

AN ASSESSMENT OF THE EFFECTIVENESS OF TEACHING APPROACH OF GOVERNMENT SCHOOL TEACHERS: A COMPARATIVE STUDY

Kamran Ishfaq¹, Salman Bin Naeem^{2*}, Rubina Bhatti³

¹Social Welfare Officer, The Children's Hospital & The Institute of Child Health, Multan. PAKISTAN, E mail: kamranishfaqchc@gmail.com

²Librarian, The Children's Hospital & The Institute of Child Health, Multan. Pakistan, E mail: salmanbaluch@gmail.com

³Assoc. Prof. & Chairperson, Department of Library & Information Sciences, The Islamia University of Bahawalpur. Pakistan, Email : dr.rubytariq@yahoo.com

*Corresponding author

Abstract

The objective of the study was to compare the school teacher's attitude toward teaching profession, their teaching approach and opinion regarding professional development of the teachers. The descriptive survey was carried out in the Government Girls High Schools in the District of Multan, Pakistan. A total of (N=120) participants were recruited randomly from ten girls high schools for data collection of this study. Participants were divided in two groups, on the basis of their qualification (M.Ed and B.Ed), each group having equal numbers (n=60) of participants. The comparison between the two groups of teachers were measured statistically using Independent-Samples T Test. Pre-determined significant value set for this study was 0.05. The findings of the study concluded no significant difference in the teaching methodology and teaching effectiveness of the teachers of both groups. The participants of both the groups believe that in-service teachers and professional trainings create the opportunities to continually improve their skills and enhance the teaching effectiveness.

Keywords: School Teachers, Effectiveness, Teaching Methodology

1. INTRODUCTION

The quality of teaching is considered as an integral element in promoting effective learning. Teaching and learning process go side by side. Learning does not only take place by a particular form of grouping, set of activities, by an individualized scheme but by the attitude of the teacher, which motivates the student to do the best. School teacher's qualification is very strictly requested in Pakistan. Under the current education system of Pakistan, students' performance on exams plays significant part in evaluating teaching effectiveness. But teaching evaluation needs to be reformed.

Different professional programs regarding professional development of teachers have been introduced. In Pakistan, initially PTC and CT courses were introduced for the professional development of teachers. With the passage of time, more importance has been given to further programs such as B.Ed, M.Ed, MA Education, M. Phil and P.HD for the professional development of teachers. National Education Policy (2009) recommended the minimum criteria for teaching and recruitment at the elementary level is a Bachelor degree, with a B.Ed while a master degree with a B.Ed for teaching at secondary and higher secondary level needs to be ensured by 2018. Currently, the teachers who are having Primary Teaching Certificate (PTC) and Certificate in Teaching (CT) will be encouraged to improve their qualification but new recruitment will be made on the new criteria. All stake holders including; Ministry of Education, students and teachers invest

handsome amount on these programs. Therefore, the present study is carried out with an objective to compare the effectiveness of the two groups of teachers having M.Ed and B.Ed qualification.

2. LITERATURE REVIEW

In Pakistan, there have been general concerns that some school teachers lack the essential skills to teach the National Curriculum. Education at primary, secondary and high school level need to be regarded as a strategy for significant social transformation. The formal school education is considered the most integral element of all national investment. The elementary school systems are formal institution having the responsibility of integrating and enhancing knowledge, building character, developing skills and attitudes necessary for individuals in order to make them effective members of the society, so they could positively contribute to the development of the society (Boaduo 1998, Boaduo 2001). The main aim of formal education is to guide individuals acquire essential life skills.

The quality in teaching means having all the required and essential competencies to teach effectively. These competencies consist on critical ability of the teacher to assess students' educational achievements as well as satisfying the parents with educational development of their children. On the other hand, many researchers identified two variables (i) pedagogical techniques and (ii) effectiveness of school management, which are considered very significant in the improvement of educational quality (Creemers 1994a; Haron 1995; Hamalainen & Jokela 1993; Hamalainen & Häkkinen 1995; Scheerens 1994; Scheerens 2000; & Scheerens & Creemers 1989). There are other macro institutional variables as well but these are considered as supporting variables. The basic purpose of supporting variables is to strengthen the teaching and learning process in the classroom, which could instantly improve the students' academic performance. But improving the quality of education largely depends on the above two variables of pedagogical techniques and effectiveness of school management. Therefore, essentially, the improvement in quality and quantity of pedagogical techniques and the effectiveness of school management are more likely to improve the student's leaning achievement (Haron, 1995).

The objective of education is to improve the quality and living standard of people and make them affective members of the society (Nelson, Carlson & Palonsky, 1993; & Shinkfiled ,1981). The "quality of education" generally means improving the level of academic performance of students, normally as measured in exams scores in the various subjects, a student gains at the end of the exam term, which form part of their school curriculum (Bacchus, 1995). But in reality, teachers are very significant force in educational effectiveness at classroom instructional level. They are responsible for implementing the curricular as well as demonstrating pedagogical techniques sufficiently Creemers (1994b) and Wheldall and Glynn (1989). Pillai (2001) claimed that shortcoming of the education system cannot be amended with teachers alone, yet there is no doubt that man's present-day existence is dominated by teaching. But still it is highly recommended worldwide that qualified and professional teachers should be inducted for school teaching. Since we have entered in the era of globalization where school effectiveness and quality improvement is the order of the day (Reynolds *et al.*, 1994). A study was carried out in England to measure the effectiveness of primary school teachers. The majority of the teachers found confidence in their ability to teach. On the other hand, majority of the students indicated that teachers should spend more time on the training of students (Barber & White, 1997). The impact of learning environments in connection to learning outcomes has continuously been studied by many researchers of education. Ramsden and Entwistle (1981) described a relationship between approaches to learning and perceived characteristics of the academic environment. In another study Haertela, *et al* (1981) identified positive relationship between social psychological environments of the classes and learning outcomes. Online Web-based technology has evidently transformed the teaching and learning environment (Harasim, 1990; Hackbarth, 1996; Matthews, 1999; Kiser, 1999; Swan *et al.*, 2000).

The changing role of the teachers demands new skills, deep knowledge of the subject to be taught and ability to use various pedagogical approaches (Hamalainen & Jokela, 1993). Therefore, this study is carried out with an objective to compare the attitude toward teaching profession of the two groups of teachers (having M.Ed and B.Ed qualification), their teaching approach and opinion regarding professional development.

3. METHODOLOGY

The descriptive survey was carried out in the Government Girls High Schools in the District of Multan, Pakistan from January 2014 to February 2014. A total of (N=120) participants were recruited randomly from ten girls high schools (Appendix-1) for data collection of this study. Participants were divided in two groups, on the basis of their qualification (M.Ed and B.Ed), each group having equal numbers (n=60) of participants.

We included only those participants who were regular full time employed and having > 3 years of teaching experience in government school.

A structured questionnaire was developed as a data collection tool for this study. We reviewed the relevant literature and added some questions from the literature and also added some questions after assessing the situation of teaching in government schools. The first draft of the questionnaire was pre-reviewed by the two Senior Headmistress of participating school for content validity. The Cronbach's Alpha value .89 for the 40 items indicates the high content reliability of the questionnaire.

The questionnaire was distributed to participants by convenience sampling. Headmistress of the participating schools worked as study facilitators. The role of facilitators was to lend support to the study within their schools. The first 10 responses from both groups were pilot tested for the reliability and validity of the questionnaire and necessary amendment were made in the statements of the few questions and some questions were shuffled. The first part of the questionnaire was related to questions regarding demographic information of the respondents. The second part were relating to questions regarding attitude of the teachers toward teaching profession. The third part consists on questions regarding teaching approach and the fourth part of the questionnaire comprises questions regarding professional development of the teachers.

A Five point Likert scale '5=Strong Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree' was applied in the questionnaire to collect the data from the participants. The data collected from participants were analyzed statistically using SPSS (Statistical Package for the Social Sciences v-20). Demographic information of the respondents was presented in frequency, and percentage. The comparison between two groups of teachers (Having M.Ed and B.Ed qualification) calculated by using Independent-Samples T Test. The categorical variable 'Participants' qualification' having values M.Ed and B.Ed was taken as grouping variable while attitude of the teachers toward teaching profession, teaching approach and professional development were taken as dependent/test variables in this study. Pre-determined significant value set for this study was 0.05.

4. RESULTS

The respondents mean age was 38.94 years with SD \pm 5, mode of 35 years and median 39.50 years. In the study Cohort, respondents' age range was broad with minimum 30 years to maximum 50 years. Participants' experience range was 5-20 years, average experience 11.25 years with SD \pm 3.57 years.

Table: 1. Attitude of Teachers toward Teaching Profession

	M.Ed Group (n=60)		B.Ed Group (n=60)		Total (N=120)		P- Value
	Mean	Std. Devia tion	Mean	Std. Devia tion	Mean	Std. Devia tion	
I am in teaching profession by choice	4.80	.605	4.52	.537	4.66	.587	.008*
I consider teaching is a noble profession	4.77	.500	4.95	.220	4.86	.395	.010*
I want to be recognized as a popular teacher	4.10	.752	4.25	.541	4.18	.657	.212
I have full command on my subject	4.27	.578	4.05	.502	4.16	.550	.030*
I complete my course in time	4.67	.475	4.50	.930	4.58	.740	.219
I confirm to the schedule of duties assigned to me	4.07	1.039	4.45	.594	4.26	.865	.015*
I perform extra school duties willingly in addition to the teaching work assigned to me	4.30	.830	4.10	1.145	4.20	1.001	.276
I write articles on educational matters for newspapers	2.57	1.155	3.48	1.432	3.03	1.375	.000*
I am in favour of educational change and innovation	4.43	.500	4.55	.594	4.49	.550	.247

Scale: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

*P= < 0.05

Table. 1 shows the results of teachers' attitude towards teaching profession. Statistically significant difference exists in the attitude of the two groups of teachers having M.Ed and B.Ed qualification regarding

the statements 'I am in teaching profession by choice' (4.80 vs 4.52, $P=0.08$). The mean value of the M.Ed teachers are significantly higher than the B.Ed teachers which shows that M.Ed teachers are more likely in teaching profession by choice as compare to B.Ed teachers. On the other hand, a statement regarding 'I consider teaching is a noble profession' (4.77 vs 4.95, $P=0.10$), indicates that the B.Ed teachers are more likely consider teaching as a noble profession as compare to M.Ed teachers. While, M.Ed teachers indicated that they have full command on their subject as compare to B.ed teachers (4.27 vs 4.05, $P=.030$). Significant difference also exists in the statement 'I confirm to the schedule of duties assigned to me' (4.07 vs 4.45, $P=.015$), as mean value of the B.Ed teachers are higher as compare to M.Ed teachers and results are statistically significant as well which indicate that the B.ed teachers are more likely confirm the schedule of duties assigned to them. Similarly, B.Ed teachers found more likely to write articles on educational matters in newspapers as compare to M.Ed teachers (2.57 vs 3.48). On the other hand, no significant difference exist between the attitude of the two groups of teachers having M.Ed and B.Ed qualification and both the groups demonstrate the similar results in statements such as 'I want to be recognized as a popular teacher', 'I complete my course in time', 'I perform extra school duties willingly in addition to the teaching work assigned to me' and 'I am in favour of educational change and innovation'.

Table: 2.Comparison between the Teaching Approach of Teachers having M.Ed and B.Ed Qualification

	M.Ed Group (n=60)		B.Ed Group (n=60)		Total (N=120)		P- Val ue
	Mean	Std. Devi ation	Mean	Std. Devi ation	Mean	Std. Devi ation	
I believe no single method is equally effective for teaching all school subjects	4.50	.504	4.30	1.062	4.40	.834	.19 0
I use different methods of teaching according to the needs and interest of students	4.30	.646	4.30	.561	4.30	.603	1.0 00
I emphasize on difficult points during the lesson	4.03	.663	3.98	.537	4.01	.601	.65 1
I use different approaches to guide my students	4.47	.566	3.30	1.094	3.88	1.047	.00 0*
I use different methods to make my classroom environment conducive for learning	4.27	.686	4.55	.502	4.41	.615	.01 1*
I use different techniques to engage my students in classroom	4.37	.663	4.70	.561	4.53	.634	.00 4*
I apply the principles of individual differences while teaching students	4.20	.953	4.20	1.219	4.20	1.089	1.0 00
I select and collect instructional material appropriate to age and abilities of the students	4.28	.783	4.00	.957	4.14	.882	.07 8
I plan my lesson thoughtfully before presentation	4.17	.806	4.60	.588	4.38	.735	.00 1*
I frequently use audio- visual aids to enhance teaching learning process	3.85	.633	3.92	.561	3.88	.597	.54 3
I manage to control the unwanted behavior of students in class	4.53	.676	4.30	.962	4.42	.836	.12 7

I use psychological approaches to solve student's problems	4.30	.743	4.40	.807	4.35	.774	.482
I try to facilitate the pupil teacher interaction	3.93	.936	4.10	.630	4.02	.799	.255
I believe the use of communication skills in classroom improve interaction among students and teachers	4.47	.566	4.45	.502	4.46	.533	.865
I am quite conscious about the learning problems of my students	4.33	.601	4.50	.597	4.42	.602	.130
I am aware to select and use of suitable items for the assessment of students achievements	4.30	.591	4.40	.924	4.35	.774	.482
I can evaluate the strengths and weaknesses of my students	4.37	.486	4.05	.928	4.21	.755	.021*
I appreciate any significant assistance which is received from my students	4.17	.642	4.05	1.032	4.11	.858	.459
I keep parents informed about the academic and social progress of their children	4.02	1.017	4.43	.927	4.23	.991	.021*
I satisfy my students by using experiences and knowledge	3.97	.758	4.10	.630	4.03	.697	.297
Professional teachers do care for the well being of their students	4.50	.504	4.45	.746	4.48	.635	.668
I express disagreement with my professional colleagues when it is earnestly needed.	3.40	1.251	3.57	1.395	3.48	1.322	.492
I don't hesitate to expose myself before a gathering	4.10	.877	3.80	.755	3.95	.829	.047*
Content knowledge is an area where teachers can grow professionally.	4.07	1.006	3.90	.896	3.98	.953	.340
Effective teaching results in higher quality of student's knowledge.	4.37	.610	4.35	.732	4.36	.671	.892

Scale: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

*P= < 0.05

Table 2. shows the results of teaching approach of the two groups of teachers having M.Ed and B.Ed qualification. The significant difference exist in the statements regarding 'I use different methods to make my classroom environment conducive for learning' (4.47 vs 3.30, P=.000), 'I can evaluate the strengths and weaknesses of my students' (4.37 vs 4.05, P=0.21) and 'I don't hesitate to expose myself before a gathering' (4.10 vs 3.80, P=.047). In these statements the mean value of the M.Ed teachers found higher as compare to B.Ed teachers, which indicate that the M.Ed teachers are more likely use different methods to make classroom environment conducive for learning, evaluate the strengths and weaknesses of their students and do not hesitate to expose themselves before a gathering as compared to B.Ed teachers. But on the other hand, mean values of the B.Ed teachers found greater and statistically significant as well in the statements of 'I use different methods to make my classroom environment conducive for learning' (4.27 vs 4.55, P=0.11), I use different techniques to engage my students in classroom (4.37 vs 4.70, P=.004), 'I plan my lesson thoughtfully before presentation' (4.17 vs 4.60, P=.001), and 'I keep parents informed about the academic and social progress of their children'(4.02 vs 4.43, P=.021). Which indicate that the teachers of

B.Ed are more likely to use different methods to make classroom environment conducive for learning, use different techniques to engage students in classroom, plan their lesson thoughtful before presentation and keep parents informed about the academic and social progress of their children, as compared to teachers having M.Ed qualification. While in all the other statements given in (table 2), both the groups of teachers demonstrate the same results and no significant found in their teaching approach.

Table 3. shows the results of the teachers' opinions regarding professional development. Both the groups (of teachers having M.Ed and B.Ed qualifications) demonstrated similar type of results. Statistically, no significant difference found in their opinion regarding professional development of the teachers. The respondents of both the groups either found strongly agree or agree in all the five statements asked to them regarding professional development of the teachers.

Table: 3.Opinions of Teachers regarding Professional Development

	M.Ed Group (n=60)		B.Ed Group (n=60)		Total (N=120)		P-Value
	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	
I believe that professional training enhances the performance of teachers	4.43	.810	4.38	.865	4.41	.835	.744
Expanding developments in information technology contribute to the professional development of teachers	4.10	.796	4.02	1.186	4.06	1.007	.652
In service teacher training creates the opportunities for teachers to continually improve their practices	4.23	.673	4.18	.930	4.21	.809	.736
I improve my teaching qualities to self criticism	4.20	.546	4.30	.908	4.25	.748	.466
Workshops are helpful in improving the skills of the teacher	4.40	.558	4.45	.502	4.43	.529	.607

Scale: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

*P= < 0.05

5. DISCUSSION

Teachers of both the groups (B.Ed and M.Ed) demonstrated a significant difference attitude toward teaching profession. But on the other hand, majority of the teachers from both the groups demonstrated similar approaches to teaching. However, teachers having M.Ed degree use different approaches to guide their students, they are more likely to evaluate the strengths and weaknesses of students as compare to teachers having B. Ed degree. Similarly, they do not hesitate to expose themselves before a gathering. Conversely, teachers having B. Ed qualification demonstrated the use of different methods to make the classroom environment conducive for learning, use of different techniques to engage students in the class room and plan their lesson thoughtfully before presentation as compare to teachers having M. Ed degree. The study results found both of the groups agree that professional training and development programs contribute positively to professional development of the teachers.

Apparently, Government schools had no facilities of libraries, laboratories and workshops and above all qualified educational administrators. To date, not much have been done to contain the production and

improve the quality of unskilled secondary school students. The interaction between student and teacher or student to students is considered significant element of classroom learning. A student's ability to ask a question, to share an opinion, or to disagree with a point of view are fundamental learning activities (Boaduo, 2005).

The inequitable appointments of teachers in high-needs areas and the failure of teacher education programs have gradually become central points in the discussion of how to provide quality education to students. To overcome this concern, educationist, thinker and reformers have recommended by mandating specific qualifications for teachers in all schools. A survey study revealed that education predicts teacher efficiency (Allen & Seaman, 2007). Therefore, this study recommends that teachers of both the groups should be involved in lifelong learning process and time to time need assessment based training sessions should be organized. This will help in updating the knowledge of the teachers, keeping up with the new techniques and methods as well as build the new skills in teachers. A study on training needs assessment of the school teachers could yield the weak areas. The provision of proper training sessions on these areas could enhance the teacher's effectiveness and improve the output of the students.

The researchers have observed some limitations in this study. The data for this study is collected from teachers of only 10 Government high schools of the District of Multan. Therefore, care should be exercised in generalizing the results of this study to other districts. Moreover, the findings of this study cannot be generalized to the teachers of private schools due to different teaching curriculum, methodology and available teaching facilities. However, a cross-sectional study including teachers of private and public schools and expanding the boundaries of similar type study to other provinces could yield more conclusive results. Another limitation was a self administrated questionnaire, which could subject to participant's person biased as well as participant's ability to understand the question statements. Another limitation was the selections of participants through convince sampling, which may not truly represent the population of this study. Though, we have tried to minimize the bias. Therefore, content validity, internal consistency and easy statements in the questionnaire were given a particular attention. But still the study explains self reported information of the teacher's attitude toward teaching profession, their teaching methodology and opinions regarding professional development and the respondents were limited to close ended questionnaire. However, it is desirable that similar type of study based on qualitative approach should be conducted which could yield more precise results.

6. CONCLUSION

Overall, the findings of the study concluded no significant difference in the effectiveness of teaching methodology of school teachers having B. Ed and M.Ed qualification. The teachers of both the groups believe that in-service teacher and professional training creates the opportunities for teachers to continually improve their skills and enhance the teaching effectiveness. Therefore, need based training sessions and workshops are helpful in improving the skills and effectiveness of school teachers. Moreover, teachers should analyze achievements and improve themselves to be more professional. They need to pay more attention in helping individual students toward achieving their goal and pursuing the interest.

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