

A Study of Determining the Status of Material Use in Primary Schools

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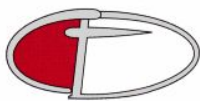
Study Report of a Research Student, Faculty of Education, Chiba University

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A Study of Determining the Status of Material Use in Primary Schools

小学校での教材使用の状況に関する調査

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Summary

This study described usage of teaching materials based on lessons observation at Affiliative Primary School, Faculty of Education in Chiba University and Ootaku Yaguchi Nishi Primary School, and interview at Teachers' Training Center, Chiba Prefecture. The characteristic materials were visual aids such as graphs, pictures and videos. Teachers taught with them effectively. The desk arrangement was changed by lesson plans. Students discussed independently and positively during discussion, while teachers devoted to the role of facilitators. On the other hand, there were some problems of preparation of proper materials and the level differences of students. The utilization of computers in the classroom was quite limited.

概要

本研究は、千葉大学教育学部附属小学校および大田区矢口西小学校における授業観察、千葉県教育センターにおけるインタビューを元に、教材使用に関する状況を研究したものである。小学校において、特徴的な教材はグラフや絵、ビデオなどの視覚教材であっ

た。教員はそれらの教材を効果的に使用していた。授業に応じて、机の配置を動かすなどの工夫もみられる。また、話し合い活動の際には、生徒が主体的・積極的に話し合い、教員はファシリテーターとしての役割に徹していた。問題点としては、予算の制限により適切な教材を準備できないこと、生徒のレベルによって異なる教材の使用が出来ないことがあげられた。教室でのコンピュータの利用も限定されていた。

1 Introduction

1.1 Outlines of Primary Education in Japan

Japanese primary schooling is acknowledged both in Japan and abroad to be excellent. Primary education is compulsory and free of school fare here. School year begins on April 1 and ends on March 31 of the following year. The school year has legal minimum of 210 days, but most local schools add about thirty more days for school festivals athletics meets and ceremonies with nonacademic educational objectives. Japanese hold several important beliefs about education, especially compulsory selected schooling, that all children have the ability to learn the material that efforts, perseverance and self-discipline not academic ability, determine academic success, and that these behavioral habits can be taught (Countries Studies, 2011). Text book are free to students at compulsory school levels, new text are selected by teachers, ones every three years from the ministry of education list of approved text that the ministry itself publishes (Wikipedia, 2011) All of primary school age children are enrolled in school. All children enter first grade at age six and starting school is considered a very important event in a child's life. Less than one percent of the schools are private, the ministry's course of study for primary schools is composed of a wide variety of subjects both academic and nonacademic including moral and special activities (Countries Studies, 2011). The standard academic curriculum includes national language, social studies, arithmetic and science. Nonacademic subject taught include art and handicrafts, music, home making, physical education and moral education. Primary teachers are

responsible for all subjects and classes remain in one room for most activities teachers are well prepared. Most teachers about sixty percent of the total are women but most principals and head teachers in primary schools are men.

1.2 Media and Schools

This study aims to see the situation of material use in the primary education, and the author conducted some observations and interviews. In the primary school teachers have ample teaching materials and audio visual equipment than Bangladesh. There is an system of educational television and radio, and almost all primary schools can access programs prepared by the school education division of Japan education broadcasting corporation(NHK). In addition to broadcast media, schools are increasingly equipped with computers. Although, only 6.5% of public primary schools had personal computers in 1986, the number had grown to 20% by 1989 (Wikipedia, 2011). The ministry had concerned with this issue and planned frequent use of such equipment.

1.3 Objectives

The study is focus on:

To determine the present situation of material use in primary education.

For investigate above study target, the author processed the following studies as well.

To know the present condition of material use in primary education

To investigate the barriers of material use in primary education

To find out the more effective techniques on material use in primary education

1.4 Study Methods

The study involved mainly qualitative and quantitative in nature. Data and information were collected from primary and secondary resources.

This section describes the method and methodology of the study which includes procedure of sample selection, developing research tools, data collection, data analysis and interpretation.

Qualitative research is the collection and analysis of extensive narrative case records in order to gain insights into a situation of interest not possible using other types of research. However, qualitative research is much more broader in scope and its purpose is to promote greater understanding of used way is seen at p.208 in GAY (1996).”

2 Data collection

2.1 Schools Observed

Observed institutions in this study are primary schools and prefectural teachers’ training center in Japan. Observed classes and section of a teachers’ training center were selected purposively. It is shown in table1 below:

Table1: Sample Selected

Institute	No. of teacher	No. of classes
Ootaku Yaguchi Nishi Primary School (OP)	1	2
Affiliative Primary School, Faculty of Education, Chiba University (AP)	4	4
Teachers' Training Center, Chiba Prefecture (TT)	1	-

- Teacher student ratio in AP was 1:38 and in OP was 1:30.
- On desk was assigned to one student in both of schools.

2.2 Data Collection Methods

Data for this study has been collected through three research methods, those are

1) Class room observation

The author compared collecting data from observed six classes in AP with OP.

2) Interview

The collecting interview data have been taken from a staff member of TT.

3) Document Review

Document study of Japanese primary education and Teachers' Training center were done to investigate the overall existing situation of material use in the primary school. Related document were gathered in a center and Internet.

3. Results

This section presents the analysis and interpretation of collected case records from primary schools and Teachers' Training Center. Data were collected by interview from teacher and staff of the Teachers Training Center and class observation.

3.1 Interpretation of interviews

From the statement of a staff member of teachers' training center, the author found that the ideal system of computer in the classroom is 1:1 but it is not yet possible to arrange. The real situation of computer rate in the computer room is between 1-2.

From opinions of the teacher of OP they have some shortage of teaching materials.

3.2 Classroom observation

Six classes were observed in two different schools, AP in Chiba on 2011 February 9 and 10. February 9 observed two classes the first class was grade 5 on special activity subject. In this class, the teacher played the role as a facilitator and gave some advice, and the student's activity was the main study.

Observation Record 1)

Sometimes they discussed in group, and somebody took the role of leadership, two of them wrote down the important thing on the chalk board and discussed with group. Communication between students was very good.

Observation Record 2)

The teacher used some Chart, picture etc.

At the same day the second class was generalized learning on grade 4. This class student's main topic was about color. All the students brought digital pictures of their own house. Here students used camera, memory card printer etc. The teacher tried to develop the color sense of students and gave everybody post-it particles, and divided them in some groups to discuss about their picture and the color were used. Teacher also showed some pictures.

Observation 3)

Lots of teaching materials were used in the classroom. Especially, using data from daily life.

February 10, the author observed moral education on grade 5. In this class, students reviewed video presented in the previous class and activities were continued in this class as well.

Observation 4)

Teacher used some important teaching materials by a television with DVD.

In this class all the students divided into groups and the teacher give them papers, and then a teacher told them to think about what they see in the video and asked to write their opinions through discussion themselves.

Finally, the author observed moral education on grade 4 in AP. Here, the teacher used lots of different teaching materials to explain the history of MR.HOSHINO.

Observation 5)

It was quite effective to use lots of colorful pictures in the historical video that explain lifestyle of MR.HOSHINO and so on. Students' participations were very good and learning was improved.

On 2010 January 24 observed OP. In this school, the most important thing was to enhance communication between teacher and student. One class room has one teacher. And, the teacher takes the whole lessons to teach the student. The teacher was very skilled on teaching techniques.

Observation 6)

The teacher could play a piano, a guitar, a flute, and he was very expert to use different teaching materials in the classroom. Television, Radio, DVD and some abstract thing was also used as teaching materials.

Classroom participation was very friendly and quiet. Almost all the students' participation were ensured in the classroom. Even the students were sitting in row, they could easily move their desk by the indication of the teacher within very short time.

4. Discussions

4.1 Overall Effects of Educational Resources

Statistically, it seems that Japanese education system places a very good position in the world, but some problems were found here. Not yet IT education spread expectedly, so far. Budget allocation from the government for education is only 8% per year(citation). To disseminate IT education, the budget is very few to the necessity. Lots of teaching materials are used in the class room, but still have some shortage of materials is also found in the school. According to the teacher of OP, sometimes they could not able to manage proper teaching material for shortage of

funding. Though some differences of competencies on students were seen in the class room, but there was no use of any different teaching materials for slow learners in the class. Using of computer in the classroom was limited.

4.2 Recommendations

The following recommendations are stated on the basis of those study findings

More attention needs to the development of the material use in the classroom both by the school and by the government.

Need to increase governmental budget to ensure material use in the classroom.

Effort should be taken to offer some types of special materials which are help to establish effective individual learning in the classroom.

It is not possible to ensure everywhere to use all types of teaching materials , in that cases quality of a teacher could assist the shortage of materials. It is also important to ensure the quality of teacher.

4.3 Summary

Good activity can make a good student. If we want to ensure good activity, it is necessary to improve the quality of a teacher and use of materials in the class room. Japan already progressed a lot. Almost all the teachers are well trained and can use teaching material according to the lesson. Comparing with Bangladesh, this relation is very rare, though still there are limited chances to use material in the classroom.

On the other hand, the most impressive thing is the relation between teacher and students, and it is very friendly. By following the Japanese system in Bangladesh, it could become very fruitful result in the education field.

5. Acknowledgement

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