation, (-2.632) for cooperation, (-2.604) for Self-management and (-2.655) for the composite score. These values are significant at the level (0.01). This indicates that use of social information processing model had a positive effect on improving social skills in children with ASD.

Table 2. Z Values results for the comparison of mean rank scores of experimental group at pre- and post intervention in Social Skills Rating Scale

Variables	Negative Ranks		Positive Ranks		Z Value	Sig.
	Mean	Sum	Mean	Sum		
Interaction	3	15	Zero	Zero	-2.612	0.01
Initiation	3	15	Zero	Zero	-2.523	0.01
Cooperation	3	15	Zero	Zero	-2.632	0.01
Self-management	3	15	Zero	Zero	-2.604	0.01
Composite	3	15	Zero	Zero	-2.655	0.01

Discussion

The present study evaluated the effects of social information processing model on improving social skills in children with ASD. The study results showed that the social information processing model was effective in improving interaction, initiation, cooperation and self-management of all children participated in this study.

My findings contribute to social information processing research in two major ways. First, they reinforce the utility of this approach in identifying the SIP patterns of specified groups such as children with ASD.

In that respect, the results speak to concerns that the SIP approach can describe the processing patterns of chronically aggressive children (Mahfouz, 2014) but is not as efficient in describing accurately the SIP patterns of other groups of children. Second, they demonstrate the utility of the multi-step approach to SIP, as concrete differences between the groups could be attributed to different SIP steps.

Furthermore, the children in this study did not receive any type of reinforcement or behaviour modification strategies while participating in the sessions. Removing strategies such as prompting techniques, token systems, and other reinforcement systems reduced the potential for confounds within the study. Therefore, one can conclude that the social information processing model was primarily responsible for the change in the social skills of children participated in the study.

In summary, social information processing model effectively improved the social skills of the children who participated in this study. Overall, results from this study contribute to the social information processing model literature for improving the social skills of children with ASD. The present study lends empirical support to the notion that children with ASD can be taught and can learn appropriate social behaviour.

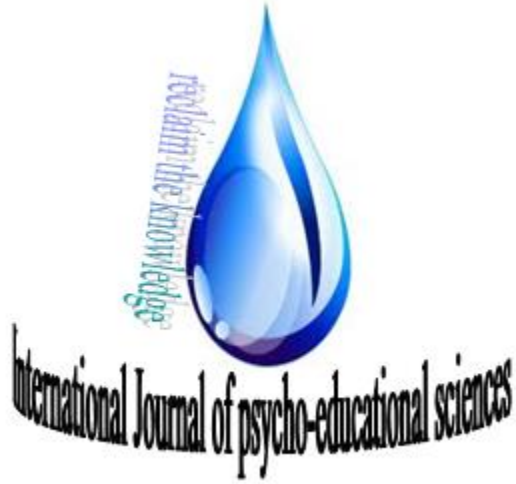
Limitations and Further Study

Some limitations should be noted. First, the sample is relatively small. This is a typical limitation of studies with ASD populations, but it should be taken into account in future studies of the SIP patterns of children with ASDs. Second, our sample included only boys and given that previous studies examining the SIP patterns of typically developing children found gender differences, it is hard to draw conclusions about girls. This should also be addressed in future studies.

References

- Adams, C., Green, J., Gilchrist, A., & Cox, A. (2002). Conversational behaviour of children with Asperger syndrome and conduct disorder. *Journal of Child Psychology and Psychiatry and Allied Disciplines*, 43, 679–690.
- Arsenio, W. F., & Lemerise, E. A. (2004). Aggression and moral development: Integrating social information processing and moral domain models. *Child Development*, 75, 987–1002.
- Baron-Cohen, S. (1997). Hey! It was just a joke! Understanding propositions and propositional attitudes by normally developing children and children with autism. *Israel Journal of Psychiatry*, 34, 174–178.
- Baron-Cohen, S., Leslie, A., & Frith, U. (1985). Does the autistic child have a “theory of mind”? *Cognition*, 21, 37–46.

- Bauminger, N. & Kasari, C. (2000) 'Loneliness and Friendship in High-Functioning Children with Autism', *Child Development* 71(2): 447–456.
- Bauminger, N., Shulman, C. & Agam, G. (2003) 'Peer Interaction and Loneliness in High Functioning Children with Autism', *Journal of Autism and Developmental Disorders* 33(5): 489–506.
- Crick, N. R., & Dodge, K. A. (1994). A review and reformulation of social information processing mechanisms in children's social adjustment. *Psychological Bulletin*, 115, 74-101.
- Fraser, et al.(2005). Social information-processing skills training to promote social competence and prevent aggressive behavior in the third grade, *Journal of Consulting and Clinical Psychology*, 73 (6) , pp. 1045–1055
- Heavey, L., Phillips, W., Baron-Cohen, S., & Rutter, R. (2000). The Awkward moments test: A naturalistic measure of social understanding in autism. *Journal of Autism and Developmental Disorders*, 30, 225–236.
- Hill, E. L., & Russell, J. (2002). Action memory and self-monitoring in children with autism: Self versus other. *Infant and child development*, 11, 159–170.
- King S, Waschbusch DA, Pelham WE Jr, Frankland BW, Andrade BF, Jacques S, Corkum PV.(2009). Social information processing in elementary-school aged children with ADHD: medication effects and comparisons with typical children. *Journal of Abnormal Child Psychology* , 37(4):579-89.
- Lerner, M. D., Hutchins, T. L., & Prelock, P. A. (2011). Brief report: Preliminary evaluation of the theory of mind inventory and its relationship to measures of social skills. *Journal of Autism and Developmental Disorders*, 41, 512–517.
- Lord, C. & Magill-Evans, J. (1995) 'Peer Interactions of Autistic Children and Adolescents', *Development and Psychopathology* 7: 611–626.
- National Institutes of Child Health and Human Development (2006). *Autism Overview: What we know*. Available from <http://www.nichd.nih.gov/publications/pubs>
- Mahfouz Abdul Satar (2014). Effectiveness Of Social Information Processing Skills Training Using Making Choices Program On Promoting Social Competence of Primary School Children With Aggressive Behavior. *International Journal of Psycho-Educational Sciences*, Issue(5), No.(5) , April,8-15 .
- Ogelman, Hulya Gulay; Seven, Serdal(2012) The Effect Social Information Processing in Six-Year-Old Children Has on Their Social Competence and Peer Relationships. *Early Child Development and Care*, v182 n12 p1623-1643
- Sigman, M. & Ruskin, E. (1999) 'Continuity and Change in the Social Competence of Children with Autism, Downs Syndrome and Developmental Delays', *Monographs of the Society for Research in Child Development* 64(1).



Research Trends in The Field of Teaching English*

Soykan UYSAL², Mehmet ALTIN³

*This research was verbally presented in Ankara at the 9th International Postgraduate Conference on Linguistics and Language Teaching on 14-15 December 2013.

²Instructor, Selçuk University, Akşehir Vocational School, Konya, Turkey. E-mail address: soykanuysal@gmail.com.

³Res. Asst., Adnan Menderes University, Faculty of Education, Aydın, Turkey. E-mail address: mehmetaltin4009@gmail.com

Abstract

The purpose of this study is to find out research trends in the field of “Teaching English” in Turkey by exploring the articles that were published between 2000 and 2013. For the purpose, articles were evaluated in terms of their publishing dates, number of authors, methods, data collection procedures, sample characteristics, data analysis techniques, subject areas and their topics. The articles were explored by investigating the documents within the framework of descriptive approach and research trends in the field of Teaching English were attempted to be described. In the study, all journals that are published in the field of Teaching English between 2000 and 2013, which are all included in the ULAKBIM and Academia Social Sciences Database, were covered in the study. To analyze all the articles, “Article Classifying Form” was used.

Key words: *Teaching English, research trends, content analysis.*

Introduction

In a globalized world, keeping pace with the developments is an action on which the whole society is trying to perform. In order to follow these developments it is needed to be in contact with different communities. The most appropriate tool for that communication, a common language usage is very important.

Demirel (2003) has been emphasizing that foreign language requirement regarding dissemination to a wide audience has become more pronounced and the desire to learn a foreign language has become more popular according to an increasingly rapid development of communication tools, the intensification of exchanges in tourism, politics and economy between the nations.

Today, the mention of foreign language education in Turkey, primarily languages English, German and French teaching from Western languages comes to mind. The most learned language is English among these languages (Özdemir, 2006).

In our country, there is great emphasis on teaching English. From past to the present, its place in the school programs are being added continuously, big fortunes have been spending for an effective language teaching. Therefore the quality of the work done in this area has great importance. In this study, published articles on "English Teaching" between the years of 2000-2013 in Turkey examined and it aimed to determine trends in the field of research in this area.

Erdem (2011) indicated that the assessment of field literature in certain periods is not only giving information about the nature of the research revealed in that period but also lighting the subsequent researches. For this purpose, there are many analysis works belonging to different academic disciplines. Through these studies, the studies that conducted independently and their results can be organized and reunited in the same environment again according to certain criteria and thus more comprehensive and high-level studies can be presented.

Aim of the Research

In this study, the current situation is tried to describe by a multi-dimensional analysis of the articles on teaching English written between the years 2000 and 2013.

Method

This is a descriptive study. Articles were examined by the method of document analysis study consisting of full text 81 articles found in ULAKBIM and Akademia Social Sciences Database. Each of the articles was analyzed using "Article Classification Form". "Article Classification Form" has been developed by Sözbilir and Kutu (2008). In this study, the revised version of the form which had been revised by Ozan and Köse (2012) was used. The data obtained through forms were analyzed by descriptive analysis.

Findings

Findings Related to Number of Writers

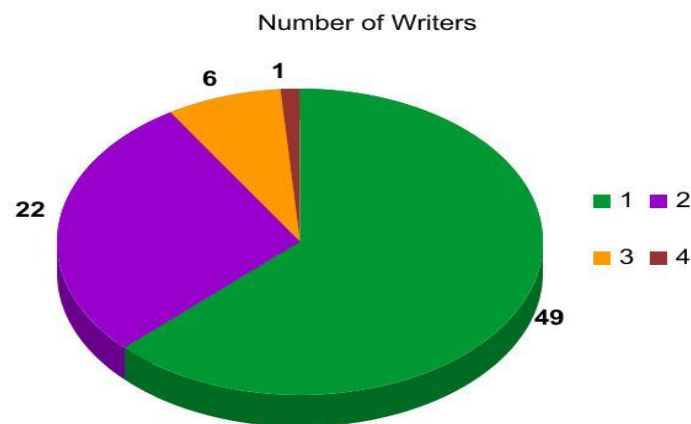


Figure 1. *Descriptive statistics by number of writers of articles on teaching English*

It is obvious from the statistics that a large number of articles have only one writer. That means that the researchers prefer to study alone for the articles on Teaching English.

Findings Related to Date

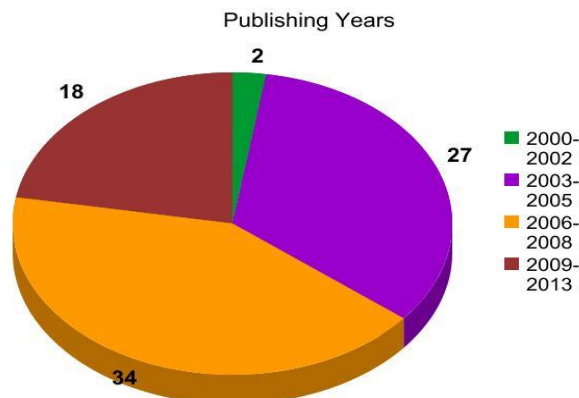


Figure 2. *Descriptive statistics by years of articles on teaching English*

Two articles (2.4 %) between 2000–2002 2 article, 27 articles (33.33 %) between 2003-2005, 34 articles (41.9 %) between 2006-2008 and 18 articles (18.4 %) between 2009-2013. were carried out. A large number of articles on teaching English were carried out in 2007. However, between 2006-2008, a decrease is observed in the number of articles.

Findings Related to Article Type

Article Type	f	%
Research and Analysis	58	74,3
Theoretical (Review)	20	25,7
Total	78	100

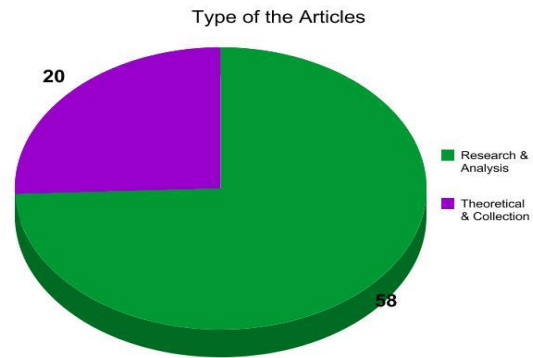


Figure 3. *Descriptive statistics on article type on teaching English*

58 articles (76,3 %) are research and analysis type articles while only 20 (% 25,7) articles are theoretical (review) type.

Findings Related to Selected Method

Method	f	%
Qualitative	23	29,4
Quantitative	42	53,8
Mixed	6	7,6
Unspecified	7	9,2
TOTAL	154	100

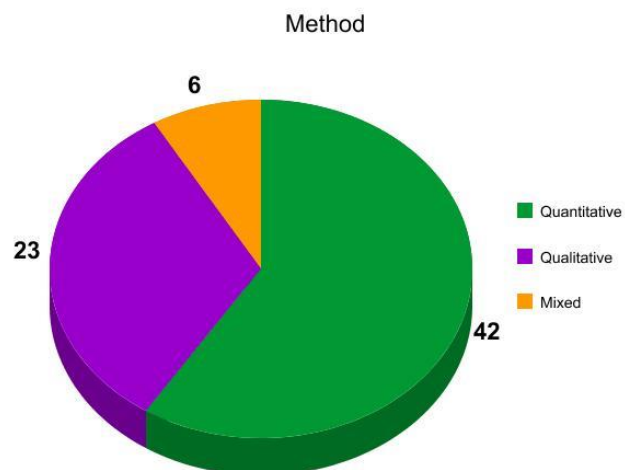


Figure 4. *Descriptive statistics on selected method on teaching English researches.*

When studies have been examined, it is seen that 42 (53,8 %) quantitative research, 23 (29,4 %) qualitative research, and only 6 (7,6 %) mixed approach are carried out. It is remarkable that a number of quantitative research methods are chosen.

Findings Related to Model – Method – Design

Model-Method-Design	f	%
Actual Exp.	8	10,3
A quasi Exp.	8	10,3
Descriptive Survey	17	22
Relational Survey	12	15,5
Comparative	2	2,6
Culture Analysis	2	2,6
Creating Theory	6	7,8
Case Study	9	11,6
Critical Study	4	5,1
Concept Analysis	3	3,8
Qualitative + Quantitative	6	7,8
TOTAL	77	100

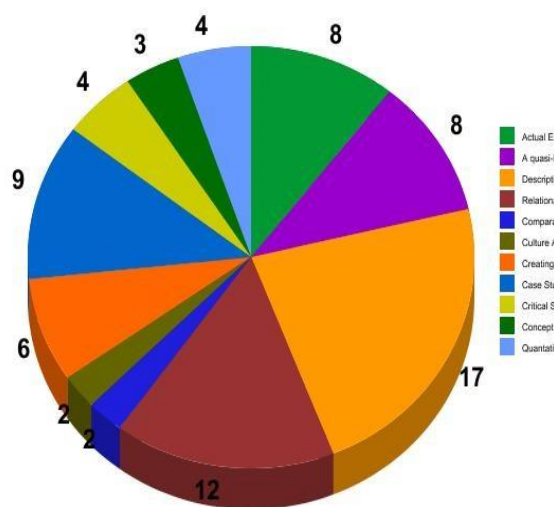


Figure 5. Descriptive statistics of English researches.

on teaching

Findings Related to Data Collection Tools

Tools	f	%
Qbservation	4	8,5
Interview	8	17
Achievement Tests	12	25,5
APPA Tests	3	6,3
Documents	20	42,5

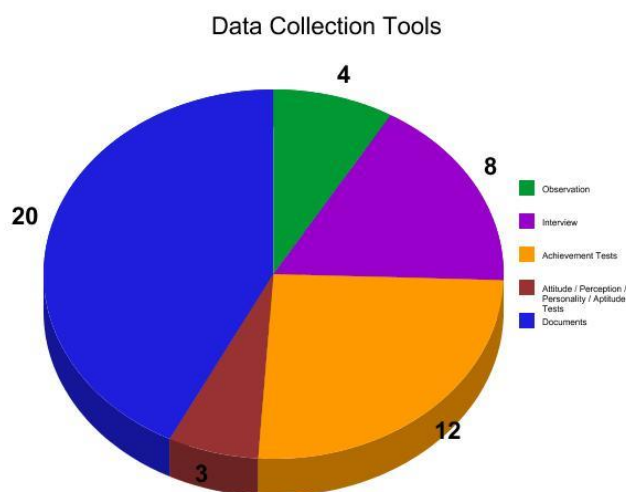


Figure 6. Descriptive statistics of the data collection tools for researches on teaching English.

When studies have been examined, it is seen that data collected by observation for 4 (8,5 %) researches, interview for 8 (17 %) researches, achievement tests for 12 (25.5 %) researches, Attitude/Perception/Personality/Aptitude Tests for 3 (6,3 %) researches and documents for 20 (42,5 %) researches. It is obvious that the most popular data collection tool is documents for researches that are on teaching English.

Findings Related to Sample Size

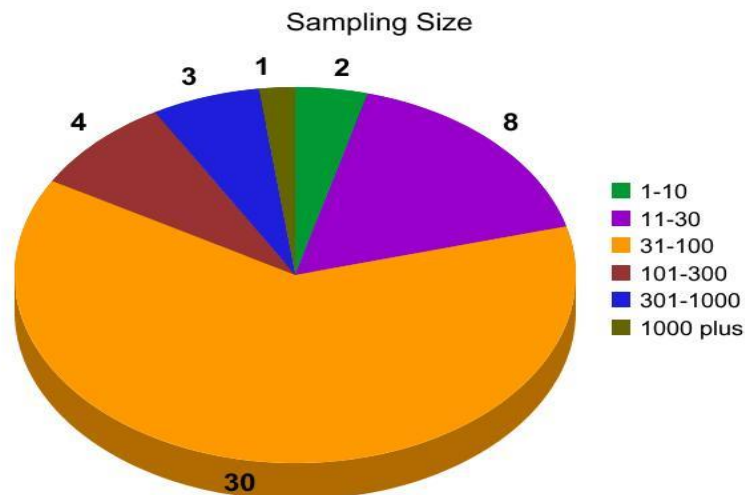


Figure 7. Descriptive statistics of sample size for researches on teaching English.

It is obvious from the examination of the articles on teaching English that most researchers prefer sampling size between 31-100 people. It is seen in the graphic that 30 researchers chose their sampling size between 31-100 people, 8 researchers chose between 11-30 people, 4 researchers chose between 101-300 people, 3 researchers chose their sampling size between 301-1000 people, 2 researchers chose their sampling size between 1-10 people and 1 researcher chose his sampling size more than 1000 people.

Findings Related to Sampling Type

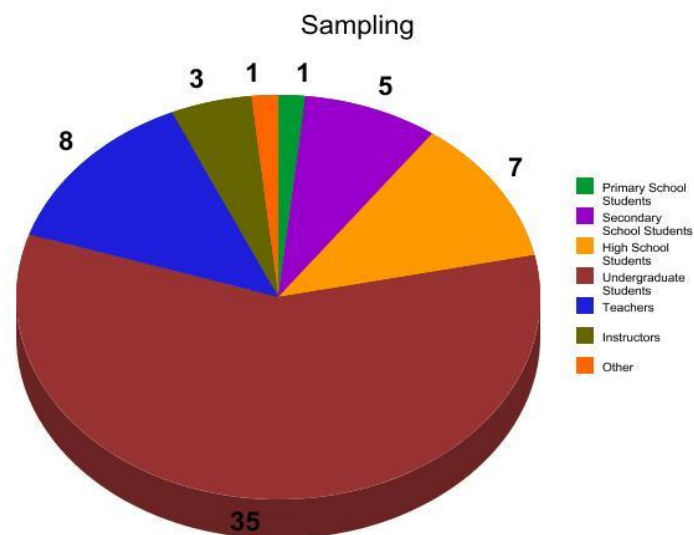


Figure 8. Descriptive statistics of sample type for researches on teaching English.

It is easily seen from the graphic that undergraduate students are the most popular sampling type for the researches on Teaching English. On the other hand, primary school students are the least popular sampling group for the researchers.

Findings Related to Data Analysis Method

Findings Related to Quantitative Data Analysis Method

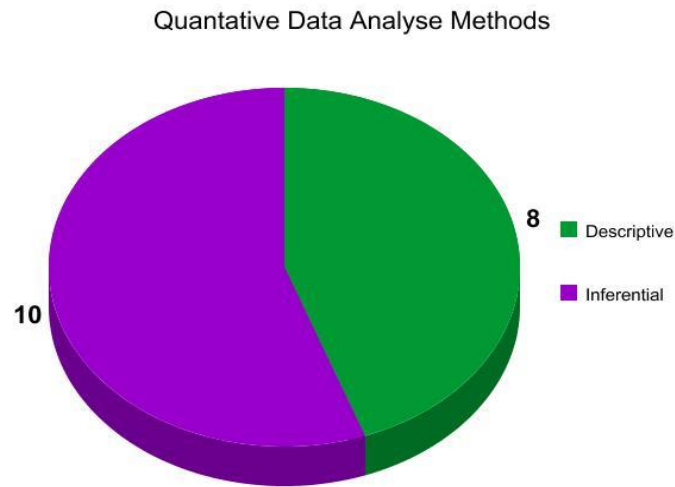


Figure 9. *Descriptive statistics of data analyze method researches on teaching English.*

Here, it is seen that inferential data analysis method (10) is the popular method for analyzing data. Also, descriptive data analyze method (8) is used for quantitative analyzes.

Findings Related to Descriptive Data Analyze Method

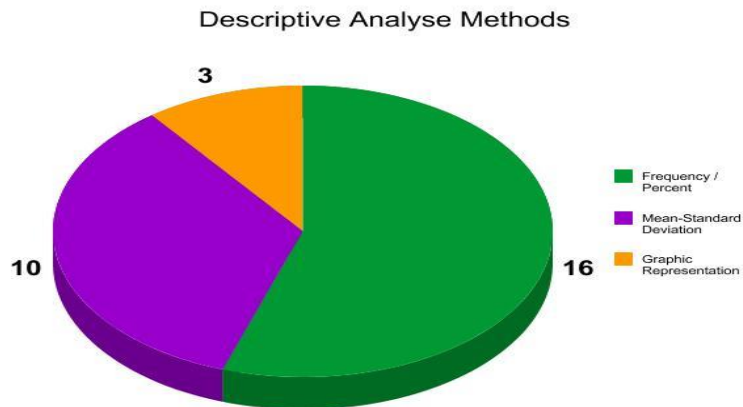


Figure 10. *Descriptive statistics of descriptive data analyze method researches on teaching English.*

It is easily seen that in descriptive data analyzes, frequency/percent (16) and mean-standard deviation (10) are generally applied while graphic representation is rarely used.

Findings Related to Inferential Data Analyze Method

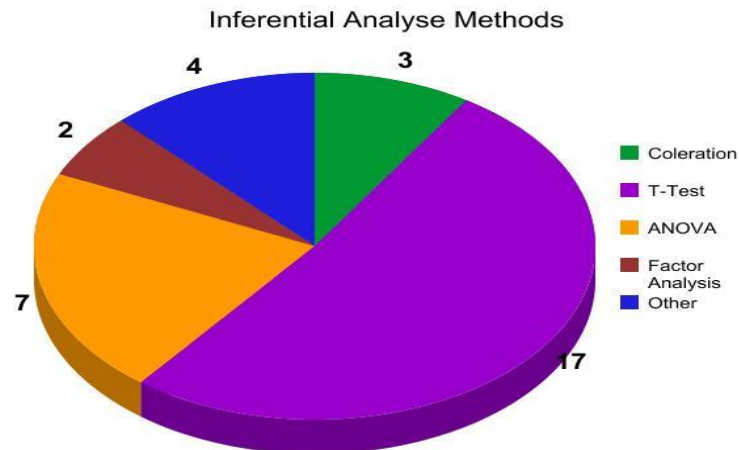


Figure 11. *Descriptive statistics of inferential data analyze method researches on teaching English.*

For inferential analysis methods, t-test (17) is the most applied one among all other methods.

Findings Related to Qualitative Data Analyze Method

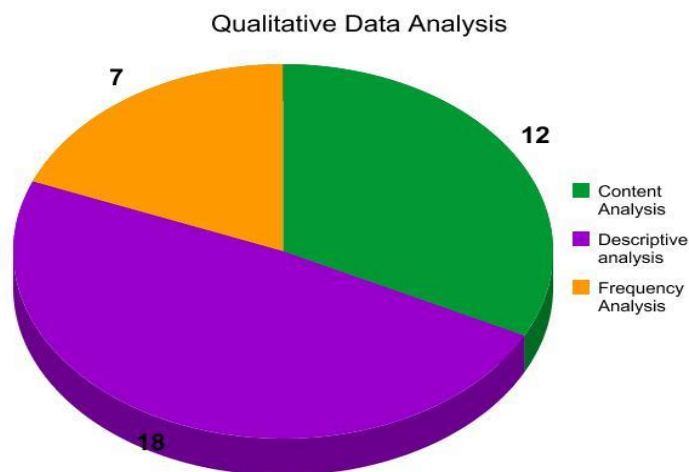


Figure 12. *Descriptive statistics of qualitative data analyze method researches on teaching English.*

As for qualitative data analysis, descriptive analysis (18), content analysis (12) and frequency analysis (7) methods are used.

Discussion and Conclusion

It is seen that most of the articles have been written by only one researcher when the articles on teaching English in ULAKBIM and ASOS databases are analyzed. The finding that only one researcher or two researchers has/have made the researchers was also found in the study realized by Ozan and Köse (2012). That may be due to the fact that there is not so much collaboration among researchers from different universities and that the studies didn't require many researchers.

That there have been a rise in the number of the articles since 2005 can be commented that a lot of studies were made after the changes in curriculums in 2005. Also, it is expected that there will be a rise in the number of the studies because of the new education system applied in 2012-2013 education year.

Most of the articles are in research-review type. Studies are mostly in research-review type not only in the field of teaching English but also in other fields of education. Yalçinkaya and Özkan (2012) reached the same finding.

Quantitative research method has been mostly preferred as research design. Ozan and Köse (2012) and Karadağ (2010) drew attention the surplus of the quantitative studies. Also, it has been found that descriptive survey model -a non-experimental method-, was generally applied. Similarly, Erdem (2011) noted that descriptive survey model was applied in the studies.

Questionnaire/scale has been used as data collection tools in the studies. Göktaş, Hasaıcebi, Variođlu, Akçay, Bayrak, Baran and Sözbilir (2012) and Őimşek, Becit, Kılıçer, Özdamar, Akbulut and Yıldırım (2008) stated that questionnaire/scale was generally used in the studies which they analyzed.

Sample sizes mostly between 31-100 have constituted the sample group of the studies. Samples of the studies have been generally undergraduate students. Őimşek et al. (2008) suggested that undergraduate students are mostly preferred as it is easy to reach out them.

Mostly descriptive analysis on qualitative data and t-test and frequency/percentage values on quantitative data have been preferred. Arık and Türkmen (2009) determined in their analysis that generally frequency/percentage values and t-test were used; Erdem (2011) determined in his analysis that generally t-test and descriptive statistics were used.

Consequently, it is determined in the articles published in the field of teaching English in the years between 2000-2013 that there has been a rise in the number of the studies since 2005 and that fewer researchers, single method (quantitative or qualitative), questionnaires/scales, easily reachable samples whose size is generally between 31-100, frequency/percentage values and t-test for quantitative data and descriptive analysis for qualitative data are chosen.

It can be recommended that;

- The number of the experimental studies should be increased,
- Different data collection tools such observation, interview etc. should be used in order to reach deeper data,
- Researchers should study with different sample groups such as teachers, primary/secondary school students etc.

References

- Arık, R. S. ve Türkmen, M. (2009). *Eđitim bilimleri alanında yayımlanan bilimsel dergilerde yer alan makalelerin incelenmesi*. I. Uluslararası Türkiye Eđitim Arařtırmaları Kongresi, Çanakkale Onsekiz Mart Üniversitesi, Antalya.
- Demirel, Ö. (2003). *Yabancı Dil Öđretimi*. İstanbul: Pegem Yayıncılık.
- Erdem, D. (2011). Türkiye’de 2005–2006 yılları arasında yayımlanan eđitim bilimleri dergilerindeki makalelerin bazı özellikler açısından incelenmesi: Betimsel bir analiz. *Eđitimde ve Psikolojide Ölçme ve Deđerlendirme Dergisi*, 2(1), 140-147.

- Göktaş, Y., Küçük, S., Aydemir, M., Telli, E., Arpacık, Ö., Yıldırım, G. ve diğerleri. (2012). *Educational technology research trends in Turkey: A content analysis of the 2000-2009 decade. Educational Sciences: Theory and Practice*, 12(1), 191-199.
- Karadağ, E. (2010). Eğitim bilimleri doktora tezlerinde kullanılan araştırma modelleri: Nitelik düzeyleri ve analitik hata tipleri. *Kuram ve Uygulamada Eğitim Yönetimi*, 16(1), 49-71.
- Ozan, C. ve Köse, E. (2012). *Eğitim Programları ve Öğretim Alanındaki Araştırma Eğilimleri: Bir İçerik Analizi*. II. Ulusal Eğitim Programları ve Öğretim Kongresi'nde sunulan bildiri. Abant İzzet Baysal Üniversitesi, Bolu, 27-28 Eylül.
- Özdemir, E. A. (2006). Türkiye’de İngilizce Öğreniminin Yaygınlaşmasının Nedenleri. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 2(1), 28-25.
- Sözbilir, M. ve Kutu, H. (2008). Development and current status of science education research in Turkey. *Essays in Education [Special issue]*, 1-22.
- Şimşek, A., Becit, G., Kılıçer, K., Özdamar, N., Akbulut, Y., and Yıldırım, Y. (2008). Türkiye’deki Eğitim Teknolojisi Araştırmalarında Güncel Eğilimler. *Selçuk Üniversitesi Sosyal Bilimler Dergisi*, 19, 439-458.
- Yalçınkaya, Y. ve Özkan, H. H. (2012). 2000-2011 yılları arasında eğitim fakülteleri dergilerinde yayımlanan Matematik öğretimi alternatif yöntemleri ile ilgili makalelerin içerik analizi. *Süleyman Demirel Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, (16).



The Effect of Reciprocal Teaching Intervention Strategy on Reading Comprehension Skills of 5th Grade Elementary School Students with Reading Disabilities

Omema Mostafa Kamel Goma¹

¹ Associate professor of Educational Psychology, Cairo University, Specific Education College, Egypt

Abstract

This study investigated the effect of using reciprocal teaching intervention strategy on improving reading comprehension of reading disabled students in primary five. A total of 66 students identified with RD participated. The sample was divided into two groups; experimental (n=33 boys) and control (n=33 boys). ANCOVA and t-test were employed for data analysis. Findings from this study indicated the effectiveness of reciprocal teaching intervention strategy on improving reading comprehension in the target students. On the basis of the findings, the study advocated for the effectiveness of reciprocal teaching intervention strategy on improving reading comprehension in reading disabled students.

Keywords :Reciprocal teaching intervention strategy, reading comprehension, reading disabilities.

Introduction

Reading comprehension is the process of constructing meaning from a text and involves the complex coordination of several processes, including “decoding, word reading, and fluency along with the integration of background knowledge and previous experiences” (Klinger & Geisler, 2008, p. 65). Reading comprehension can be influenced by students' vocabulary knowledge, word recognition skills, understanding of text structure proficiency, and cultural background differences (Esam, 2015; Francis et al., 2006; Klinger & Geisler, 2008; Mohammed, M. Fatah Allah, 2014). Vocabulary knowledge has been shown to be highly related to students' reading comprehension ability (Klinger, et al., 2006). Students who struggle with reading tend to place more focus on the “surface aspects of reading, use fewer comprehension strategies, tap less into background knowledge, and have more limited vocabularies” (Orosco, de Schonewise, de Onis, Klinger, & Hoover, 2008, p. 16).

Many researchers on reading strategy instruction according to Mohammed and Abbas (2012), state that metacognitive strategy training improves students' reading comprehension. It gives students a chance to plan before reading, control their reading process, organize their own rules, and evaluate themselves. Metacognitive strategy training shapes the students to become independent readers which is the goal of reading. Thus, in the reading classrooms, students should be trained to use metacognitive strategies to help them comprehend texts. The reciprocal teaching approach is one of the reading instruction methods which covers both cognitive and metacognitive strategies and helps students improve their reading comprehension and thus become independent readers.

Reciprocal Teaching Strategy and Reading comprehension In the area of reading comprehension interventions, reciprocal teaching has been proven to increase the reading comprehension abilities of students (Lederer, 2000). According to Palincsar, David, and Brown (1989) reciprocal teaching is:

an instructional procedure designed to enhance students' comprehension of text. The procedure is best characterized as a dialogue between teacher and students. The term 'reciprocal' describes the nature of interactions since one person acts in response to another. The dialogue is structured by the use of four strategies: questioning, summarizing, clarifying, and predicting. The teacher and students take turns assuming the role of the leader (p 5).

The reciprocal teaching approach is one of the reading instruction methods which cover the necessary reading strategies: predicting, generating questions, clarifying, and summarizing. It helps students improve their reading comprehension, and thus become better readers. The aim of reciprocal teaching is to use discussion to improve students' reading comprehension, develop self-regulatory and monitoring skills, and achieve overall improvement in motivation (Mohammed & Abbas, 2012). Palincsar and Brown (1984), in their original research, used four discrete reading comprehension strategies within reciprocal teaching: questioning, summarizing, clarifying, and predicting.

1. *Questioning*: Questioning involves the identification of information, themes, and ideas that are central and important enough to warrant further consideration. The central or important information, themes, or ideas are used to generate questions that are then used as self-tests for the reader. Questioning provides a context for exploring the text more deeply and assuring the construction of meaning.
2. *Summarizing*: Summarizing is the process of identifying the important information, themes, and ideas within a text and integrating these into a clear and concise statement that communicates the essential meaning of the text. Summarizing may be based on a single paragraph, a section of text, or an entire passage. Summarizing provides the impetus to create a context for understanding the specifics of a text.
3. *Clarifying*: Clarifying involves the identification and clarification of unclear, difficult, or unfamiliar aspects of a text. These aspects may include awkward sentence or passage structure, unfamiliar vocabulary, unclear references, or obscure concepts. Clarifying provides the motivation to remediate confusion through re-reading, the use of context in which the text was written and/or read, and the use of external resources (e.g., dictionary or thesaurus).
4. *Predicting*: Predicting involves combining the reader's prior knowledge, new knowledge from the text, and the text's structure to create hypotheses related to the direction of the text and the author's intent in writing. Predicting provides an overall rationale for reading – to confirm or disconfirm self-generated hypotheses.

According to Palincsar and Brown (1984), reciprocal teaching is an instructional approach that can be best characterized by three main features: (a) the scaffolding and explicit instruction which a teacher uses and which include guided practice and modeling of comprehension-fostering strategies, (b) the four main reading strategies of predicting, generating questions, clarifying, and summarizing, and (c) social interaction which provides opportunities for learners to improve their cognitive, metacognitive and affective strategies and offers them chances to share ideas, increase confidence, and learn from their more capable friends. These three features help improve the students' ability to resolve comprehension difficulties, reach a higher level of thinking, build metacognition, and increase motivation (Mohammed & Abbas, 2012)

Further research is necessary to build on the vast amount of research into reciprocal teaching with reading disabled students. This will allow researchers to determine how reciprocal teaching can be best used as an intervention with learning disabled students as there is a dearth of research with this population.

In order to address this issue with the lack of research on reciprocal teaching with reading disabled students. Thus the present study seeks to give answers to the following questions.

1- Are there differences in post-test scores mean between control and experimental groups on Reading Comprehension Test?

2- Are there differences in pre-post-test scores mean of experimental group on Reading Comprehension Test?

Methods

Participants

66 students participated in the present study. Each student participant met the following established criteria to be included in the study: (a) a diagnosis of RD by teacher's referral. Neurological scanning results indicated that those individuals were neurologically deficient (b) an IQ score on the Mental Abilities Test (Mosa, 1989) between 90 and 118 (c) reading performance scores at least 2 years below grade level (d) absence of any other disabling condition. Students were randomly classified into two groups: experimental (n= 33 boys) and control (n= 33 boys).

The two groups were matched on age, IQ, and reading comprehension. Table 1 shows means, standard deviations, t- value, and significance level for experimental and control groups on age (by month) ,IQ and reading comprehension (pre-test).

Table 1. *means, standard deviations, t- value , and significance level for experimental and control groups on age (by month),IQ, and reading comprehension (pre-test).*

Variable	Group	N	M	SD	T	Sig.
Age	Experimental	33	133.09	1.68	0.221	Not sig.
	Control	33	133.00	1.65		
IQ	Experimental	33	99.51	5.80	-1.433	Not sig.
	Control	33	101.54	6.70		
Reading comprehension	Experimental	33	19.51	1.37	-.439	Not sig.
	Control	33	19.66	1.42		

Table 1. shows that all t- values did not reach significance level. This indicated that the two groups did not differ in age, IQ , and reading comprehension (pre-test).

Instrument

Reading Comprehension Test. The test was developed to assess reading disabled children's skills in reading comprehension. It was based on the features of comprehension skills recognized by Mourad Ali (2005). The test consists of (44) items assessing word recognition, and comprehension with score ranging from 0-1 on each item and a total score of 44. The test has demonstrated high internal consistency with Cronbach's α ranging from 0.79 to 0.84.

Procedure

Screening: Primary five students who participated met the following established criteria to be included in the study: (a) a diagnosis of RD by teacher's referral. Neurological scanning results indicated that those individuals were neurologically deficient (b) an IQ score on the Mental Abilities Test (Mosa, 1989) between 90 and 118 (c) reading performance scores at least 2 years below grade level (d) absence of any other disabling condition.

Pre-intervention testing: All the forty students in grade four completed the reading comprehension test which was developed to assess reading disabled children's skills in reading comprehension.

General Instructional Procedures: Instruction was delivered after school, in the multipurpose room. Permissions were obtained from students' fathers, and the school principal. Students

received 3 training sessions a week, lasting between 40 and 45 min. The researcher presented the lesson in accordance with this strategy, where a schedule distributed to students by the four sub-strategies for reciprocal teaching strategy: prediction, questioning, summarizing, and clarification. In the first phase of the lesson the researcher leads the dialogue , applying the strategies to on of the paragraphs. Grade students are divided into cooperative groups (each group of five individuals), in accordance with sub-strategies involved. The following roles are distributed between the members of each group so that each individual has only one role: Summarizer, inquirer, clarifier, and predictor .A leader is determined for each group (the role of the teacher in the dialogue management) taking into account exchanging roles with other members of the group. Interactive dialogue within the group begins with the leader / teacher runs the dialogue, and each individual within each group presents its mission to the rest of the members of the group, and answers their questions about what he has done.

Design and Analysis

The effects of implementing reciprocal teaching intervention strategy on students' reading comprehension skills were assessed using pre- post testing.

Results

Table 2 shows T. test results for the differences in post- test mean scores between experimental and control groups in reading comprehension test. The table shows that (t) vale was (28.31). This value is significant at the level (0.01) in the favor of experimental group. The table also shows that there are differences in post- test mean scores between experimental and control groups in comprehension test in the favor of experimental group.

Table 2. T- test results for the differences in post- test mean scores between experimental and control groups in comprehension test

Group	N	Mean	Std. Dev.	t	Sig.
Experimental	33	34.57	2.35	28.31	0.01
Control	33	20.57	1.58		

Table 3. shows T. test results for the differences in pre- post test mean scores of the experimental group in reading comprehension test. The table shows that (t) vale was (28.31). This value is significant at the level (0.01) in the favor of experimental group . The table also shows that there are differences in pre- post test mean scores of the experimental group in reading comprehension test in the favor of post test .

Table 3. T- test results for the differences in pre- post test mean scores of the experimental group in reading comprehension test

Testing	Mean	Std. Dev	t	Sig.
Pre	19.51	1.37	31.70	0.01
Post	34.57	2.35		

Discussion

The main objective of the present study was to explore the of effects of implementing reciprocal teaching intervention strategy on students' reading comprehension skills.

The results of this study show that implementing reciprocal teaching intervention strategy was effective in improving reading comprehension of students in experimental group, compared to the control group whose individuals were left to be taught in a traditional way.

The researcher draws conclusions that are from the students' roles and from the teacher's roles. First is from the students' roles. The students' roles are more focused on the involvement of some certain activities. The students' activities are paying attention to the teacher's explanation, making a discussion with other friends, sharing their knowledge, answering the questions enthusiastically, helping each other in understanding the lesson material and learning from their friends who also learn the same thing. By using reciprocal teaching, the students become more active in joining and paying attention to the lesson. The students are given opportunities to understand the lesson material more by asking other group member without being ashamed and afraid, since the students are usually afraid to ask the difficulties to the teacher. Second is from the teacher's roles. There are some teacher's roles that appear while applying reciprocal teaching in reading comprehension. The teacher can play roles as planner, manager, quality controller, facilitator and motivator. The teacher can play those roles well when conducting teaching reading comprehension by using reciprocal teaching. However, the major role is the teacher as facilitator, while the other roles supported the teacher's role as facilitator.

Participants of this study fall into the minimum IQ of 90, nevertheless, they have learning disability. Thus IQ score cannot account for learning disabilities. The results of the present study support that conclusion with evidence that students who participated in the study do not fall into the low IQ range, however they have learning disabilities. When designing a program based on reciprocal teaching intervention strategy, they had statistical increase in reading comprehension.

This goes in line with what Mourad Ali et al (2006) notes that there is one problem "students who are identified as learning disabled often cover any special abilities and talents, so their weakness becomes the focus of their teachers and peers, ignoring their abilities."

Mourad Ali (2007), however, notes that "learning disabled, as well as gifted students can master the same contents and school subjects", but they need to do that in a way that is different from that used in our schools.

Experimental group gained better scores in reading comprehension than did control groups in post-tests though there were no statistical differences between the two groups in pre-test. This is due to the program which met the experimental group's needs and interests. On the contrary, the control group was left to be taught in a traditional way.

This goes in line with our adopted perspective which indicates that traditional methods used in our schools do not direct students as individual toward tasks and materials , and do not challenge their abilities. This may lead students to hate all subjects and the school in general. On the contrary, when teachers adopt reciprocal teaching intervention strategy that suits students interests and challenge their abilities with its various modalities .

Implications

The results of this study have several important implications. This study adds to the literature on the effectiveness of reciprocal teaching intervention strategy with learning disabled students. Results appear to indicate that reciprocal teaching intervention strategy in an effective instructional strategy for improving reading comprehension test scores of students with learning disabilities.

References

- Esam, G.(2015). The effects of advance graphic organizers strategy intervention on improving reading comprehension of struggling readers in primary five. *International Journal of Psycho-Educational Sciences* ,Issue (8), Vol. 8(1),PP.24-30 .
- Francis, D. J., Rivera, M., Lesaux, N., Kieffer, M., & Rivera, H. (2006). *Practical guidelines for the education of English language learners: Research-based recommendations for instruction and academic interventions*. Texas: Center on Instruction.
- Klinger, J. K., Artiles, A. J., & Barletta, L. M. (2006). English language learners who struggle with reading: Language acquisition or LD? *Journal of Learning Disabilities*, 39(2), 108-128.
- Klinger, J. K., & Geisler, D. (2008). Helping classroom reading teachers distinguish between language acquisition and learning disabilities. In J. K. Klinger, J. J. Hoover, & L. M. Baca (Eds.), *Why do English language learners struggle with reading? Distinguishing language acquisition from learning disabilities* (pp. 57-74). Thousand Oaks, CA: Corwin.
- Lederer, J. (2000). Reciprocal teaching of social studies in inclusive elementary classrooms. *Journal of Learning Disabilities*, 33, 91-106.
- Mohammed , M. Fatah Allah Said Ahmed(2014). The Effect of Differentiating Instruction using Multiple Intelligences on Improving Reading Comprehension of 5th Graders with Learning Disabilities. *International Journal of Psycho-Educational Sciences* , Issue 6(3), PP.10-17.
- Mohammad Reza Ahmadi, Abbas Pourhossein Gilakjani(2012). Reciprocal Teaching Strategies and Their Impacts on English Reading Comprehension. *Theory and Practice in Language Studies*, Vol 2, No 10 , 2053-2060.
- Mosa, Farouk. A.(1989) *Mental Ability Test*, Cairo, El Nahda Al Masrya .
- Mourad Ali (2007) . How the reading disabled brain learns , Alexandria , Dar El Wafaa.
- Mourad Ali, E. Waleed El sayed,& Ahmed Gomaa (2006). *Computer and learning disabilities, theory and practice*, Alexandria, Dar El Wafaa
- Orosco, M. J., de Schonewise, E. A., de Onis, C., Klinger, J. K., & Hoover, J. J. (2008). Distinguishing between language acquisition and learning disabilities among English language learners. In J. K. Klinger, J. J. Hoover, & L. M. Baca (Eds.), *Why do English language learners struggle with reading? Distinguishing language acquisition from learning disabilities* (pp. 5-16). Thousand Oaks, CA: Corwin.
- Palincsar, A., & Brown, A. (1984). Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities. *Cognition and Instruction*, 2, 117-175.
- Palincsar, A. S., David, Y. M., & Brown, A. L. (1989). *Using reciprocal teaching in the classroom: A guide for teachers*. Unpublished manuscript.



The Effect of Concept Maps on Reading Comprehension Skills of Elementary School Students with Reading Disabilities

Waleed Fathi Awad Hendi¹

¹ Assistant professor of special education, Alexandria University, Egypt.

Abstract

This study investigated the effect of using concept maps on improving reading comprehension of reading disabled students in primary four. A total of 40 students identified with RD participated. The sample was divided into two groups; experimental (n= 20 boys) and control (n= 20 boys). ANCOVA and T .test were employed for data analysis. Findings from this study indicated the effectiveness of concept maps on improving reading comprehension in the target students. On the basis of the findings, the study advocated for the effectiveness of concept maps on improving reading comprehension in reading disabled students.

Keywords :concept maps, reading comprehension, reading disabilities .

Introduction

Reading comprehension is defined as the active process of “simultaneously extracting and constructing meaning through interaction and involvement with written language” (Oliver, 2009: 2). There are too many students who struggle to read and have difficulty completing literacy assignments (Mohammed, M. Fatah Allah,2014). It is recommended that students be taught multiple strategies to improve their reading comprehension, including predicting and summarizing, questioning, and using graphic organizers (Burdumy et al. 2006; Zmach et al. 2007). Research indicates seven categories of text comprehension instruction are effective, including the “use of graphic and semantic organizers... where readers make graphic representations of the material to assist comprehension” (Esam, 2015,24).

Concept maps are graphical tools for organizing and representing knowledge. They are used to categorize information into a graphic form, create a visual representation of the concepts within the text, the relationships among them and the text structure (Sturm & Rankin-Erickson, 2002). They include concepts enclosed in boxes and relationships between concepts through the use of connecting lines and words linking two concepts (Novak & Cañas, 2006). Graphical tools convert a linear isomorphic text into a nonlinear graphic presentation, which makes the macrostructure of the text more salient. Their spatial properties help readers identify, compare and retain information or draw inferences about relations, supporting, in this way, cognitive processing that do not overload students’ working memory. The content within a text becomes conceptually transparent and therefore it becomes easier for the readers, especially the ones with poor language and reading skills, to understand, retain and retrieve it (Esam, 2015; Mourad, 2012; Novak & Cañas, 2006; O’ Donell, Dansereau & Hall; Vekiri, 2002).

Concept mapping and Reading comprehension

Chularut and DeBuker (2004), examined the effect of concept mapping on achievement, self-regulation, and self-efficacy when reading an English text. The major participants of the study were 39 students attending a Center for English as a Second Language located on the campus of a major university in the Midwest, US. According to the scores obtained on Michigan Test of English Language Proficiency, the participants were divided into four language proficiency levels: 19 students for beginner level, 20 for intermediate level, 20 for advanced level, and 20 for expert level of proficiency.

By using stratified random assignment, students were assign to two experimental groups: 40 student in concept mapping group, and 39 students in the individual study plus discussion group. Before starting the intervention, all participants were given the Achievement Test and the Survey of Learning Behaviors as pre-test. Following pre-testing, all students participated in five 60-minute study sessions. Each session was devoted to reading one English passage. In these study sessions, either concept mapping or individual plus

discussion was employed. All students were encouraged to study each passage in order to understand both stated and implied information in the passage .the findings showed that all students made progress from pre-test to post-test in all variables of self-efficacy, self-monitoring, and achievement. However , the groups which used concept mapping technique showed statically greater gains from pre-test to post-test than individual study group.

Oliver (2009) investigated how well 74 6th-grade science students represented text structures from a 900- word textbook chapter on soil conservation, given a concept map template with four superordinate terms and 24 unsorted concepts. Findings suggest students were more successful at classifying pre-selected terms under given superordinate categories than they were at fully identifying relevant concept sets and articulating three different relationship types between terms. No significant differences were noted in the mapping performance of students at different reading levels. About two-third of students indicated they enjoyed concept mapping and would prefer to both read and map rather than just read without mapping. Students also expressed a strong preference for mapping in pairs or small groups compared to mapping alone. Multiple recommendations are provided for improving the relational thinking of students tasked with concept mapping expository science texts, including bridging to more open-ended maps, embedding mapping in longer-term inquiry projects, and leveraging collaborative and tool-based scaffolds.

Omid Tabatabaei & Soghra Khalili (2014)examined the use of concept maps (a meta cognitive technique) to aid reading comprehension of Iranian pre- intermediate L2 learners in one of the language institutes in Shiraz. The researcher wanted to find appropriate answers to the following research questions 1) does the application of concept mapping technique have any significant effect on Iranian pre-intermediate L2 reading comprehension 2) do Iranian pre-intermediate L2learners have positive attitude toward the application of concept maps in their reading classes? For this, 30 pre-intermediate L2 learners were selected and assigned as experimental group. This experimental group received instruction on how to use concept mapping technique as a pre-reading activity. This group took part in language classes twice a week for one hour and half and reading activities covered thirty minutes of the whole class and also they completed two thirty-minutes reading comprehension tests, one as the pre-test and the other as the post-test. The results of Wilcoxon Sign Rank test showed that the participants in concept mapping group performed better in post-test than in pre-test administration. Moreover, the results of Chi-square revealed that, on the whole, L2 learners had positive attitudes toward using concept mapping technique in reading classes.

Further research is necessary to build on the vast amount of research into concept mapping technique with reading disabled students. This will allow researchers to determine how concept mapping technique can be best used as an intervention with learning disabled students as there is a dearth of research with this population. In order to address this issue with the lack of research on concept mapping technique with reading disabled students . Thus the present study seeks to give answers to the following questions.

1- Are there differences in post-test scores mean between control and experimental groups on Reading Comprehension Test?

2- If the programme is effective in improving reading comprehension of experimental group, is this effect still evident a month later?

Methods

Participants

40 students participated in the present study. Each student participant met the following established criteria to be included in the study: (a) a diagnosis of RD by teacher's referral. Neurological scanning results indicated that those individuals were neurologically deficient (b) an IQ score on the Mental Abilities Test (Mosa, 1989) between 90 and 118 (c) reading performance scores at least 2 years below grade level (d) absence of any other disabling condition. Students were randomly classified into two groups: experimental (n=20 boys) and control (n= 20 boys).

The two groups were matched on age, IQ, and reading comprehension. Table 1. shows means, standard deviations, t- value, and significance level for experimental and control groups on age (by month) ,IQ and reading comprehension (pre-test).

Table 1. *means, standard deviations, t- value , and significance level for experimental and control groups on age (by month),IQ, and reading comprehension (pre-test).*

Variable	Group	N	M	SD	T	Sig.
Age	Experimental	20	118.06	1.96	-1.436	Not sig.
	Control	20	120.01	2.01		
IQ	Experimental	20	98.25	5.65	-1.937	Not sig.
	Control	20	101.95	6.40		
Reading comprehension	Experimental	20	17.10	2.65	-.539	Not sig.
	Control	20	16.20	2.32		

Table 1. shows that all t- values did not reach significance level. This indicated that the two groups did not differ in age, IQ, and reading comprehension (pre-test) .

Instrument

Reading Comprehension Test. The test was developed to assess reading disabled children's skills in reading comprehension. It was based on the features of comprehension skills recognized by Mourad Ali (2005). The test consists of (44) items assessing word recognition, and comprehension with score ranging from 0-1 on each item and a total score of 44. The test has demonstrated high internal consistency with Cronbach's α ranging from 0.79 to 0.84.

Procedure

Screening: Primary five students who participated met the following established criteria to be included in the study: (a) a diagnosis of RD by teacher's referral. Neurological scanning results indicated that those individuals were neurologically deficient (b) an IQ score on the Mental Abilities Test (Mosa, 1989) between 90 and 118 (c) reading performance scores at least 2 years below grade level (d) absence of any other disabling condition.

Pre-intervention testing: All the forty students in grade four completed the reading comprehension test which was developed to assess reading disabled children 's skills in reading comprehension.

General Instructional Procedures: Instruction was delivered after school, in the multipurpose room . Permissions were obtained from students' fathers, and the school principal . Students received 3 training sessions a week , lasting between 40 and 45 min .

Design and Analysis

The effects of implementing concept maps Intervention on students' reading comprehension skills were assessed using a repeated-measures design, pre- post- and follow-up testing.

Results

Table 2. shows data on ANCOVA analysis for the differences in post- test mean scores between experimental and control groups in reading comprehension test. The table shows that the (F) value was (966.160) and it was significant value at the level (0.01).

Table 2. ANCOVA analysis for the differences in post- test mean scores between experimental and control groups in comprehension test

Source	Type III sum of squares	df	Mean square	F	Sig.
Pre Group	5.858	1	5.858		
Group	2209.299	1	2209.299	966.160	0.01
Error	84.492	37	2.284		
Total	2325.375	39			

Table 3 shows t-test results for the differences in post- test mean scores between experimental and control groups in reading comprehension test. The table shows that (t) value was (33.72). This value is significant at the level (0.01) in the favor of experimental group. The table also shows that there are differences in post- test mean scores between experimental and control groups in comprehension test in the favor of experimental group.

Table 3. T-test results for the differences in post- test mean scores between experimental and control groups in comprehension test

Group	N	Mean	Std. dev.	t	Sig.
Experimental	20	33.70	1.10	33.72	0.01
Control	20	19.15	3.12		

Table 4. shows data on repeated measures analysis for reading comprehension test. The table shows that there are statistical differences between measures (pre- post- follow-up) at the level (0.01).

Table 4. Repeated measures analysis for comprehension test

Source	Type III sum of squares	df	Mean square	F	Sig.
Between groups	2511.675	1	2511.675	555.174	0.01
Error 1	171.917	38	4.524		
Between Measures	2663.617	2	1331.808	368.689	0.01
Measures x Groups	1517.850	2	758.925	210.096	0.01
Error 2	274.533	76	3.612		

Table 5. shows data on Scheffe test for multi-comparisons in reading comprehension test. The table shows that there are statistical differences between pre and post measures in favor of post test , and between pre and sequential measures in favor of follow -up test , but no statistical differences between post and follow -up test.

Table 5. Scheffe test for multi- comparisons in comprehension test

Measure	Pre M= 16.20	Post M= 33.70	Sequential M= 33.10
Pre	--	--	--
Post	17.50*	--	--
Sequential	16.90*	.600	--

Discussion

The main objective of the present study was to explore the effects of implementing concept maps intervention on students' reading comprehension skills. The results of this study as revealed in tables 3, 5, show that implementing concept maps intervention was effective in improving reading comprehension of students in experimental group, compared to the control group whose individuals were left to be taught in a traditional way.

Participants of this study fall into the minimum IQ of 90, nevertheless, they have learning disability. Thus IQ score cannot account for learning disabilities. The results of the present study support that conclusion with evidence that students who participated in the study do not fall into the low IQ range, however they have learning disabilities. When designing a program based on concept maps intervention, they had statistical increase in reading comprehension.

This goes in line with what Mourad Ali et al (2006) notes that there is one problem "students who are identified as learning disabled often cover any special abilities and talents, so their weakness becomes the focus of their teachers and peers, ignoring their abilities. Mourad Ali (2007), however, notes that "learning disabled, as well as gifted students can master the same contents and school subjects", but they need to do that in a way that is different from that used in our schools.

Experimental group gained better scores in reading comprehension than did control groups in post-tests though there were no statistical differences between the two groups in pre-test. This is due to the program which met the experimental group's needs and interests. On the contrary, the control group was left to be taught in a traditional way.

This goes in line with our adopted perspective which indicates that traditional methods used in our schools do not direct students as individual toward tasks and materials, and do not challenge their abilities. This may lead students to hate all subjects and the school in general. On the contrary, when teachers adopt concept maps intervention that suits students interests and challenge their abilities with its various modalities.

Implications

The results of this study have several important implications. This study adds to the literature on the effectiveness of concept maps intervention with learning disabled students. Results appear to indicate that concept maps intervention is an effective instructional strategy for improving reading comprehension test scores of students with learning disabilities. Concept maps intervention provide students with a visual representation of the content in a text and this may facilitate the learning of content knowledge.

References

- Burdumy SJ, Myers D, Mansfield W, Gersten R, Dimino J, Dole J, Liang L, Vaughn S, Edmonds M (2006) The national evaluation of reading comprehension interventions: design report. (Report No. ED01CO0039/0010), Mathematica Policy Research, Princeton.
- Chularut, P. & DeBacker, T.K. (2004). The influence of concept mapping on achievement, self-regulation, and self efficacy in students of English as a second language. *Contemporary Educational Psychology*, 29, 248-263.
- Esam, G.(2015). The effects of advance graphic organizers strategy intervention on improving reading comprehension of struggling readers in primary five. *International Journal of Psycho-Educational Sciences* ,Issue (8), Vol. 8(1),PP.24-30 .

- Mohammed, M. Fatah Allah Said Ahmed (2014). The Effect of Differentiating Instruction using Multiple Intelligences on Improving Reading Comprehension of 5th Graders with Learning Disabilities. *International Journal of Psycho-Educational Sciences* , Issue 6(3), PP.10-17.
- Mosa, Farouk. A.(1989) *Mental Ability Test*, Cairo, El Nahda Al Masrya .
- Mourad Ali (2007) . How the reading disabled brain learns , Alexandria , Dar El Wafaa.
- Mourad Ali (2012) . The Effects of Advance Graphic Organizers Strategy Intervention on Academic Achievement, Self efficacy , and Motivation to learn Social Studies in Learning Disabled second year Prep Students . *International Journal of Psycho-Educational Sciences* ,Issue(1), No.(1), PP.2 -12.
- Mourad Ali, E. Waleed El sayed,& Ahmed Gomaa (2006). *Computer and learning disabilities, theory and practice*, Alexandria, Dar El Wafaa
- Novak, J. D., & Cañas, A. J., (2008). *The theory underlying concept maps and how to construct and use them*. Technical Report IHMC Cmap Tools 2006-01. Institute for Human and Machine Cognition.
- O'Donnell, A., Dansereau, D., & Hall, R. (2002). Knowledge Maps as Scaffolds for Cognitive Processing. *Educational Psychology Review*, 14, 71-86.
- Oliver, K. (2009). An Investigation of Concept Mapping to Improve the Reading Comprehension of Science Texts. *Journal of Scientific Educational Technology*. DOI 10.1007/s10956-009-9157-3.
- Omid Tabatabaei & Soghra Khalili(2014).The Effect of Concept Mapping on Iranian Pre-intermediate L2 Reading Comprehension. *Journal of Language Teaching and Research*, Vol. 5, No. 6, pp. 1368-1380.
- Sturm, J., & Rankin-Erickson, J. (2002). Effects of hand-drawn and computer-generated concept mapping on the expository writing of middle school students with learning disabilities. *Learning Disabilities, Research & Practice*, 17, 124-139.
- Zmach CC, Sanders J, Patrick JD, Dedeoglu H, Charbonnet S, Henkel M, Fang Z, Lamme LL, & Pringle R (2007) Infusing reading into science learning. *Educational Leadership* , 64(4):62–66

SUBMISSION GUIDELINE OF THE JOURNAL

- **General guidelines**

- The IJPES publishes articles in different fields of knowledge. These articles go to the process of blind peer- review.
- Authors are allowed to reprint their articles after being accepted and published in The IJPES, but with reference to the original journal; The IJPES.
- Articles to be published in The IJPES should be original.
- The IJPES can also publish Scientific conferences, Theses Abstracts, and Book Reviews.
- The statements and opinions contained in the articles of The IJPES are solely those of the individual authors and contributors and not of The IJPES. The appearance of advertisements in the Journal is not a warranty, endorsement, or approval of the products or their safety. The IJPES disclaims responsibility for any injury to persons or property resulting from any ideas or products referred to in any article or advertisement.
- Within a period of three months, the author(s) will be notified with the status of his/their article * acceptance / refusal).

- **Formatting Requirements**

All contributors should apply the rules of APA style

- **File Formats for Online Submission**

- Please submit a Microsoft Word (.doc) file

ORGANIZATION OF THE MANUSCRIPT

- The first page must contain the title of the article; author(s) name(s); all departments and institutions in which the work was done; an abbreviated title for the running head; and the name, e-mail, and address for correspondence.
- **Abstract.** An informative one-paragraph abstract of not more than 200 words must accompany each manuscript. Note that longer abstracts are usually cut off at the end when displayed on Medline.
- **Keywords.** Include three to five words or short phrases, relevant to the article.
- **Footnotes.** Footnotes must appear at the bottom of the page on which they are referenced rather than at the end of the paper.
- **Tables & Figures:** tables and figures should appear in the document near where they are referenced in the text. All tables and figures must fit within 1.5" margins on all sides (top, bottom, left and right) in both portrait and landscape view.
- **Abbreviations.** All abbreviations must be explicitly defined at first usage.
- **Equations:** Mathematical equations should be clearly created and numbered in the text. The number should appear in square brackets, i.e., [] to distinguish them from reference numbers.
- **References(Within text).** Within the text of your manuscript, use the author-date method of citation. For instance, "As noted by Smith (1776). When there are two authors, use both last names. For instance, "Edlin and Reichelstein (1996) claim ...". If there are three or more authors give the last name of the first author and append et al. For instance, a 1987 work by Abel, Baker, and Charley, would be cited as "Abel et al. (1987)." If two or more cited works share the same authors and dates, use "a," "b," and so on to distinguish among them. For instance, "Jones (1994b) provides a more general analysis of the model introduced in Example 3 of Jones (1994a)."
- **References Section.** All lines after the first line of each entry in your reference list should be indented one-half inch from the left margin. Authors' names are inverted (last name

first); give the last name and initials for all authors of a particular work if it has three to seven authors. If the work has more than seven authors, list the first six authors and then use ellipses after the sixth author's name. After the ellipses, list the last author's name of the work. Reference list entries should be alphabetized by the last name of the first author of each work. Capitalize all major words in journal titles.

- Please send your manuscripts/articles to the following e-mail addresses:
- profmouradali@gmail.com
- kerim.gundogdu@adu.edu.tr

ADVERTISING WITH THE IJPES

Editing Board of The (IJPES) opens a door for advertising with the Journal starting from the third issue, which will be published in April 2014, according to the following:

1. The material advertised should be that of knowledge (e.g. books, journals, conferences, websites, school materials, charities, and institutesetc).
2. The advertisement should not include any immoral picture, photo, or word.
3. The material should be legal, with a specific title and position.
4. The material should not be reprinted at the same volume.
5. It is allowed for those who need long period advertising.
6. The advertisement should be previously designed by the owner, or the IJPES staff can do this with agreement.
7. The advertisement language is not limited.
8. The advertisement fee is accessible
9. Things should be disabused with and sent to : Mourad Ali Eissa email:

profmouradali@gmail.com

ISSN: 2325-775X © 2012

International Journal of Psycho-Educational Sciences



ISSN: 2325-775X ©2012