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I am always honored to be the editor in chief of TOJNED. Many persons gave their valuable contributions for this issue.

TOJNED and Sakarya University will organize the ITEC 2023 (www.ite-c.net) in February, 2023, in Dubai, UEA.

Call for Papers

TOJNED invites article contributions. Submitted articles should be about all aspects of teacher education and may address assessment, attitudes, beliefs, curriculum, equity, research, translating research into practice, learning theory, alternative conceptions, socio-cultural issues, special populations, and integration of subjects. The articles should also discuss the perspectives of students, teachers, school administrators and communities.

The articles should be original, unpublished, and not in consideration for publication elsewhere at the time of submission to TOJNED.

For any suggestions and comments on the international online journal TOJNED, please do not hesitate to send mail to tojned@gmail.com

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BOOK DEVELOPMENT IN TEACHING MATERIAL DEVELOPMENT COURSES

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ABSTRACT
Learning is an activity that is inseparable from human life. By learning, humans are able to develop the potential that they were born with so that they will be able to adapt to meet their needs. By learning, it is hoped that there will be changes in behaviour in accordance with the expected goals. However, sometimes the expected changes in behaviour do not occur and are not even in accordance with the expected goals, so learning difficulties are born. To help solve the problem of learning difficulties, one of them is by compiling interesting and interactive textbooks. Along with the development of teaching materials, the Teaching Material Development Textbook is absolutely necessary to be a solution in overcoming the lack of motivation and learning difficulties. This research produces a product in the form of a Contextual Teaching Material Development Textbook. Meanwhile, in developing the Teaching Material Development Textbook, the ADDIE development research design is used, namely a development model consisting of the Analysis stage, Design stage, Develop stage, Implementation and Evaluation stage. Evaluation of learning books is one of the evaluation functions that requires procedures and competencies that are higher than the role of the lecturer as an evaluator. Textbook evaluation is an evaluation that has a special emphasis on the user-oriented of the textbook.
Keyword : Textbooks, Addie's Model, Development of Teaching Materials

Introduction

Education is the most important thing for the younger generation in this era of globalization by parents and the government, because basically education is a vehicle to improve and develop the quality of human resources that can prosper their own lives and for their country. Realizing this, the government is very serious in dealing with the field of education to advance education in Indonesia so that in the future it will be better and can be equivalent to education in developed countries. In the Law of the Republic of Indonesia No. 20 of 2013 Article 3, it is explained that national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of the intellectual life of the nation. The success of implementing a curriculum can be viewed from daily learning activities. Learning is a two-way communication process, namely teaching and learning. Teaching leads to what must be done by the lecturer as a teacher or educator while learning leads to what must be done by students as subjects who receive lectures. In the learning process will be able to run optimally if there is interaction between lecturers and students because the interaction between lecturers and students plays an important role in achieving learning objectives.

In achieving learning objectives, learning is needed that provides a new atmosphere for students in the learning process so that students are not glued to the old learning model. As well as making an interactive textbook that can make students motivated to study the material independently and provide the latest innovations in the learning process so that students do not get bored and can excite students to take part in the learning process. According to Sudjana (2009) states that textbooks can enhance the learning process of students in teaching which is expected to achieve optimal results.

As technology develops, textbooks begin to have more effective varieties and types. According to Seels and Glasgow in Arsyad (2014) textbooks are systems for delivering material that is presented systematically for students who not only hear and see, but also provide active responses and provide feedback on the teaching materials. One of the courses that require innovation in learning activities is the subject of developing teaching materials in the accounting education study program. The course for developing teaching materials is approximately 3 credits and appears in odd semesters, namely in semester 3. This course is designed to help students develop their abilities in developing teaching materials. This course will provide knowledge and skills on various matters related to teaching materials. Things that will be discussed in this course include the role and types of teaching materials, both printed, non-printed, and display teaching materials, their development procedures, how to use them in the learning process, and ways to evaluate them. The problem that arises is that there are no teaching materials that are in accordance with the curriculum that has been prepared, teaching materials are still partial, namely mainly in discussing the procedures for developing teaching materials and models of developing teaching materials. So there is a lack of references that can be used systematically and comprehensively in accordance with the curriculum. Accounting learning is a branch of economics that is quite unique compared to other economics because it learns the art of financial recording. This course is often considered as an abstract and difficult course for students. The assumption that the development of accounting teaching materials is a difficult, complicated and tedious course is one of them influenced by the absence of appropriate textbooks that can be used to support learning activities.

The importance of the role of textbooks in the learning process requires an accounting learning lecturer to be able to compose interesting textbooks so as to create high motivation for students to study accounting. In addition to being able to use, lecturers should understand the characteristics and effectiveness of different textbooks in supporting the delivery of material. The urgency of this research is the need for textbooks for the Teaching Material Development course, because there are no reference books or appropriate textbooks to be used in this lecture. The development of teaching materials in the form of Textbooks The development of teaching materials is one of the lecturers' strategies to improve the learning outcomes of this course for students of the Accounting education study program. Development of textbooks Development of Teaching Materials is considered urgent, because (1) there are not yet available textbooks in accordance with the established curriculum, (2) Development of Teaching Materials is one of the courses that characterize study programs, (3) application of textbooks in this lecture It is hoped that students will be able to improve their critical thinking skills to overcome various problems that occur in the preparation of teaching materials.

The target of the first research activity is the mastery and development of science, technology, or art, which is in accordance with the vision statement of the Institute, which is to be strong in science. This is also in line with the vision of the LPPM Institution, namely as a leading institution in the implementation of basic, applied and development research to advance science, technology, or the arts, both in the field of education and non-education. Meanwhile, the target of the second research activity is to support the implementation of national development. The institution as an institution that carries out the task of expanding its mandate is of course also given the authority to manage non-educational study programs, but the main base of the institution remains in the field of education. Therefore, to participate in supporting the implementation of national development, the Institute takes a major part and role in national development in the field of education. This is in accordance with the other part of the vision statement of the Institute, namely excelling in education. The second target is also in accordance with the vision of the institution as mentioned above, which is related to the field of education. In accordance with the main competence and capacity of the Institute, it is this second target that becomes the flagship of research at the Institute. The purpose of the Applied Product Research activity is to produce innovation and development (applied research) that can be utilized directly by the community or industry. Based on the research roadmap developed by the Institute, it is clear that research to develop Teaching Materials Development Learning Books strongly supports the Institute's research roadmap, especially the first target, namely Learning Books are able to improve the quality and quantity of research for the mastery of science and technology, because Learning Books are developed to improve the domain of Cognitive, effective and psychomotor contain elements of knowledge in all fields, especially the field of accounting learning, while the development is based on print.

Based on the preliminary study conducted, there were obstacles in the learning activities that took place there, the obstacles experienced were: (1) Textbooks were not yet available to help students understand, (2) Accounting learning in the course of developing teaching materials was still limited to materials. Lecturer teaching in the form of Handouts, (3) Students have difficulty understanding the material in the development of accounting teaching materials which can be seen from the ability to compose teaching materials which are still lacking and (4) The existing teaching materials in the form of handouts used cannot provide real observations. Based on these needs, textbooks can be realized as a learning support. With the limitations of existing teaching materials in the form of handouts used for delivering material, it causes students to be less motivated and interested in the discussion material and students to be less understanding about what is being taught. Most students are less motivated to explore the material, so that learning outcomes are not optimal.

According to Arsyad (2014: 142) textbooks are teaching materials that can display messages that motivate students to learn more material. Because textbooks can visually provide pictures to inform or encourage student responses and are accompanied by a narrative that presents lecture material in more detail. Textbooks are one of the teaching materials that can be used to make learning interactive and interesting. Textbook Development of Teaching Materials as an interactive learning system device. Learning using this textbook presents a learning process that can be visualized more simply, clearly, contains and attracts students to learn. The first target of research activities is the mastery and development of science, technology, or art, in accordance with scientific developments. This is also in line with the institution's vision, namely as a leading institution in the implementation of basic, applied and development research to advance science, technology, or the arts, both in the field of education and non-education.

Literature Review
Teaching materials

Textbooks are books that are carefully designed for use in study programs and compiled by experts to support the teaching and learning process (Bacon, 1935 as quoted in Tarigan, 1986). In addition, textbooks are learning books that are commonly used in schools and universities to support certain learning programs or field studies (Buckingham, 1958 as quoted in Tarigan 1986). From the several definitions mentioned earlier, it can be concluded that textbooks are actually books that contain material or content that will be used in the teaching and learning process in study programs. Textbooks are important in study programs because most students learn from books. Actually, it is not only important for students but also for Lecturers. Lecturers use textbooks to provide learning or teaching materials in study programs. Furthermore, textbooks are used to achieve goals during the teaching and learning process in study programs (Tarigan, 1986). There are several reasons why it is necessary to use textbooks. First, most of the textbooks can be used in the teaching and learning process because they are designed for study room use. Second, making students able to review the previous material or what they want to learn again and to study the next material before they enter the study program. Third, textbooks provide material for students to learn. Finally, textbooks can provide what lecturers need to achieve learning goals, provide what students need, and become the main source for students to obtain information during their studies (O'Neill as quoted in Baleghizadeh and Rahimi (2011). Dealing with the role of textbooks for lecturers and students as previously mentioned, there are several points of view in using textbooks (Riasati and Zare 2010) as follows: a. Textbooks are a framework that regulates programs. In the eyes of students, not having textbooks means there is no goal to be achieved. Without textbooks, students do not study seriously. In many situations, textbooks can act as learning resources. Textbooks provide ready-made teaching texts and learning assignments. Textbooks are an inexpensive way to provide material learning. A learner without textbooks is too dependent on the Lecture. Textbooks mean security, guidance, and support, especially for novice Lecturers.

Furthermore, to provide more detail on the role of textbooks here is about textbooks based on Indonesian regulations No. 2 (2008) as stated in Article 1 "Teaching books in courses are books that must be used in primary and secondary education units that contain learning materials in order to improve faith, piety, noble character and personality, mastery of science and technology, aesthetic sensitivity and ability, kinesthetic ability and health based on national education standards. Article 4 paragraph (1): "Higher education textbooks are assessed for eligibility to be used first by the National Education Standards Agency before being used by educators and/or students as learning resources in educational units". Article 6 paragraph (1): "Teaching books are mandatory

guidelines for lecturers and students in the teaching and learning process." In conclusion, it is clear that textbooks have an important role in teaching the learning process. It also supports and helps Lecturers to provide learning or teaching materials. For most students, it can provide the information they need and help them to achieve learning goals. Finally, helping the curriculum to achieve the goals of the education system designed according to the curriculum.

Textbooks are used by both lecturers and students which means that the selection of books can have a major impact on the teaching and learning process as lecturers will make references to textbooks (Cunnings Worth as quoted in Anjaneyulu, 2014). This means that the contents of the textbook will have a great influence on both lecturers and students in studying the material. To find out the strengths and weaknesses of a textbook in the course Development of Teaching materials, an analysis of the course book is needed. Textbook analysis will involve careful selection of materials examining whether they reflect the learner's needs, goals, methods and values of a particular teaching program (Cunnings Worth as cited in Anjaneyulu, 2014). The completeness of textbooks also directs that textbook analysis helps lecturers find out detailed information on textbooks and that in turn helps lecturers to select appropriate materials from textbooks for students (Cunningsworth and Ellis as quoted in Anjaneyulu, 2014). In short, textbook analysis directs lecturers to find out the contents of the book, its advantages and disadvantages which will facilitate them to adapt it to suit teaching objectives, student needs, and curriculum. In addition, textbook analysis needs to be done as an effort to provide good teaching and learning processes that are in accordance with the needs of students. It must be done by using the appropriate criteria and the analytical steps of the textbooks used in the study program. The first area to be analyzed is its suitability to the curriculum. This is because the selection and preparation of teaching materials is an integral part of curriculum implementation. In addition, it is important to analyze the suitability of textbooks with the curriculum because textbooks can directly affect the teaching and learning process which in turn, affects study program instruction. It is clear that textbook analysis is very important because it will provide important benefits for lecturers and students. In addition, this study uses the curriculum through its syllabus to evaluate textbooks, also uses textbook evaluation criteria from Bloom's Revised Taxonomy. Analysis is defined as the process or detailed study or examination or evaluation of something to better understand it or get all the information about it (Hornby, 2000). Therefore, textbook analysis must be made by looking at certain required elements or a set of criteria. From this definition, there will be three criteria used to analyze textbooks, namely: analysis of course books based on the syllabus, analysis of course books based on Bloom's Taxonomy.

Textbook Criteria
Learning books are one of the means to help increase the effectiveness of learning activities. Criteria for selecting a book must be developed in accordance with the objectives to be achieved, the existing conditions and limitations, taking into account the capabilities and characteristics of the book in question. According to Arsyad (2014) in order for a learning book to be classified as a good learning book, it must meet several criteria, namely: (a) in accordance with the objectives to be achieved, it means that the book is selected based on the instructional objectives that have been set in general referring to one or a combination of the following: from two or three cognitive, affective, and psychomotor domains (b) appropriate to the content of the subject means that the book used is in accordance with learning, includes all learning indicators that must be met, (c) practically flexible and durable means that the selected book should be able to used anywhere and anytime with the equipment available around it, and easy to move and carry everywhere, (d) skilled lecturers use the book in any meaning, lecturers must be able to use it in the learning process, and (e) target grouping is an effective book for large groups are not necessarily as effective when used on groups small groups, and individuals. There are books that are appropriate for large, medium, small groups, and (f) technical quality means that the visual development of images must meet certain technical requirements.

Meanwhile, according to Kasmadi in Musfiqon (2012) books must have four things, namely: (a) production considerations include materials, costs, physical conditions, easy to achieve, and emotional impact, (b) student considerations include student character, student background. students, and student involvement, (c) content considerations, meaning that it is in accordance with the current curriculum and the suitability of the material content, and (d) lecturers' considerations, which means that lecturers can use the book and the book is able to solve problems. Walker and Hess in Arsyad (2014) provide criteria for reviewing learning books that are made based on quality.

Method

Research design

The type of research used is a type of research and development (R&D). According to Borg and Gall in Sugiyono (2012:4), the Research and Development (R&D) method is a method used to develop and validate new products used in education and learning. The development model used in this research is the ADDIE development model. The ADDIE model was chosen in this development, based on several reasons, namely: (1) This model is a procedural model, namely a descriptive model, showing clear and careful steps to produce a product. (2) This model has the same development stages as the standard development stage, but this model is specifically designed for Book-based learning. This is in accordance with the product to be developed.

The trial subjects in the development of textbooks on the material for the development of teaching materials were a number of individuals who participated in the trials conducted by the researchers. In this development, the test subjects for the development of learning books that have been determined by the researcher are: Material experts as people who are competent in the field of teaching materials development. Book Expert as a person who is competent in the field of Preparation of Learning Books. Students who have received materials for the development of teaching materials in the Accounting Education Study Program.

Data Collection Instruments

The research instrument is an open questionnaire, which is an unstructured questionnaire that is presented in a simple form so that the respondent can fill it out according to his will. Closed questionnaire is a structured questionnaire that is presented in a certain form so that respondents can fill in by choosing one of the answers that have been provided so that the answers from respondents are within the limits provided. The material expert instrument is filled in by the material expert after trying the developed textbook. This questionnaire aims to determine the feasibility of textbooks to support learning on the basic accounting equation material. Media expert instruments by Book experts for learning developed. This questionnaire aims to determine the feasibility of learning books to support learning on the basic accounting equation material. Student response instruments were given to respondents to find out respondents' opinions about learning books to support learning in the development of teaching materials.

Result

Basis for Using Textbooks

The use of books that are not in accordance with the child's condition will cause the book to not function optimally. There are three foundations for using learning books that can be used by lecturers to take them into consideration in learning. The three foundations are the philosophical foundation, the psychological foundation, and the sociological foundation. (Musfiqon, 2012). The making of learning books by lecturers must have a philosophical basis, meaning that the use of books should be based on the value of truth that has been agreed upon by many people. Both academic truth and social truth. Books used by lecturers must have truth and accuracy. A lecturer who chooses a book that is not in accordance with the material to be delivered means that the book is not true, not good, and not beautiful. This means that the use of inappropriate books has not considered the philosophical basis (Musfiqon, 2012). In using textbooks, lecturers are required to pay attention to the conditions of students whose development varies. Lecturers must be more observant in choosing learning books to suit the conditions of students. The plurality of children's characteristics in one study program must be considered by lecturers in using books. Because the suitability of books with children's psychology will be able to optimize the learning process (Musfiqon, 2012). Learning books cannot be separated from sociological elements. In using the book, the lecturer must pay attention to the social background of the students. The suitability of the book with the social background of students will be effective in learning. Conversely, if the learning book is not in accordance with the social background of the students, then the learning message cannot be delivered optimally to the students. Therefore, the suitability of the book with the social background of students needs to be considered to optimize the learning process (Musfiqon, 2012). The procedure for developing textbooks is carried out as shown in the following figure:

Figure 1. ADDIE Model Learning Book Development Procedure

A *analysis*	Needs analysis to determine appropriate problems and solutions and determine student competencies
D *design*	Determine specific competencies, methods, teaching materials, and learning strategies.
D *development*	Producing programs and teaching materials that will be used in learning programs.
I *implementation*	Carry out learning programs by applying the design or specifications of the learning program.
E *evaluation*	Evaluating learning programs and evaluating learning outcomes

Learning Book Development

The development of learning books is very appropriate to be used in overcoming students' problems or difficulties during learning activities, because the learning books developed by the lecturers themselves can avoid book discrepancies because they have been designed according to learning needs. The development of learning books is an activity that is integrated with developing a software to facilitate learning problems. In the following, the procedure for developing a learning book with the ADDIE development model will be explained. determine the abilities or competencies that need to be studied by students to improve learning performance or achievement.

Analysis

The analysis step consists of two stages, namely performance analysis and needs analysis. The first stage, namely performance analysis is carried out to find out and clarify whether the performance problems faced require solutions in the form of implementing learning programs or improving management. An example of a performance problem that requires a solution in the form of implementing a learning program is the lack of knowledge and skills of students. The teaching materials developed are adapted to the learning materials that refer to the curriculum, namely compiling the development of teaching materials. The results of the concept are presented in the following figure:

Figure 2. Development of the Concept of Material Development of Teaching Materials

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┌──────────────────┐     ┌──────────────────┐     ┌──────────────────┐
│ Roles and teaching│ ──> │ Factors and      │ ──> │ Development and  │
│ materials in      │     │ procedures for   │     │ utilization of   │
│ learning          │     │ developing       │     │ printed teaching │
│                   │     │ teaching         │     │                  │
└──────────────────┘     └──────────────────┘     └──────────────────┘
                                                            │
                                                            v
┌──────────────────┐     ┌──────────────────┐     ┌──────────────────┐
│ Evaluation of    │ <── │ Utilization of   │ <── │ Development and  │
│ teaching materials│     │ the internet as  │     │ utilization of   │
│                   │     │ a learning       │     │ non-printed      │
│                   │     │ resource         │     │ teaching         │
└──────────────────┘     └──────────────────┘     └──────────────────┘
         │
         v
┌──────────────────┐
│ Stages of         │
│ developing        │
│ teaching materials│
└──────────────────┘
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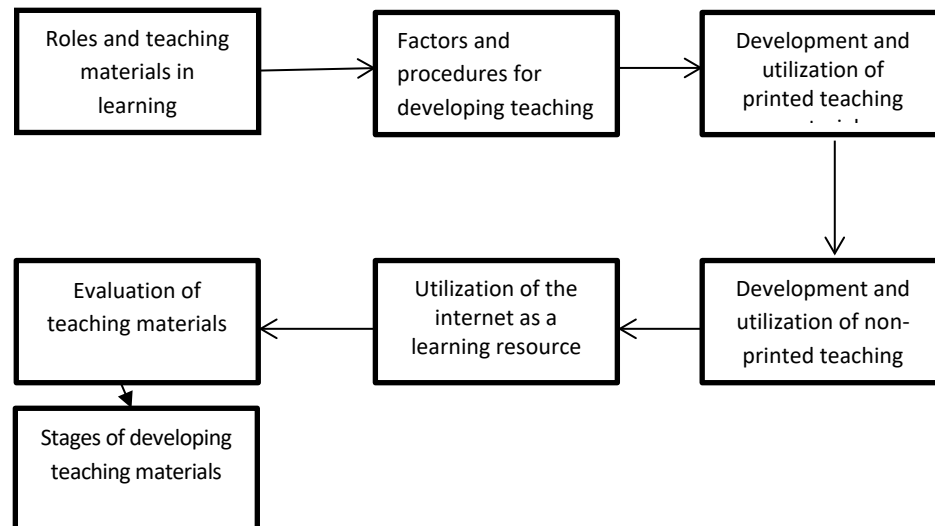
Design

Design is the second step in the ADDIE design model. At this step it is necessary to clarify the learning program designed so that the program can achieve the learning objectives as expected. An important step that needs to be done in the design is to determine the learning experiences that students need to have while participating in learning activities. The design step must be able to answer the question of whether the designed learning program can be used to overcome the problem of performance gaps that occur in students.

Development

Development is the third step in implementing the ADDIE design model. The development step includes activities to select and determine the appropriate methods, books, and learning strategies to be used in delivering the material.

Implementation

Implementation or delivery of learning materials is the fourth step of the ADDIE design model. The implementation step is often associated with the implementation of the learning program itself. The main objectives of the implementation phase, which is the design and development realization step, are as follows. At this stage the product will be tested on a limited basis to respondents to see the responses of respondents

Evaluation

The final or fifth step of the ADDIE design model is evaluation. Evaluation can be defined as a process carried out to provide value to a learning program. In this evaluation, the results of the implementation of the product being tested on a limited basis on the respondents will be studied further whether there is still input from the respondents.

The interactive print-based learning book model also strongly supports the second research roadmap of the institution, which is to support the implementation of national development. Where the findings in the form of a print-based learning book model is an innovation in the field of education, especially learning. With the development of this print-based interactive learning book model, it means participating in building National Human Resources, especially in improving cognitive, affective and psychomotor abilities in all areas of

accounting competence. Front end analysis is carried out by analyzing phenomena that occur in the field, especially in the course Development of teaching materials. Researchers found several phenomena that occurred, such as most students considered and experienced difficulties in the subject matter of developing teaching materials. The understanding of students is also lacking because the available teaching materials are inadequate, in the sense that the material presented in the available teaching materials is short and less supportive. Meanwhile, according to students, in understanding the subject matter of developing teaching materials, other teaching materials are needed. However, students are also less active in finding their own references to other learning resources, for example from the internet. The factors that occur are what hinder the implementation of the teaching material development course from running less than optimally. Based on the phenomena and problems that occur, the researcher has an idea to develop a textbook that can be used for teaching materials in the course development of teaching materials. The analysis of students was carried out by researchers by analyzing the characteristics of students, which included academic ability, age, motivation to the subject, as well as the initial knowledge of students. The subjects who were the target of the trial of the printed teaching materials based on the Scientific Approach were students of the Accounting Education study program who were 18-21 years old on average. In general, students of the accounting education study program have good learning motivation towards the material studied in the study program. Cognitive abilities continue to develop during childhood (adolescence). Cognitive changes in adolescence lead to increased potential. Sometimes some cognitive abilities decline with age. Adolescents who are in the search for and want to determine their identity have an attitude that is too high to judge themselves or vice versa. They do not understand properly about the social norms that apply in social life. Both can lead to social relations that are not compatible, because they are difficult to accept sexual norms with conditions in groups or society. An attitude of defiance and an awkward attitude in the association will harm both parties. Therefore, efforts are needed to develop adolescent social relationships starting from the family, school and community environment. In the Development of Accounting Teaching Materials, it is necessary to look at the context of the content of the teaching materials, namely Accounting, where accounting can be defined as a process of recording, classifying, summarizing, processing and presenting data from financial-related events so that it can be used and easy to understand for decision making. as well as other purposes.

Accounting is used in almost all business activities around the world to make decisions so that it can be called the language of business. This accounting process is usually used in companies, for example in service companies, trading companies, manufacturing companies, and other companies. In addition to service companies, in the business world we also know trading companies, namely companies engaged in the purchase and sale of goods. Companies can be distinguished between wholesalers and retailers. The operating cycle of a trading company is usually longer than that of a service company, this is due to the purchase of merchandise that the company must make before the company can sell it to consumers. The following describes the accounting cycle of a trading company. Some matters relating to accounting records and procedures for a trading company are not much different from that of a service company. Task analysis is carried out by researchers by identifying and compiling an assignment system in the diagnostic test questions that will be given to students of the accounting education study program, so that students' difficulties in understanding a material are easier to identify. In this task analysis, the researcher assigns students to work on ICT-based diagnostic questions. The formulation of learning objectives is specifically carried out to convert the results of concept analysis and task analysis into learning objectives. The results of the formulation of learning objectives will be used by researchers as a basis in the preparation of textbooks on the subject matter of Development of Teaching Materials in the developed accounting education study program. Each curriculum application has a different learning approach application, so in the current curriculum. Scientific approach (scientific approach) is a learning approach that is applied to learning applications. This approach is different from the previous curriculum learning approach. At each core step of the learning process, educators will carry out learning steps according to a scientific approach. This scientific approach has the following criteria: first, learning materials are based on facts or phenomena that can be explained logically. or certain reasoning; not limited to mere conjecture, fantasy, legend, or fairy tale; second, the teacher's explanation, student responses, and educator-student educative interactions are free from immediate prejudice, subjective thinking, or reasoning that deviates from the flow of logical thinking; third, encourage and inspire students to think critically, analytically, and accurately in identifying, understanding, solving problems, and applying learning materials; fourth, encourage and inspire students to be able to think

hypothetically in seeing the differences, similarities, and links to each other from the learning materials; fifth, encourage and inspire students to be able to understand, apply, and develop rational and objective thinking patterns in responding to learning materials; sixth, based on reliable empirical concepts, theories, and facts; Seventh, the learning objectives are formulated in a simple and clear, but attractive presentation system.

Conclusion

The learning step in the scientific approach uses several domains of achieving learning outcomes contained in learning activities. The learning process touches three domains, namely: attitudes, knowledge, and skills. The first activity in the scientific approach is in the learning step of observing (observing). Students observe the object to be studied. The learning activities are reading, listening, listening, seeing (without or with tools). The competencies developed are to train seriousness, accuracy, seek information. In this case, educators present learning tools in the form of learning media. In observing activities, educators present videos, pictures, miniatures, impressions, or original objects. Students can be invited to explore the object to be studied. In accounting lessons, students watch videos to observe the accounting cycle of trading companies. The second step in the scientific approach is questioning. The learning activity is asking questions about information that is not understood from what is observed or questions to get additional information about what is observed (starting from factual questions to hypothetical questions). The competencies developed are to develop creativity, curiosity, the ability to formulate questions to form critical thoughts that are necessary for intelligent life and lifelong learning.

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DO EQUITY/DIVERSITY LEADERS MAKE A REAL DIFFERENCE IN SCHOOL DIVISIONS?

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ABSTRACT
Schools throughout the country have begun to consider how students can best be served, equitably. Varieties of initiatives have been considered, such as professional development for teachers, curriculum audits and changes, and an analysis of disaggregated data. Many school divisions have created new positions to serve in division-wide leadership roles to address equity and embrace diversity to improve all students' performance. Have these equity/diversity leadership roles in school divisions actually made a significant difference as far as closing academic achievement gaps, decreasing discipline gaps and enhancing the performance of marginalized students? A review of randomly selected school divisions in the Commonwealth of Virginia including those divisions that have a division equity/diversity leader compared to those school divisions that do not have a division equity/diversity leader were selected. The researcher aimed at determining if division equity/diversity leaders make a significant difference regarding parameters such as culture, behavioral gaps and discipline gaps of marginalized groups. This group comparison study analyzed data obtained from the Virginia Department of Education. Research-based strategies will also be shared that have proven to improve school environments by focusing on equity and embracing diversity.
Keywords: equity leadership, diversity, discipline-culture, performance gaps

INTRODUCTION
Education has gained prominence as the pathway to social and economic mobility in the United States. The learning institutions setting in the country has undergone demographic shifts, with schools becoming more ethnically diverse, multilingual and greatly disadvantaged (Wolfe & Dilworth, 2015). The school leadership has retained the traditional teaching template focusing on a largely white, female, unilingual and middle-class homogenous student population. According to Ashikali and Groeneveld (2015), the staffs in institutions of learning are an embodiment of an outdated paradigm that pays little attention to equality and diversity as instructors fall under the demographic category of white, middle-class, unilingual and female. This demonstrates a prevailing incongruity between a static instructor's population and changing student demographics raising the question on the approaches used by leaders to address issues relating to equality and inclusion (Torres et al., 2018). The leader's acknowledgment of the cultural variability requires them to identify differences in communication rules, shared meaning, style and sociocultural heritage within their diverse learners' population. Madsen et al. (2019) highlighted that diversity/equality leaders must identify and mitigate resistance that is likely to result to conflict within the institution.

A culturally responsive environment encourages students to become more accepting of others, promotes tolerance among school peers and potentially narrows achievement gaps. Stanley (2016) defined culturally responsive teaching as "using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them." It is also worth noting that "the dynamic nature of the word 'responsiveness' suggests the ability to acknowledge the unique needs of diverse students, take action to address those needs, and adapt approaches as student needs and demographics change over time."

Schools throughout the country have begun to consider how students can best be served equitably. Many school divisions have created new positions to serve in division-wide leadership roles to address equity and embrace diversity to improve all students' performance. Some initiatives include professional development for teachers, self-reflection, curriculum and program adjustments and disaggregated data. Adams and Muthiah (2020) has indicated that as important as culturally responsive teaching is, it alone cannot solve the challenges marginalized students face. She has emphasized the importance of reforming and addressing all aspects of education, such as policymaking, funding and administration, so they too are culturally responsive. Barakat et al. (2019) suggest that to truly raise awareness and address equity, districts need to analyze discipline practices at the division level by identifying disparities in discipline severity and/or frequency by gender, race and/or ability and to consider alternative practices that promote interventions.

Purpose Statement
Schools in the United States are faced with the challenge on how to increase diversity of amongst their teachers, administrators and student population. America's population is becoming more culturally and ethnically diverse

due to evolution from a non-diversity and mono-cultural environment to one that comprises of linguistic and ethnical diverse and socioeconomic disadvantaged students (González et al., 2019). The National Center for Education Statistics (2020) reported in fall 2017 that 24.1 million of the nation's students were White, 7.7 million were Black, 13.6 million were Hispanic, 2.8 million were Asian/Pacific Islander (2.6 million were Asian and 185,000 were Pacific Islander), half a million were American Indian/Alaska Native, and 2 million were of two or more races. According to a Warren-Grice (2017), by the year 2025, one-third of the population in the United States will consist of a person of color. As we view these percentages, it is clear there is much diversity within classrooms and schools. Gary Howard founder of the REACH Center for Multicultural Education, argued educators of all racial and cultural groups need to develop new competencies and pedagogies to engage successfully the changing populations (Stanley, 2016).

The percentages presented by The National Center for Education Statistics (2020) also highlights the prevailing disparities within education institutions in regards to students from racial minority backgrounds and white students. The outcomes show that non-white K-12 learners score lower on average in the national assessments especially in STEM subjects such as math and science (Banerjee, 2018). Despite white students constituting the greatest percentage in public institutions in America, the non-white students are enrolled in special education programs. However, the ethnical minority populations are more prone to suspension or abandon school before the completion of the education program (Stanley, 2016). The existence of such evidence conforms to research findings of numerous studies that highlighted prevailing challenges in terms of education leaders meeting the needs of ethnic diverse students (Drake & Cowen, 2022). Arnold (2016) argued that schools are unable to cater for the needs of a heterogeneous student population as majority of them are inclined towards maintaining the status quo in relation to prioritizing white norms are at the expense of ethnic traditional perspectives. The prevailing ethnic differences between the student and their teachers undermine their motivation and commitment to study thus hindering their success. Additionally, the existence of ethnic differences between the school leaders and teachers might lead to a working approach or expectations that influence the quality of exchanges (Stanley, 2016). Additionally, majority of the study in the field of diversity and equality leadership have focused on the importance of leadership within diverse contexts (Williams et al., 2020; Dixon, 2018), limited emphasis is given to the approach used by leaders in the mobilization and motivation of teachers to work in diverse environments. For this particular study, the researcher will propose three main research questions:

1) Do school divisions in the Commonwealth of Virginia with division equity/diversity leaders Black and Hispanic student subgroups have higher past rates in English and math on the Standard of Learning (SOL) tests than divisions without a division equity/diversity leader?
2) Do school divisions in the Commonwealth of Virginia with division equity/diversity leaders have narrower achievement gaps between White and Black students and White and Hispanic students in English and math on the SOL test than divisions without a division equity/diversity leader?
3) Do school divisions in the Commonwealth of Virginia with division equity/diversity leaders have narrower school suspension gaps between White and Black students and White and Hispanic student subgroups than divisions without a division equity/diversity leader?

LITERATURE REVIEW
The literature review section sought to incorporate both theoretical and conceptual frameworks to identify the intersection between strategic diversity plans and education plans. The researcher used two theoretical models to explain the administration and implementation of division diversity plans by school leaders: the planned change model and diversity self-efficacy approach. The rationale behind selecting the diversity self-efficacy theory is because it will assist in determining whether diversity/equality leaders have confidence in their ability to gather cognitive resources to bring about the desired learning environment regarding diversity. The planned change model investigated how various diversity initiatives are integrated into the learning institution's culture (Hargreaves et al., 2015). The literature will review Cox (2016) diversity model as it similar with the Commonwealth of Virginia division process. The model is also ideal in addressing the leaders' perceptions of their abilities to deal with diversity issues within the school environment.

Theoretical Framework
Diversity Self-Efficacy and Leadership
The administration and implementation of diversity initiatives is predicated on the efforts of school leaders. However, leaders are constantly faced with the challenge of dealing with diversity, which is complicated by their exposure to people holding different value systems that hinders the approach of dealing with issues surrounding racism and ethnicity (Arnold, 2016). In the school setting, leaders are required to uphold a culture that emphasizes inclusion requiring them to remain flexible, adaptable and value diversity (Madsen & Mabokela, 2005). Diversity has both positive and negative advantages in learning institutions since it is responsible for expanding the students'

and teachers perspective while resulting in conflict on matters relating to diversity (Madsen & Mabokela, 2005). The emergence of negative beliefs about diversity amongst the teaching staff results in personnel turnover, increased cases of absenteeism and affects group cohesiveness. The failure of the leaders to address emerging conflict and resistance because of the composition of diverse students leads to unfair discipline practices, low student performance and inequality.

The self-efficacy training on diversity gives an in depth perspective on the establishing an inclusive organization. According to Eva et al. (2021), diversity resistance is one of the major challenges facing leaders as it impedes on their confidence in their capabilities to deal with conflict arising in the learning environment. The model also emphasizes the importance of establishing and strengthening the relationship in demographically diverse populations (Madsen et al., 2014). The aspect of self-awareness of one's judgment and belief is emphasized under the diversity self-efficacy model. Equality/diversity leaders must possess the capacity to remain proactive diversity change agents in the process of creating inclusive learning environments (Madsen & Mabokela, 2014).

The module use in training leaders on diversity should not focus on the aspect of "awareness" of diversity alone, as successful diversity leadership is predicated on capabilities of the administrators to direct and regulate the actions leading to inclusivity (Torres et al., 2018). By demonstrating confidence in dealing with intergroup conflict and strengthening relational partnership in diverse groups, the leader shows they possess viable management capabilities. According to Stanley (2016), the creation of an inclusive teaching environment is dependent on the leader's determination to change the perception and attitude towards diversity and demonstration of personal confidence.

In diversity training, the module mostly focuses on comprehending and valuing human differences although it refrains from influencing leaders into changing the existing practices. Madsen and Mabokela (2014) pointed out that "cultural proficient" administrators focus on the best approach of determining their cultural knowledge and tolerance while adapting and managing the existing dynamics (Lindsey & Lindsey, 2016). However, this approach to diversity training tends to emphasize the aspect of awareness of cultural differences while ignoring other important facets such as organizational systems and structures that deal with prevailing inequalities (Aronson & Laughter, 2020). The findings of the study by Madsen and Mabokela (2014) on diversity efficacy training highlighted the temporary nature of the approach as it dissociates the staff from existing organizational issues. This is because the training on diversity is only inclined towards "awareness" on matters diversity while limiting the available tools that could be used to mitigate occurrence of emotional tension and intergroup conflict in the learning environment (Torres et al., 2018). Madsen et al. (2019) proposed that diversity efficacy training should emphasize leadership factors such as the determination, level of comfort and perseverance relating to the establishment of inclusion.

Planned Strategic Diversity Approach

Research into diversity and equality in learning institutions have identified emotional conflict, increased occurrence of absenteeism amongst the students and teachers, high rates of personnel turnover and lack of group cohesiveness as common aspects in learning organizations that fail to embrace inclusion (Cox, 2016)). Madsen and Mabokela (2016) observed that implementation of awareness-oriented initiatives is one of the ways through which leaders could deal with diversity resistance as it eliminates the occurrence of prejudice and discrimination. However, institutions that have adopted awareness-oriented approach to deal with diversity challenges are bound to experience uncertainty, ambiguity and interdependence. Cox (2016) proposed the planned-change strategy as an effective mechanism of dealing with changing demographics in the learning environment. The strategy has proven useful in addressing diversity in the workplace, reducing the intensity of conflict and improving the overall outcomes. The findings of a study conducted by Stanley (2016) revealed that integrating the planned change model enhances the understanding of one's clients while improving the quality of services by conforming to their needs. Additionally, the theory of planned change places emphasis on diversity programs as they consider inclusion as a major goal of the institution.

Designing an integrated organizational environment accommodates personnel with different views and value system guaranteeing successful outcomes. Cox (2016) proposed that leaders should allow employees to adopt and integrate different value systems provided they are aimed at achieving organizational outcomes, which also works towards ensuring they remain motivated and committed. Establishing learning environment with similar condition allows for positive outcomes as students and instructors from minority groups feel respected. Madsen et al. (2019) argued that in such institutions the leaders are capable of integrating the existing differences while ensuring the recognition of the differences. Leaders operating in ethnic diverse environments need to understand the prevailing cultural and socioeconomic differences and recognize their effects on the development and negotiation of

relationships amongst the followers. Adopting this approach is pivotal for mitigating the occurrence of intergroup conflict while ensuring that the different groups maintain their cultural identity in the institution.

Leaders developing a strategic diversity process must factor in incentives to encourage their followers to adopt practices that are in alignment to the goals of the organization. Cox (2016) observed that while majority of the leaders in individual schools have the empathetic comprehension of issues around inclusivity and equality, they lack the capacity to regulate and channel their actions towards dealing with discrimination of ethnical minorities in the institutional setting (Torres et al., 2018). The formulation and implementation of successful diversity plans requires school leaders to adopt appropriate approaches of motivating their personnel to achieve the goals stipulated in the diversity plan (Madsen & Mabokela, 2005).

Research on divisions that have adopted elaborate integrated diversity plans into their educational goals is limited. The education system acknowledges the existing diversity by emphasizing the need for human protection and legal compliance by the various at the various education levels (Cox, 2016). However, the formulation and implementation of a strategic diversity plan will prove essential for school leaders and teachers in tackling prevailing diversity issues. The leader should embrace both transformational and instructional leadership to define clear directions. The formulation of clear vision provides the followers with a clear framework providing them with targets that regulate behavior. School divisions need a clear sense of direction in the identification and recruitment of personnel by factoring in diverse cultures and socioeconomic backgrounds to guarantee a seamless transition in diverse schools. Welborn and Lindsey (2020) also recommended the need to incorporate monitoring and evaluation cycles into the strategic plans.

The success of the diversity plan is predicated on the establishment of viable conditions to enhance the image of the school in terms of accommodating diverse demographic populations. According to Ezzani and Brooks (2015), defining the leaders role in the strategic diversity process is the most important aspect in the diversity plan as it initiates the change process. The leader is responsible for formulating and communicating the vision, which in turn determines whether the followers will buy into and adopt the necessary factors to enhance the achievement of success. Cox (2016) emphasized the importance of this step especially in division diverse backgrounds as it strengthens the relationship with other key stakeholders. Leaders that are charismatic and considered strong are effective in encouraging their followers to fully embrace diversity. According to Madsen and Mabokela (2014), such leaders need to identify their socioeconomic and cultural identity and its coinciding influence on others. Ezzani and Brooks (2015) proposed the need for interpersonal skills to enhance the cooperation between the school leader and teacher while integrating their social networks at the same time.

Conceptual Framework
The Concept of Diversity Leadership and Discipline Culture

Leadership is a valued aspect of education that cannot be ignored in the learning institution context especially when it is considered a critical element in the student turnaround process regarding behavior, culture and discipline (Pecci et al., 2020). According to Madsen et al. (2018), one cannot ignore the link between discipline-culture and diversity leadership, as only few are perceived as effective leaders because of failure to uphold discipline in the learning environment. Additionally, the principals in the institutions are also required to improve the mode of instructional delivery to ensure cultural and ethnic inclusivity. Madsen and Mabokela (2014) proposed some essential characteristics that function as indicators of healthy school environment that include presence of open communication and collaboration between leadership and staff, trust and honesty, celebration and rewards based on accomplishments.

Leadership is described as a process capable of affecting individuals or a group within an organization setting to bring about the achievement of a common goal (Gonos & Gallo, 2013). The learning environment greatly relies on discipline to guarantee an all rounded student development towards attaining the approved behavior. Torres et al. (2018) argued that maintaining a positive students' discipline culture is critical for achieving, accountability, school growth and sustainability. The longevity of the school leadership is also dependent on security, calm and cultural inclusive learning environments (Arnold, 2016). Violent and discriminatory behavior impedes the other student's opportunity for quality learning necessitating the need for leadership that promotes disciplined-cultures. According to Madsen et al. (2019), students often deal with developmental changes during growth which results in situations they are unable to understand the implication of misbehavior both positive and negative. During this stage, students tend to focus on their feelings that are not influenced by aspects around classroom management. Liu (2013) argued that misconduct is a common occurrence during the growth process especially in amongst teenagers as mental and physical changes are a continuous process during adolescence. It is imperative that teachers and leaders understand the implications of these growth factors as they influence behavior and discipline amongst the students.

Aspects that are influential in influencing behavior, discipline and culture within the work environment include the decision-making approach and daily approach in the institution. According to Stanley (2016), administrators in the school setting integrate consistent and assertive approaches mostly as an approach of behavior controls. Cox (2016) proposed that diversity leaders need to formulate and implement policies and rules that are effective in enhancing the climate that functions as a morale and motivational booster amongst students and the personnel. The increased involvement of the leader ensures that the necessary structures are implemented within the organization as limited cases of discipline highlight highly engaged students and faculty (Madsen et al., 2019). The principal is tasked with facilitating an engaging environment capable of dealing with discipline issues happening in the environment outside the classroom while ensuring that the process is accelerated at the same time.

Diversity leaders should employ an instructional approach to enhance the expectations of their staff in terms of supporting the institutional norms, ensure order and discipline, maintain approved behavior and developing links within the community for social inclusion (Madsen & Mabokela 2014). Arnold (2016) recommends the use of democratic leadership, which place emphasis on inclusivity by acknowledging the student teacher input that works towards improving discipline in the school environment. Additionally, adopting a discipline-culture that remains democratic is pivotal in improving the level of achievement amongst students and faculty. Discipline is highly appraised as the process that results in the reformation of student behavior that might take the form of either negative or positive reinforcement reference. Punishment is usually the case when students are unable to follow the rules and policy that emanates mostly because of misinterpretation. According to Ezzani and Brooks (2020), the biggest concern amongst faculty and student is the prevailing belief on leadership amongst the school administrators that alludes to the approach used by the leaders to deal with disciplinary issues. The modern day learning environment presents several disciplinary problems that the leadership should promptly address to ensure that the students uphold values especially in the case of high school and college students (Mahmud, 2014).

The handling of disciplinary cases within the learning institution is determined by the teacher principal relationship that determines their propensity to act in the case of inappropriate behavior (Kafele, 2015). This is the same reason highlighted by administrators in the case of the rates of teachers' dissatisfaction in high schools. However, the diversity leader is tasked with the role of ensuring that learning occurs continuously and in environments outside the classroom. The discipline approach adopted needs to remain responsive to behavioral issues that deter the occurrence of further indiscipline in the future or reduce the frequency of reoccurrence.

METHODOLOGY
Research Design
The current research employed a quantitative research design in a bid to realize the effects of embracing diversity leadership on students' behavior, discipline and cultural integration amongst students in the Commonwealth of Virginia divisions. The paper will review school divisions with division equality/diversity leaders and compare them to respective divisions without division equality/diversity leaders to determine their influence in decreasing short-term suspension amongst marginalized groups.

A quasi-causal comparative research design was used to compare the school division pairs. To compare student achievement, division students' performance on the Virginia Standards of Learning test was used. The Virginia Standards of Learning (SOL) is a public school standardized testing program in the Commonwealth of Virginia (Education, V. (n.d.). The SOL establishes minimum expectations for what students should know and be able to do at the end of a select grade level or course in English, mathematics, science, history/social science, and other subjects. For this study, English and math overall division-wide pass rates were used to compare Black and Hispanic students' pass rate as well as subgroups of White students versus Black and then White students versus Hispanic students when considering achievement gaps. In addition, short-term suspension rates were compared. Research has shown that the use of harsh and exclusionary discipline policies has contributed to higher dropout rates as well as reliance on alternative educational settings where educational supports and opportunities may be less available, including alternative schools or juvenile justice facilities (Christie et al., 2005).

Population
The population of this study consisted of 24 school divisions in the Commonwealth of Virginia. The 12 treatment school divisions were selected based on the fact that they each had a designated division equity/diversity leader. The additional 12 non-treatment school divisions were carefully selected as a partner school of each of the first 12 for comparison. The selection of the 12 non-treatment school divisions was based on similarities as far as student enrollment in the division and the percentage of free/reduced lunch eligibility. This was important to consider when comparing the 12 sets of schools because enrollment and the division's free and reduced lunch rate influences

the funding the division receives from the Commonwealth of Virginia and from the federal government. Student enrollment and free/reduced lunch eligibility information was obtained from the Virginia Department of Education's website. For the purposes of this study, the 12 sets of compared school divisions were referred to as division pair 1 through division pair 12.

The division pairs were categorized as either small, medium or large school divisions based on student enrollment. Divisions with enrollment with 7999 or fewer students were considered small; divisions with 8000 - 28,000 were considered medium, and divisions with enrollment of more than 28,000 students were considered large. Three divisions were considered small; four were considered medium; and four were considered large. When considering the free and reduced lunch rate the paired schools, in most cases, had no more than a 15 percent difference in the overall free and reduced lunch rate. The free and reduced lunch rates for divisions ranged from 13 percent to 90 percent.

Materials and Methods

The purpose of this study was to determine if division equity/diversity leaders in school divisions make a real difference in schools. Student populations compared were White, Hispanic and Black. The areas that were compared included short-term student suspension, which is the removal of a student from school for a period between 1 through 10 days, English and math performance, and achievement gaps as evidenced by student pass rate on the Standards of Learning test. Data obtained from the Virginia Department of Education was used to perform a quasi - comparative study using an inferential statistic T-Test.

Sampling and Participants

The Virginia Department of Education (VDOE) website was used to obtain a list of the 132 school divisions in the Commonwealth of Virginia. Next, the school divisions' staff directories page was reviewed to determine which of the 132 school divisions identified a division equity/diversity leader. After developing a list of the 12 school divisions that identified a division equity/diversity leader, a review of each school division's School Quality Profile from VDOE website was completed. The VDOE School Quality Profile "is a new way to look at the performance of Virginia's public schools. School Quality Profiles were developed by the state Board of Education in response to the 2015 Virginia General Assembly, which directed the board to redesign online reports for schools and school divisions to more effectively communicate to parents and the public about the status and achievements of Virginia's public schools. School Quality Profiles are available for all schools, school divisions, and for the state." (Virginia Department of Education, 2020). The School Quality Profiles were also used to identify schools that had similar enrollment and free and reduced lunch eligibility information to develop the 12 division pairs for the study.

Multiple independent t-tests were used to compare each division pairs' Black and Hispanic students' overall pass rate for English and math. Additional independent t-tests were used to compare English and math achievement gaps between Black and White subgroups and White and Hispanic subgroups and t-tests were used to compare school suspension gaps between White and Black subgroups and White and Hispanic subgroups. The purpose of running the t-test was to determine if there was a significant statistical difference of the means between the treatment group, those divisions with equity/diversity leaders; and the non-treatment group, those divisions without a division equity/diversity leader. This allowed the dependent variables (English/math pass rate, English/math achievement gap and suspension rate) to be tested based on the independent variable (whether the division has an equity/diversity leader or not) to determine statistical significance ($p \leq .05$).

The study is guided by three questions that include:
1) Do school divisions in the Commonwealth of Virginia with division equity/diversity leaders Black and Hispanic student subgroups have higher past rates in English and math on the Standard of Learning (SOL) tests than divisions without a division equity/diversity leader?
2) Do school divisions in the Commonwealth of Virginia with division equity/diversity leaders have narrower achievement gaps between White and Black students and White and Hispanic students in English and math on the SOL test than divisions without a division equity/diversity leader?
3) Do school divisions in the Commonwealth of Virginia with division equity/diversity leaders have narrower school suspension gaps between White and Black students and White and Hispanic student subgroups than divisions without a division equity/diversity leader?

Results

The research aimed at determining if division equity/diversity leaders make a significant difference regarding parameters such as discipline gaps and pass rates of marginalized groups. A statistical review allowed the researcher to presents the results and findings of the study.

In table 1, the influence of division equity/diversity leaders on Black students pass rate on the English SOL test is not significant to warrant consideration as divisions without equity/diversity leaders influence a higher pass rate amongst their students with a standard deviation of 8.184 compared to 7.012.

Table 1: *Black English Standard of Learning Pass Rate Descriptive Statistics*

Group	N	Mean	Std Deviation	Std. Error Mean
Equity/Diversity Leader	12	64.9167	7.01243	2.02432
No Equity/Diversity Leader	12	65.9167	8.18489	2.36277

In table 2, the influence of equity/diversity division leaders on the pass rate of English SOL test for Hispanic students is not significant to warrant consideration as divisions without equity/diversity division leaders have a higher pass rate amongst their students with a standard deviation of 21.49 compared to 19.42.

Table 2: *Hispanic English Standard of Learning Pass Rate Descriptive Statistics*

Group	N	Mean	Std Deviation	Std. Error Mean
Equity/Diversity Leader	12	58.7500	19.42877	5.60860
No Equity/Diversity Leader	12	62.7500	21.49471	6.20499

In the Commonwealth of Virginia, Black students performed better on the Math SOL test in school divisions without equity/diversity division leaders compared to those with equity/diversity division leaders, as presented in Table 3.

Table 3: *Black Math Standard of Learning Pass Rate Descriptive Statistics*

Group	N	Mean	Std Deviation	Std. Error Mean
Equity/Diversity Leader	12	70.1667	7.38344	2.13141
No Equity/Diversity Leader	12	71.000	10.40979	3.00505

As indicated in Table 4, Hispanic students in divisions without an equity/diversity leader, have a higher pass rate on the Math SOL test than Hispanic students in divisions with an equity/diversity division leader.

Table 4: *Hispanic Math Standard of Learning Pass Rate Descriptive Statistics*

Group	N	Mean	Std Deviation	Std. Error Mean
Equity/Diversity Leader	12	68.1667	22.36813	6.45712
No Equity/Diversity Leader	12	70.2500	23.76064	6.85911

The performance gap comparison of White/Black students on English SOL test demonstrates a wider gap in school divisions with division equity/diversity leaders compared to those without division equity/diversity leaders, as indicated in Table 5.

Table 5: *White/Black English Standard of Learning Pass Rate Gap Descriptive Statistics*

Group	N	Mean	Std Deviation	Std. Error Mean
Equity/Diversity Leader	12	20.8333	3.63901	1.05049
No Equity/Diversity Leader	12	18.7500	9.39173	2.71116

As indicated in Table 6, the performance gap comparison of White/Hispanic students on the English SOL test reveals a wider gap in school divisions with division equity/diversity leaders compared to those without division equity/diversity leaders.

Table 6 : *White/Hispanic English Standard of Learning Pass Rate Gap Descriptive Statistics*

Group	N	Mean	Std Deviation	Std. Error Mean
Equity/Diversity Leader	12	19.7500	9.63068	2.78014
No Equity/Diversity Leader	12	13.8333	9.26217	2.67376

The performance gap comparison of White/Black students on the Math SOL test demonstrates a wider gap in school divisions with division equity/diversity leaders compared to those without division equity/diversity leaders, as indicated in table 7.

Table 7 : *White/Black Math Standard of Learning Pass Rate Gap Descriptive Statistics*

Group	N	Mean	Std Deviation	Std. Error Mean
Equity/Diversity Leader	12	18.9167	5.07146	1.46400
No Equity/Diversity Leader	12	15.4167	6.15642	1.77721

The performance gap comparison of White/Hispanic students on the Math SOL test demonstrates a wider gap in school divisions with division equity/diversity leaders compared to those without division equity/diversity leaders as indicated in table 8.

Table 8: *White/Hispanic Math Standard of Learning Pass Rate Gap Descriptive Statistics*

Group	N	Mean	Std Deviation	Std. Error Mean
Equity/Diversity Leader	12	15.6667	9.30624	2.68648
No Equity/Diversity Leader	12	11.0833	7.71608	2.22744

The short term suspension rate gap is wider in school divisions without a division equity/diversity leader between the White/Black student population compared to school divisions with a division equity/diversity leader. This demonstrates that division equity/diversity leaders may have an impact on dealing with emerging cases of discipline as indicated in table 9.

Table 9: *White/Black Short-term Suspension Rate Gap Descriptive Statistics*

Group	N	Mean	Std Deviation	Std. Error Mean
Equity/Diversity Leader	12	37.9417	23.12108	6.67448
No Equity/Diversity Leader	12	54.8917	29.94891	8.64551

The short term suspension gap is also wider in school divisions without a division equity/diversity leader between the Hispanic/White student population compared to school divisions with a division equity/diversity leader. Again, this demonstrates that division equity/diversity leaders may have an impact on dealing with emerging cases of discipline as indicated in table 10.

Table 10: *White/Hispanic Short-term Suspension Rate Gap Descriptive Statistics*

Group	N	Mean	Std Deviation	Std. Error Mean
Equity/Diversity Leader	12	23.7833	25.50707	7.36326
No Equity/Diversity Leader	12	36.4500	36.77668	10.61651

DISCUSSION

The findings of the research emphasize the importance of leadership (equity/diversity) which entails the use of both instructional and transformational approaches in improving the performance and discipline culture in learning institutions. The importance of teacher leadership in the process of performance and discipline-culture improvement cannot be understated as evidenced in Day et al. (2016) study. However, the principal plays a predominant role in guaranteeing a discipline-culture that result in the students' willingness to be disciplines and improve their performance gaps (Stanley, 2016). The leader should constantly interact with the teachers and students to establish as strong relationship, which results in the making of a thriving environment (Madsen & Mabokela). However, the data shows that the influence of division equity/diversity leaders on Math and English SOL pass rate is limited for Hispanic and Black student populations. This may imply diversity-based leadership improved the general temperament within the school.

Although equity/diversity leaders provide the support mechanism to bridge the performance and discipline gaps in the division's schools especially in low socio-economic backgrounds, the influence of equity/diversity leaders in the Commonwealth of Virginia is limited. However, in reducing the rate of suspension gap between White/Black and White/Hispanic the significance level of $p \leq 0.5$ shows that equity/diversity leaders may be responsible for reducing the rate of short term suspension gap and how discipline is handled.

Limitations of the study

Several limitations in this study must be noted when examining the findings. The first limitation is the lack of knowledge about the amount of time the division equity/diversity leader has fulfilled this role. The data collected from the Virginia Department of Education division directory does not list the hire date for positions. The length of time an individual has served in a position may have a considerable impact on the work that is fulfilled in the role of division equity/diversity leader.

A second limitation was that the actual responsibilities and expectations of division equity/diversity leaders were not clearly defined. Several division equity/diversity leaders appeared to have had additional division-wide responsibilities, based on their title; this may have resulted in a diversion of time and focus from responsibilities, which could limit their overall impact. Additional limitations were related to the complete demographics of each school division. While there was an attempt to pair schools of similar size and socioeconomic status, other demographic factors may play a role. Perhaps a final important limitation includes not knowing the strategies schools and divisions were expected to implement and to what degree they were actually implemented to make an actual impact. Future studies could include examining student performance as well as academic and suspension gaps within one school division prior and after the hiring of a division equity/diversity leader. Another possibility would be to continue the investigation as a longitudinal study to determine the impact over a period. Further studies could also examine additional content areas, dropout rates, advanced courses enrollment as well as qualitative data that focuses on social emotional aspects.

CONCLUSION

As suggested (Khalifa, 2018) the need for enhanced culturally responsive school leadership in order to address improving student achievement and closing achievement gaps is emphasized in majority of the study as reviewed in the different sections. He has identified four strands of effective culturally responsive school leadership. They include critical self-awareness, culturally responsive curricula and teacher preparation, culturally responsive and inclusive school environments, and engagement with students and parents in community contexts. The Every Student Succeeds Act (ESSA), passed in December 2015, provides states an opportunity to create new approaches to school accountability and continuous improvement. Virginia is one of several states that have chosen to use some of the ESSA's identified equity indicators, either to identify schools/divisions that may be in need of intervention to address equity issues or to guide improvement processes. The equity indicators are commonly used as goals for divisions. They include reducing rates of student suspension, building a positive school climate, reducing rates of chronic absenteeism, implementing an extended-year graduation rate and expanding access to a college- and career-ready curriculum. It is not noted to what degree Virginia has implemented or embraced the indicators. The conclusion of this study suggests that there is no significant difference in school divisions in the Commonwealth of Virginia that have division equity/diversity leaders with Black and Hispanic students' English and math pass rate on the Standards of Learning as well as no significant difference between White/Black and White/Hispanic pass rate gaps. The significant difference found is that divisions with equity/diversity leaders have a narrower short-term suspension gap between White and Hispanic students than school divisions without an equity/diversity leader. While the one significant finding is a start, it may not be enough to justify the position of division equity/diversity leaders. Therefore, divisions may choose to focus more on specific strategies and equity/diversity indicators while deepening the implementation of such, in order to improve all student performance and to eliminate academic and discipline gaps.

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ESP CLASSROOM INTERACTION :IDENTIFYING TEACHER AND STUDENTS' ROLES

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ABSTRACT

It is not only an effective element in the enhancement of the learners' communicative skills , but it also helps the the teaching and learning process run smoothly .Interaction as a classroom activity is becoming more and more in English learning.Indeed, language learning is the outcome of the process where learners interact with each other and their teacher and expose different language forms.With regard to current study , more focus will be on the interaction process in ESP classroom and this would differ partially or totally from interaction in General English class.To achiev such aim, the study is going to investigate the issue of interaction from different perspective such as the teacher , the student , the text book and the learning environment and evaluate how all these elements together would overlap in the process of ESP classroom interaction .As being the core element in the shaping of ESP course , more talk will be devoted to the importance of the students' needs identifcation(Needs Analysis) since learners generally show more interaction and are highly motivated to topics that revolve around thier field of study.

Keywords : classroom interaction   communicative skills   General English   ESP classroom   text book

1-Introduction

Both language teachers and students give importance to the issue of language interaction as much success of language learning is seen in the ability to use the language in meaningful interaction to others .Naturally , meaningful interaction involves the ability to understand the ability the other's speaking and also the abililty to express one's opinions and ideas to others .The issue of interaction has received much of the experts' talk and interest in the fied of EFL in general ; yet few studies have be been devoted to tackle issue of interaction in ESP classroom.ESP which mainly concerns with the teaching of specific disciplines for students with specific needs may deserve more attention for the subject of interaction in such types of classroom.One skill that ESP teacher aims at developing in the learners is their abililty to achieve meaningful communication in their field of study using English.However, in the core acheiving a meaningful communication , there is the element of classroom interaction .With regard to ESP learning environment , many factors would interfere the process of classroom interaction such as the ESP teacher course presentation , the teaching materials' preparation , the student's motivation to the ESP course itself and some other contextual factors.

2 -What is Classroom Interaction?

Various definitions have been given to classroom interaction. Cazden (2000), for instance defined classroom interaction as the activity that allows learners to develop their critical thinking, share ideas and develop their speaking and listening skills. Rivers (1987, p.57) explains   the Latin roots of the word : *'agere'* meaning *'to do'* and *'inter'* meaning *'among'*.It denotes the action done by the human being affects the other people through interaction. According to Ellis (1990) , interaction is defined in the second language learning context as the process in which learners can interact with each other and their teacher and expose different language forms after they are exposed to the target language .By relating interaction to communication , Brown (2001, 165) states , *"...interaction is, in fact, the heart of communication: it is what communication is all about".* Pinter (2006) sums up these definitions by saying that classroom interaction refers to any interaction that takes place between teachers and learners and between learners themselves. Classroom interaction is also defined as a two-way process between the teacher and the students and between the students themselves in the learning process whereas all these participants exercisea reciprocal influence on each other (see figure 4.1).
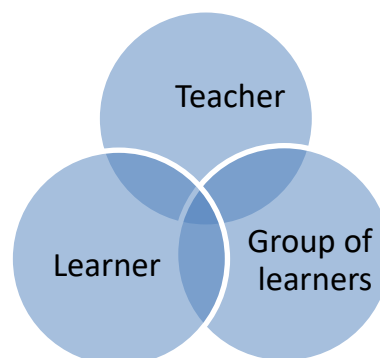

Figure 1 : Participants in the Classroom Interaction

Malmah Thomas (1987, p .*Vii*) admits that the importance of interaction in the learning process when she states that « *the classroom interaction serves an enabling function : its only purpose is to provide conditions for learning*. ».Malmah Thomas (1988, p.6) mentioned that interaction is more than action followed by a reaction .Indeed , it is about acting reciprocally and acting upon each other .She adds that the teacher having a sound lesson plan for action is only the beginning since things get more complicated when the plan is put into action .What happens in reality is that the teacher's plan of action evokes some sort of student reaction which would itself react an action evoking a reciprocal reaction in the teacher which would influence his subsequent action along the stages of the lesson and provokes a pattern of mutual influence and adjustment (see figure 2) .
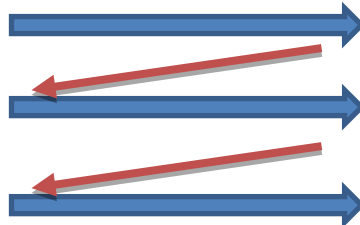

Figure 2: Teacher and Class Reciprocal Action and Reaction (Malmah Thomas,1988. p.07)

Malmah Thomas(1987 , p.08) asserts that interaction is a two way process situation that has the potential for co-operation and conflict .In simple words , where there is a conflict between the teacher and the learners , communication breaks down and where there is co-operation between both sides, an effective communication is established. Cazden (2000) provides a deep meaning to classroom interaction when he states that in the language classroom interaction pattern, the role of language extends beyond communication of mere information to the establishment and maintenance of relationships in the classroom. Beside the medium through which teachers teach, classroom interaction allows L2 learners to demonstrate what they have learnt (Johnson, 1995).Alexander (2000) defines classroom interaction as a complete sequence containing initiation , response and feedback (IRF).The three patterns will be discussed in the following section in details.

3-The IRF interaction Pattern
The classroom interaction falls in a three part sequence exchange pattern between the teacher and the learner known as the IRF pattern. The IRF pattern consists of teacher's initiation, learner's response , and teacher's feedback on the response including the assessment , correction and comment (Sinclaire and Coulthard, 1975).Silverman (1997) describes the conversational exchange in the classroom in the logic order of *« teacher : question ; pupil : answer ; teacher :evaluation »*. For Other scholars, such as Nassaji and Wells (2000) , the *F* stands for feed back or follow up. Mehan (1979) and Cazden (2001) used the term IRE instead where the last *E* refers to evaluate. In the IRF pattern, the initiation is often performed by the teacher and the student(s) is supposed to provide the response to the teacher's elicitation (Cazden ,2001).The teacher again is supposed to provide feedback for the student(s) response in the last stage of the IRF pattern . In the sequence of interaction , the teacher may provide feedback by using phrases like ' *Good*' , ' *That's right*' or ' *No*' , '*that's not right*'(Hall and Walch, 2002) .Being traditionally as the '*primary knower*' allows the teacher to give feedback to the student's response and convince the student that this was or not the response that the teacher was aiming for .However and as far the current study context is concerned , the ESP teacher is no longer the primary source of knowledge (see 2.1).Thus ,the evaluation of students' response in the ESP classroom may need more talents and flexibility from the ESP teacher where the ELT focus has shifted from the teacher- centred approach to the learner –centred approach (Nababan1993).Hence, the IRF pattern is an approach that is more common in traditional classrooms where the teacher has control over the topic and pupils' contribution in class (Ruby, 2008).Yet, the IRF pattern can sometimes be initiated by the student who can also have the follow up move (Sunderland 2001) ; a fact that allows the ESP teacher to cope with newly assumed role of the ESP learner in the context of the ESP classroom .Candella (1999) confirms that the students while undertaking the IRF initiation process can use different tactics to intervene with the teacher's plans. Hence, the IRF interaction pattern allows for a constantly power teacher student initiation exchanging roles (Thornborrow 2002 ; Manke 1997). We shall discuss strategies for providing feedback along with designed interactive activities that would promote ESP learners interaction in the remaining section of this paper. Yet, the new assumed role by the learner in the ESP classroom stimulates our interest to discover what power potential the students exercise on the teacher in the IRF classroom interaction pattern.
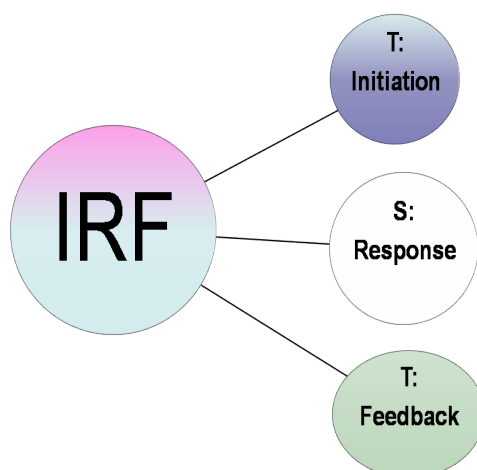
Figure 4.2: The IRF Pattern

4-The Teacher –Student Power Relationship in the IRF Pattern

One advantage of the IRF interaction pattern is that it can examine the power of the student in classroom interaction as it can contribute to his or her talk (Sunderland 2001). Moreover, it enables the learners to take on roles as active participants in the interaction, a role that is not necessary made in the teacher's plans in the different situations of the classroom interactional exchange. Hence, learners are no longer seen as passive learners ('vessels to be filled') who are expected to come up with the 'right' answer (Webster and Roe 1998; Webster et al. 1996).A fact that was clearly shown in Candela and Sunderland's studies claiming that students can take various roles in the IRF pattern and not just the ones previously assigned by the teacher. In this regard , Rampton (2002, p.500) , for instance, pointed out that in the teacher-dominated German lessons ,the students *"used a range of tactics… to assert themselves as individuals unwilling to submit unquestioningly to the current regime».* Accordingly Lemke (1990) confirms that the number of the participants in the classroom are likely to shape the interaction in the classroom and change the IRF direction pattern from the planned stream to the unexpected or momentarily break of the classroom interaction. Indeed, the teacher cannot fully gear the students' interaction as being previously planned since according to Candela (1999, p.156), *"students can break away from the teacher's control even when the discursive structure has the IRE form"*. Candela (Ibid.) argues that the teacher's plans can be broken by the students by *"denying the teacher's orientation, by refusing to participate, or by defending alternative versions of particular topics"* in their response.

5- Factors Influencing Classroom Interaction

Various factors are seen to influence the students' classroom interaction .These factors are related to the teacher, the student to the course content and the learning context as a whole. With regard to the classroom learning context, Klausmeier (1961) identified six main factors that might affect the teaching-learning processes: *"Learner characteristics, teacher characteristics, learner and teacher behaviours ,group characteristics , physical characteristics of the behavioural setting , and outside forces."* The behavioural setting refers to the affective, cognitive and psycho-motor activities performed by teachers and learners. Similarly, Gurney (2007) sums up in a range of key factors that may help establish a good learning interactive environment .This includes :

✓ *Teacher knowledge, enthusiasm and responsibility for learning;*
✓ *Classroom activities that encourage learning ;*
✓ *Assessment activities that encourage learning through experience ;*
✓ *Effective feedback that establishes the learning processes in the classroom ;*
✓ *Effective interaction between the teacher and the students, creating an environment that respects, and encourages and stimulates learning through experience.*

6-The Teacher

It seems clear that the teacher plays a major role in the classroom interaction process and that important factors influencing his interaction with the students are teacher-centred. The teacher is supposed to create the teaching environment that would stimulate student's interest to interact and learn .Gurney (2007) states that beside the knowledge and enthusiasm to the subject , the teacher is responsible *"for creating a learning environment that will effectively nurture the student's desire to learn and to accept the challenges of thinking and inquiring into*

*all that is offered by the teacher.''.*According to Gurney, in the creation of such learning environment, the teachers need to challenge the prejudices of the teaching system and be ready to reflect on the nature of teaching to the extent that the teaching environment should reflect their reflective practices in their applied teaching methods and followed procedures. In fact, both teacher and student need to share their knowledge to create this reflective learning environment. When both of them become learners and get engaged to discover the world of the subject, the amount of interaction will increase along with the passion that teacher would have for his subject and stimulate his interest in it. Both teacher and student, the two uniquely engaged in the classroom interaction, are directed by what they think (Wittrock , 1986).The teacher needs to reflect on the students' fears , beliefs , attitudes and conceptions and maintain that as a basis for making decisions in the selection of the teaching materials , course design and action in learning. During the learning the teaching and learning process, the teacher should assume the role of a psychologist who is able to create that supportive learning environment where students are encouraged to take risks and make errors while experimenting the different language forms in the different contexts and registers.

Yet, as far as the research idea is concerned, it might be more useful if more light is shed on the factors that are closely related to the ESP teacher though both EGP and ESP classroom teaching and learning environment context still share common features with regard to the factors that may influence the classroom features. After all, teacher education aims to develop   defined competences and a general capacity to deal with settings and requirements that are not fully predictable (Richards and Farrell, 2005and Widdowson , 1983) and whatever sort of teacher training, it is often   dealt with in the context that mainly incorporates associated elements to language teaching such as classroom management , Lesson planning, giving feedback or effective eliciting or questioning (Richards, 1998 , p. xiv).

7-The Teacher's Affective Factors

The teacher's affective factors have also an influence on classroom interaction and can enhance foreign language learning. Indeed , it was Krashen (1982, P. 31) who prominently raised the issue of learner's psychology and its relation with the learning process by introducing the notion of the *Affective Filter hypothesis* among the five central hypotheses in second language acquisition (*the Acquisition Learning distinction , the Natural Order hypothesis , the Monitor hypothesis* and *the Input hypothesis*). Gardner et al (2004) also confirmed that affective factors have a direct influence on language acquisition and achievement. Williams and Burden (1997, p. 28) mentioned that education must focus on developing the affective factors in language teaching .This can be achieved by helping the learner to become a individual who can make sense and construct meaning in his own world. They suggested a model where they depicted the learner as an individual with affective needs and reactions which need to be considered as part of learning. Tooman (2006) supports the author's view when she states that educators must focus their efforts and empathy on the human growth and the integration of the person's mind , body , spirit , emotions , relationships in and outside the classroom. Along with that, other scholars raise the issue of empathy as being an important factor that remains central in the teacher – student relationship and whose application is likely to improve the teaching effectiveness. By definition, the word empathy comes from Greek empathia, or 'feeling into' as a term that refers to the ability to perceive the subjective experience of another person (Goleman 1995). Davis (1994, p.57) defines it as *''the tendency to spontaneously adopt the psychological point of view of others in everyday life''* , so it is about 'walking in another's shoes or putting ourselves in another's skin' , that is what the term empathy would exactly mean .Noddings (1986) draw a relationship between empathy and caring which is described as being reactive , responsive and , most importantly , receptive. Moreover , caring is an activity that involves considering the other's of point of view , his needs and his expectations from us .As a matter of fact , it is the teacher's profound empathy and care that provide the right climate for the students' effective learning(Cooper 2002).Cooper views positive empathy as an effective means for student' class engagement improvement in learning , valuing and sharing views. In fact , the empathetic behaviour from the teacher affects the students' degree of behaviour , However , according to Cooper (ibid.) , the learning context can always reveal constraints that might represent a powerful factor to the teacher's ability to employ his empathy in a way that would best meet his students' needs .As it has already been mentioned , we shall devote part of our discussion to some relevant learning context factors that might influence the students' learning behaviour. Arghode and Lechuga (2011) state that by showing empathy ,teachers can establish a strong feeling of attachments to their students and , thus , *"can create bonds which nurtures cohesiveness."* They also confirm that the teacher' empathy can provide the students with a supportive learning environment ; a fact that *"enourages them to participate, without hesitations, in classroom."*

Similarly , Wang (2005) believes that educators should help the learners develop their self-awareness as a whole individual who understands others and sensitive to human feelings and emotions and as an active student who is involved in learning and the way learning is taking place. Researchers have also mentioned the element the

effect of *immediacy* , defined as as "*that communication which enhances closeness to one another"*(Sanders & Wiseman, 1990).It indicates   strong relationship which can have a positive effect on the students' affective outcomes (Gorham & Zakahi, 1990; Sanders& Wiseman, 1990; Powell & Harville, 1990;).With regard the affective factor in ESP classroom , Stern (1992) mentioned the *affective objective* among the four types ESP teaching objectives that include *proficiency, knowldge* and *transfer*. According to Stern(ibid.) , *proficiency* refers to the mastery of the four language skills: reading, writing, listening and speaking. *Knowledge objectives* entails the acquisition of linguistic (the systematic analysis and awareness of language aspects) and cultural information (control of socio-cultural rules).*Transfer objectives* refer to the ability to generalize from what has been learned in one situation or another .The *affective objectives* concern is to develop positive feelings towards the subject of study.

8-The ESP Practitioner
However ,the ESP teacher has other things to worry about with regard to the specificities of the teaching and learning environment he is involved in since despite the fact that the subjects of specific content, such as politics in the present study , tend to attract the more and more number of students , the linguistic demands of the discipline seems to be an obstacle for these students .In this regard , Dudley-Evans and St John (1988, p.1) state that ESP has sometimes moved away from trends in general ELT in the sense that the main concern of ESP has always been,   and remains , with needs analysis , text analysis , and preparing learners to communicate effectively in the tasks prescribed by their study or work situation. Identifying the students' needs remains one factor that would enhance students' interaction in the ELT settings in general and in the ESP classroom in particular .As it has been discussed in chapter two , Hutchintson and Waters (1987) descibed ESP as an appraoch to language teaching that is based on the learner's reasons of learning. Eventually ,the term reasons cover sub-concept that include wants , needs , and all factors that may affect the way learners learn(subjective needs).Hence , Restrepo (2000) explains that for successful learning teachers in such specific content areas need to do a self-examination to their daily in order to adjust it to a way that would respond adequately to their working environment , the needs of their students and their sociocultural agenda. Identifying the students might be depicted as a challenge for ESP teachers, yet on the other side, students are more attracted to study ESP because they are based on their needs and they are highly motivated to learn about topics and texts that are related to their field of study or work.

Besides, ESP teachers might use other strategies to promote the students' classroom interaction. Previous research into ESL classroom interaction has shown , for instance , that teachers highlight the most appropriate language used form in terms of general academic or discipline- specific register (Gibbons, 2002, p. 4).Along with the use of the specific terminology and in a study that aimed to investigate how two psychology professors made their subject content more comprehensible to non-native speaker students ,Wesche and Ready (1985) found out the two professors used more self-repetitions and rephrasing , particularly for each newly introduced concept. In a similar study area, Basturkmen and Shackleford (2014), undertook an investigation with students in the Department of Accounting in Zealand .Before undertaking the study, the two researchers mentioned that their keen interest was to understand how the accounting teachers manage to help their students with language in their teaching. After eight recorded teaching hours, the results revealed that the two content lecturers often used vocabulary-related episodes while teaching after they already assumed that their students did not have a full understanding of the technical vocabulary being used; a fact that that urged them to take a step to help their students with vocabulary.

Another factor that may affect the ESP students' class interaction might be related to the selection of the teaching materials and the degree of appropriateness with the students' needs and interest and their authenticity. We shall leave this aspect to be discussed with the context factors influencing classroom interaction. After having viewed the main related –teacher factors that might affect the classroom interaction, we shall highlight major aspects related to the student behaviour and that might affect his interaction in ELT classroom in general and in ESP context in particular.

9- The student
A language learner is required to speak and listen to other learners and to interact with the language course teacher as well to develop his communicative language skills. This can be achieved by the participation in a variety of real purposes' interactive activities in the different class stages .During the classroom interaction process , diverse factors might affect either positively or negatively the student' s learning behaviour. This covers mainly   'unobservable' factors that play a role in shaping the classroom interaction such as, "*Teachers' and learners' psychological states, including their beliefs, attitudes, motivations, self-perception and anxiety, learning styles, and cultural norms, which are considered effective factors in shaping classroom*

interactions"(Tsui, 2001).Here is a description of the some common factors that might influence the student's interaction in a language class.

10- The Learner's Motivation

Motivation is also considered as an unobservable factor that has an influence on the students' classroom interaction .Most teachers agree on the importance of motivation for students to take ownership of successful language learning. Hall (2011) considers motivation as a key factor to accomplish any activity .According to him, "*It is difficult to imagine anyone learning a language without some degree of motivation*". Similarly, Loewen and Reinders (2011 ,p.119) define motivation as "*a psychological construct that refers to the desire and incentive that an individual has to engage in a specific activity".* Dornyei (2014 , p. 20) depicts it as the driving force for the long –term second language learning process and mastery and that *"the learner's success will largely depend on the level of motivation*".

Yet, our main concern is to depict the relevance of the aspect of motivation to the ESP classroom learning ; the current study target theme. This would start with Melendy ' s (2008) definition to motivation which he describes as a process that starts with a need that shapes a behaviour that lead the individual to achieve a determined goal. Hence , language learning motivation is enhanced with the presence of a need and a goal to be fulfilled ; two basic key features of the ESP classroom learning process. One of the important task for an ESP teacher is to identify the learners' needs to set long term course objectives .This can be achieved by the NA approach ; a concept that was lavishly explored in the Second Chapter of the present study , through Target Situation Analysis (TSA) and Present Situation Analysis (PSA).

Strevens (1988) lists four reasons that make the ESP courses motivating for the student:
- The fact that it focuses on the learner's needs , they waste no time;
- they are relevant to learners;
- they are successful in imparting learning;
- they are more cost-effective than General English courses.

Liuoliene and Metiuniene (2006) also found a direct relationship between the learners' motivation and their needs and wishes, thus they insisted on understanding the learners' needs before instruction. Similarly, Chambers (1980) pointed out that the pupils are likely to lose the point of the activity suggested to them when they fail to see the relationship between the activity and the world in which they live.

With regard to the ESP course motivation, students are naturally motivated to learn the English language when it is the useful means to study the subject course and when it is directly related to their professional needs .i.e in the ESP language learning context, students would never see to learn a subject separated from the language of that subject .In this regard, Ushioda (1998 ,p.83) points out: "*....the language learner, unlike the researcher, seems unlikely to perceive the motivation for language learning to be wholly independent of the motivation (or lack of motivation) for other areas of learning ."*

11-Contextual factors

A number of studies have mentioned that there is also a direct relationship between the institutional, social and physical setting and the students' course involvement and classroom interaction (Shavelson & Stern, 1981; Johnson, 1996).Such contextual factors might include large classes , student's discipline , the teaching materials , the students' different level of proficiency , the student's resistance to the new methods of teaching , examination pressure , curriculum learning objectives , and a shortage of resources (Yang ,2015) . Hence, before starting the course, the language teacher should explore 'the territory' of the students' learning context. This entails providing answers to questions like:

- Who are my students ?
- What do I want them to learn ?
- What tools do I have at my disposal ?
- What circumstances will affect the way I deliver the course ?
- What the characteristics of the learning environment (staffing, resources, facility, and time) ?
- What are the content considerations ?
- What are the characteristics of the learners and the language status ?

Finding appropriate answers to these questions will help the teacher to set up the goals for an effective learning environment.

One important feature that helps keeping the learning environment highly interactive is the potential of creating changing classroom structures that would fit to frequent newly adopted classroom management systems (Paul et al., 1993). The learner's attitudes towards the English language learning and the response to it is one of the various factors that might have a negative influence on the EFL learning process. With regard to the political science students involved in the current study and their attitudes to the English course, it appears that most students are not usually motivated to attend the English course for a variety of reasons. One of which was owed to the little importance granted to the English module in the curriculum in terms of the teaching hours and the granted coefficient. Furthermore, the students admitted that they do not see a relationship between the course content and their career after graduation. Consequently, they feel demotivated and less cooperative in the classroom.

The choice of the topic and the students' lack of vocabulary seem to be another obstacle that is preventing students' classroom interaction .With regard to the EFL teaching in the Algerian context , a study was carried out by Idri (2014) where she investigated the reasons behind the failure among Algerian students advanced learners in their class oral communication .The study which was conducted with ten teachers in the department of English at Bejaia University and sought to identify their evaluation to the BA students' oral communication skill revealed some interesting findings .The teacher admitted that the students lack sufficient time and opportunities to practise their English in classroom due to overcrowded classes. They also lack the diversity in terms of content and choice of the topics ; a fact which puts limits to their English vocabulary repertoire and reduce their exposure to real –life situation context .Moreover , teacher seemed to be preoccupied with correcting students' grammar and pronunciation mistakes rather than developing their vocabulary and their communicative competence. The teachers also mentioned that the students are deprived of the out-of –class English speaking support beside having no exposure to native English since there is no contact with native speakers .The findings also revealed that the students have a limited vocabulary which prevent them from keeping their communicative act on beside their desire to rapidly communicate their messages without concentrating on the language items they are using when they communicate .The study ended by suggesting a range a teaching techniques and pedagogical implications that would enhance the students' speaking skill. These entail providing the students with a broader-knowledge about the English speaking countries culture and provide them with a variety of real and appropriate life instances of communicative contexts. Furthermore, when correcting students' mistakes, teachers should give more importance to fluency and the communicative competence development and should develop tasks and oral activities taking into consideration their students' needs and level of interests.

12-The Classroom Facilities

The availability of the classroom facilities including visual aids and technological equipments might also have a direct effect on the students' classroom interaction .Thus, the integration of such technologies by the language teacher in the EFL classroom becomes a fundamental issue. Indeed, many educationalists have pointed out to the useful pedagogical effects that the use of the technological tools in education can have of the learning environment. Brushet et al.(2008) have stated that student use ICT (Information and Communication Technology) as a tool to discover learning topics , solve problems , and provide solutions to the problems in the learning proces. Fu (2013) has also seen that ICT enables learners to

> *"... all types of texts from beginning to advanced levels with ease through computers, laptops, personal digital assistants (PDAs), or iPads. More specifically, these e-books may come with some reading applications, which offer a reading-aloud interface, relevant vocabulary-building activities, games related to reading skills and vocabulary acquisition, and more. Therefore, ICT involves purpose designed applications that provide innovative ways to meet a variety of learning needs."*

Koc (2005) went beyond the classroom context when he stated that ICT can help students *to "communicate, share, and work collaboratively anywhere"*. Teleconferencing classroom, for instance, can bring students from all the over the world to gather for a topic discussion .This may inspire them to explore new concepts and find solutions to new emerging issues.

The incorporation of the visual aids in EFL classroom teaching has proved to be a useful tool in enhancing students' motivation and interest towards the course. In recent years, teachers and material designers have started to use the different types of instructional media such as slides projector, type recorders, language laboratory, ect.. to increase students' classroom interaction

13-The Textbook

Like the other teaching materials and visual aids, the textbook should facilitate the teaching and the learning task for both teachers and students respectively. Not just that it should be adapted to meet the students' needs but it seems necessary that any textbook should be more appealing to the students' tastes and level of interest.

Generally speaking people need something to talk about , thus , textbooks should incorporate topics and communicative purpose tasks that should stimulate students' interests and enhance their interaction. According to Scarino and Liddicoat (2009), any teaching material that aims to enhance the students' classroom interaction should involve the ability to use language as a starting point to generate ideas, responses and interpretations through interaction .It should also involve seeking opinions, reasoning and deeper complex understanding by probing responses, drawing out, analysing and building on personal experiences. Most importantly, the participants are asked to get engaged in open dialogues in which they have opportunities to explore their own perceptions and understandings. Eventually, the language use should focus more on developing language abilities to meet interactional needs rather than limiting interactional opportunities to current language capabilities.

And because interaction is purposeful (Scarino and Liddicoat ; ibid.), ESP textbooks designers can benefit from the advantage of texts' authenticity feature in ESP classes. As it has been mentioned in 2.4, authentic materials enhance ESP learners' motivation, yet; the ESP teachers need to edit such books from time to time to enable their learners deal with it as a comprehensible input. However, teachers should be careful when adapting any selected materials and texts since some studies showed that students' interaction is better attained on complex texts rather than contrived and simplified ones. In a study carried out on Japanese students, Ellis et al. (1994) confirmed that the students of English reached a high level of comprehension and vocabulary acquisition when they deal with complex texts than when being exposed to premodified version of texts without interaction opportunities. VandenBranden (1997) in a study carried with upper primary school, identified three elements that could influence the text comprehension and, thus, students' interaction: "*(a) reading the original (complex) text, (b) reading a premodified version, (c) reading the original text with opportunity to discuss the text with a peer, and (d) reading the original text in a group of pupils with the researcher present and opportunities for interaction.*" Being the only class manager, the teacher has a crucial role of making the correct use of these elements in a way that would enable him adapt the authentic texts to the different students level of language mastery by constantly varying texts (Gilmore , 2007).The ESP practitioner needs also to adapt the ESP texts according to the students' pedagogic needs and implement them in a teaching syllabus built on tasks of communicative purposes.

14- Conclusion
The study was an attempt to shed light on the main roles that both teacher and students share in an ESP classroom. Compared to EFL classroom, other factors would interfere to boost the interaction activity in the ESP classroom such as the learners' needs itself; a factor that is typical to an ESP learner .Raising the students awareness and helping their identifying the need would not raise his motivation to learn English relevant for the target discipline , but would also encourage them more to take care of all factors that may a direct influence on their specific area of language learning. These include all factors that are related to their specific   language learning context such as the text book , the classroom facilities and the all learning resources.

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EXPLORING LEADERSHIP PRACTICES IN A MULTICULTURAL SCHOOL- A MALTESE CASE STUDY

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ABSTRACT
The study seeks to explore leadership praxis in response to the increasing multicultural influxes in Maltese schools. It looks into the complexity of multicultural leadership praxis exemplified by a self-professed multicultural school leader in her quest to transform vision into reality by combining the expectations and aspirations of the various stakeholders who actively involve themselves in the school. Aiming to provide scholarship into what constitutes effective multicultural leadership practices, the author opted for a qualitative research design as the major methodological approach. The main research instrument employed in the study was a semi-structured interview targeting the school leader and parents. However, a quality assurance report together with a questionnaire for educators and a series of observations, triangulated findings obtained from the semi-structured interviews.
Data was analysed by categorising into relevant themes as mirrored by literature review. Bronfenbrenner's (1979) ecological theory served as a conceptual framework to analyse the evidence and examine the research aims. The findings highlight the complexity of Multicultural Education Leadership praxis and the influence that each stakeholder exerts on transforming vision into practice. Moreover, the research highlights effective multicultural school leadership practices and provides readers with avenues towards furthering the critical debate surrounding multicultural education.
Keywords: Multicultural Education, Leadership Styles, Bronfenbrenner, Justice

Culturally responsive leadership involves the nurturing of practices that stress high expectations for student achievement making use of values and cultural norms pertaining to the students' communities, and initiate those processes which develop critical consciousness among educational stakeholders, thus challenging disequilibrium inherent in the wider society. It purports to stimulate inclusive processes that place organisational structures in a critical lens that empowers parents and students from diverse racial communities to partake in all aspects and stages within the educational journey. This enterprise is by no means seamless when one considers that culture is closely intertwined with other concepts such as 'race', 'multiculturalism', and 'educational provision' that often lead to conceptual confusion often hindering progress in this area (Hajisoteriou, 2013; Zembylas, 2010; Fine-Davis & Faas, 2014; Szelei et al., 2019). On the other hand, failure to place issues of race, class, culture, and language at the center of the educational debate pushes a culturally blind perspective and projects a narrative of neutrality and complacency.

Review of Literature
These notions, though strongly affirmed in the Maltese educational system (MEDE, 2012) provided unprecedented challenges to educators. Being a colonized island for many years is one of the reasons for Malta attracting a large number of citizens from European countries. Another reason is Malta's change in socio-economic stratagems and direction, attracting families from non-EU countries notably Russia, Libya, Serbia and Syria (Arar et al. 2019, 2020a, 2020b; Bezzina and author, 2019). Coupled with this, the onset of irregular immigration from war-torn countries such a Libya and Syria, provided a further push factor for shelter-seeking families to settle themselves in Malta. Given the increasing diversity of learners in our schools and classes, it was immediately noticeable that a particular pedagogical approach agreed by school staff during a particular time may not be appropriate during other times. These ensuing changes, occurring within the school's internal structures, would mirror what Gay (1994, p.57) terms 'social reconstruction', where students are empowered with a social action approach, learning to look critically at social imbalances and acting as catalysts for change. Hence, Multicultural Education (henceforward ME) dethrones the 'establishment', challenges the invisible echelons, advocates for constant renegotiation of one's identity, both on an individual and on a group level, which are sometimes hard to take (Yampolsky, Amiot & de la Sablonnière, 2013).

Multicultural Education in Malta
Malta, a small island at the center of the Mediterranean continues to experience cultural and demographic changes arising from increased migratory influxes which brought about an intermix of different cultures, languages, races and religions. Statistics show that in 2019, immigration to Malta contributed to 21% of the total population i.e. 98, 918 persons of non-Maltese citizenship. The largely disputed irregular immigration heading towards Malta's sandy beaches has had an undesired effect on the perception of the Maltese towards ME with many associating

Multiculturalism with irregular immigration, in an aura of mistrust, deep concerns and anxiety. Research conducted by author (2012) has concluded that large-scale irregular immigration in the Mediterranean has caused unprecedented alarm among the Maltese population who suddenly found themselves in situations where they had to interact with other people whose cultural heritage is to a small or large extent different from ours.

The increase in student diversity has prompted the need for school leaders to develop leadership practices intended to kindle a learning environment which possesses supportive and responsive structures, aimed at spurring educators to include all children in their daily curricular planning. Various initiatives, such as the introduction of the National Curriculum Framework (MEDE, 2012), have been crucial towards promoting activities which enthuse educators, parents and students to construct and reconstruct ensuing realities based on reciprocal respect and open-mindedness.

Culturally responsive educational leadership encompasses concepts such as antiracist leadership (Miller, 2021), democratic leadership (McCormick, 2017), transformative leadership (Montouri & Donnelly, 2018), distributive leadership (Shava & Tlou, 2018), instructional leadership (Knapp, Mkhwanazi & Portin, 2012) and social justice leadership (Bogotch, 2002; Turhan, 2010). It moves away from emancipatory practices and requires that school leaders learn about the communities they serve and create an ambience that stimulates equal participation from all cultures and actively promote the principles of equity and social justice.

This suggests that multicultural leadership does not adhere to one style of leadership practice but is a curious combination of different styles that an eclectic leader has at his/her disposal, depending on emerging situations. Hence in view of the complexity and variety of leadership styles the following research questions pave the way for a systematic investigation as to 1) What style of leadership is the school leader using to embrace the multicultural realities surrounding the school? 2) What strategies are currently being adopted to implement the values of Multicultural Education, and 3) How are educational stakeholders (educators and parents) responding to the leadership styles of the school leader?

Using Bronfenbrenner's Ecological Model
Bronfenbrenner's (1979) Ecological Model is ideal for describing the complex systems within a school context. It explains the influence that surrounding experiences have on a person's life, starting from the self and progressing on to a small circle of people, and then onto a larger circle until it encompasses the whole world. These influences shape a person's personality, values and beliefs, and are mediated by the increased and varied interaction of different people with the individual further influencing their thoughts and actions (Velez Agosto et al., 2017).

The ecological model is a set of four nested systems (usually presented as concentric circles) called micro-system, meso-system, exosystem and macro-system. According to Nieto (2008), this nested arrangement of structures is permeated by influence of culture, entrenched in contexts, and embodied in practices, values, behaviors, attitudes, beliefs, and norms. Hence, culture infuses in contexts and directs the ways that individuals ascribe meaning to, interact with, and adapt to their environments.

The micro-system consists of the immediate environment of the individual, the actions and the interpersonal relations occurring. It is the closest layer to the person and contains the structures with which the individual has direct contact. Bronfenbrenner (1979) defines the meso-system as a set of interrelations between two or more settings (within the micro-system) in which the developing person becomes an active participant. In our example of a school's ecological model, the school's culture and the school's leadership practice could be considered this arena of interactions and relationships that form the meso-system. It suggests that development is explained in terms of relationships between people and their environments (Boyd & Bee 2006). Each system contains roles, norms, and rules that can strongly shape development. Nevertheless, the school's development is not influenced only by the micro-system and its interrelations, but also by the larger environment in which the organization exists. Thus, the next level of analysis, the exo-system, refers to the system where, even though there is not active involvement by the school, events occurring there affect or are affected by the mesosystem, for example the external community where the school is situated, boards of trustees, the Maltese Education Act, could be a school's exo-system. On the outside of the model there is the macro-system, which is the most remote system to the individual. It is composed of the social beliefs, attitudes, culture, laws and policies. In our study, the macro-system could be the local educational officials or the state's educational policy. As analysed in the literature review, the implementation of Multicultural Education is considered a process for school development that involves many stakeholders. Bronfenbrenner's (1979) model is useful explore the way multicultural education is practiced in the chosen school and how the complexity of leadership and the individuals in the school's ecology influence and is influenced by this process.

Method of Enquiry

To answer the research questions a qualitative paradigm was deemed as most appropriate since it allowed multiple responses from the lenses of participants (Cohen et al. 2007). Case study research was considered most appropriate since it is concerned with 'individual cases, not by the methods of inquiry used' and that 'the object of study is a specific, unique, bounded system' (Stake, 2008, p. 443, 445).

Case study research is concerned more with 'individual cases, not by the methods of inquiry used' (Stake, 1994, p. 236), where the core component part of the research is not the generalization of populations but rather the generalisation of theoretical propositions. However, while there appears to be a large body of empirical literature that interlinks leadership with organizational effectiveness, according to Hallinger and Heck (2002), 'empirical literature is often of limited assistance for the very reason that researchers have not defined the constructs clearly' (p. 11). To build a bridge between theory and practice, it is, therefore, imperative that the lenses used to describe 'effective leadership' and 'organisational effectiveness' are understood before determining the extent to which leaders contribute to the effectiveness of an organisation. In the case analysed in this study, the theoretical proposition is that culturally responsive, distributed leadership is critical for organisational effectiveness.

During all stages of the research, the researcher adhered himself to the highest standards of ethical responsibilities. He handed participants required consent forms outlining information about the research and a statement reminding them of their right to withdraw from the study at any time during the research process and also complete anonymity.

Instrumentation

The semi-structured interview was the main instrument of data collection. It was used to gain in-depth evidence of behaviour and attitudes. The interviews were administered to the school leader (Head of School), educators and parents. These were performed over a period of two months, depending on the availability of the participants. They lasted for about half-an-hour and were later transcribed.

A month after the interviews were conducted and evaluated, a semi-structured questionnaire was conducted tapping on the findings of the interviews. The first part consisted of a 5-point likert scale targeting awareness, attitude, knowledge and skills of teachers towards multicultural education while the second one consisted of a set of open-ended questions which emanate from earlier responses to interviews.

A week after collecting and analysing the questionnaire, five systematic observations were conducted by the researcher. These were conducted consecutively over a period of two months. Every observation lasted for a whole school day. These provided direct examination of behavior/activity in real time and also information about aspects of the research questions that participants may not have been willing to speak about or unable to recall. School documents were also used for systematic evaluation as part of the study. They included agendas, circulars, social media communication, minutes of meetings, prize day programs, survey data, reports from the Maltese Quality Assurance Department and policy documents published by the Maltese Ministry of Education and Employment.

Framework for analysis

The micro-system is composed of the immediate school environment and is therefore made up of the school leader, the educators and students working closely together forging everyday experiences in a network of interpersonal relations. The interview and observation method were deemed most appropriate to understand the effects emanating from such interaction. In our study, the microsystem is represented by the school leader, the educators, and students.

The meso-system is an interrelation between different micro-systems where the agents of change (school leader and educators) become active participants stimulating transformations within the school. In our study the interaction between the school leader and the school culture assumes particular significance since it provides fertile ground for the sharing of school vision, aims and strategies. This also explains the use of interviews and

documentary analysis as research instruments, as these permit the researcher to critically understand the processes that occur during shared practices between the leader and educators.

However, school systems are not only influenced by what happens between school walls but are also influenced by the larger context within which they exist. Bronfenbrenner (1979) takes account of external influences through the exo-system which in our research is embodied by the school's parent association and the external community. In order to elicit responses from the parent association the research opted for both the interviewing method and the observation method.

The macro-system is the outside of the model suggested by Bronfenbrenner (1979). This is the part where the head of school, educators and parents have limited influence on.   In our study, the macro-system is composed of the local educational officials and the state's educational policy.

Table 1 below depicts a framework of the ecological systems understudy, the sources of data, the issues under investigation and the research instruments used to carry out research.

Table 1

Ecological System	Source	Issues under study	Research Instrument
Microsystem	School Leader	Leadership Styles, skills and practices.	1) Interview 2) Observation
	Educators	Multicultural Competence (Attitude Awareness, Knowledge and Skills)	Questionnaire
	Students	Multicultural sensitivity (seamless interactions, care, respect)	Group Observation
Meso System	School Leader	School Culture (Sharing of vision, aims and strategies)	1) Interview 2) School documentation
	Educators	School Culture (Sharing of vision, aims and strategies)	Interview
Exo-system	Parents and community members	Extent of parental involvement in multicultural activities	1) Interview 2) Group Observation
Macro- System	Policy documents	Response to current legislation (policies) on Multicultural Education	Documentary analysis

School context and participants
The school, situated in the northern part of the island of Malta, hosts around 500 students, 25% of which was foreign in origin, mostly migrants. The participants were:
a) Maria, a school leader in her early 50s and who has been working in primary schools for almost 30 years. She spent 4 years as assistant head of school and later appointed to a head of school, a position she has been occupying for the past five years.
b) A sample of 26 educators (chosen from a total number 82 teachers), with the criterion being that they needed to have more than 5 years of teaching experience. The interview plan consisted of five major areas namely multicultural education (perceptions, meanings and competence), leadership practice and strategy, school culture and climate, parental perceptions, government support (policies).
c) A sample of 26 parents on evidence found in documentary analysis and
d) five student groups, observed during school break activities and observation notes taken.

Table 1 gives a picture of the distribution of participants in relation to the instruments of research.

Data from interviews were recorded and transcribed, whilst data from questionnaires was analysed using basic statistical computations. Observations were analysed, coded and aggregated into usable, quantifiable data. This was complemented with data gathered from documentary evidence. Altogether, these four methods of data

collection provided triangulation of evidence and equipped the researcher with the tools to aggregate results and perform an in-depth analysis.

Results

The thematic analysis method was used to analyse data. The meanings forming specific pattern were categorized into themes which captured vital information about the data in relation to the research questions (Braun & Clarke, 2019). Taylor & Ussher (2001) argue that 'themes do not just lay about waiting to be discovered, they do not simply emerge, but must be actively sought out' (p. 310). For this purpose, the researcher sought the assistance of MAXQDA, a qualitative data analysis software. A total of eight themes were identified and organized to identify culturally responsive leadership practices which were then analysed in the light of Bronfenbrenner's (1979) ecology systems model.

The Micro-system

Theme 1: School Leader's Professional Development and Beliefs about ME

The school leader critisised the current system of professional development sessions stating that courses rarely hint to ME and that her educators had to 'work their way up when it comes to Multicultural Education' and teachers owe their existing repertoire of multicultural skills to their own efforts and research. From the interview it was evident that her knowledge about cultural diversity and Multicultural praxis was from what she gained during her experience in schools, rather than formal training. She stressed the need to know the baggage that each different individual and groups bring because "their attitudes and behaviours towards schooling are also heavily dependent on their ethnic and cultural dispositions and aspirations".

Maria highlighted the importance of ME in schools by referring to the values of respect, equality and mutual understanding between cultures. In her own words, "There must be mutual understanding, respect and trust in each other's culture and acknowledgment of the diversity which enriches us … this does not in any way diminish the respect for our culture and traditions [Maltese]". Maria also believed in different socializing experiences outside school premises and beyond school hours. This was corroborated by data from questionnaires, observation schedules and documentary evidence. In fact, all educators (100%) and almost all parents (96%) believed that the school leader possessed the necessary charisma to attract people around her and instill in them a deep sense of motivation to work.

Theme 2: Open to Initiatives

Educators commented that the school leader is well informed on the different issues surrounding teaching and learning in the classrooms or the problems the teachers face in the school. They noticed that she praises and supports her staff, also empowering them to take initiatives and act as leaders in various EU projects. This was corroborated by the various observations conducted at different periods of the study.

Theme 3: Teachers' Multicultural Competence

The multitude of ways that teachers connected Multicultural education with equality principles is to be highlighted. They equated multicultural education with some quoting biblical scripts such as '*Don't forget to be kind to strangers*' and '*You are all my children and you are all created equal*'. Throughout their responses, educators advocated for an education where all students are treated as equal. They viewed school as the ideal place where equal educational opportunities should be provided to all students irrespective of their ethnical and cultural heritage. An educator, however, expressed concern as to *how* can this quest be reached:

> I do feel that there is something missing…I'm aware of the need to reaching out … but it seems that I'm always lacking the right skills to do so… as we already said, change is so quick that you barely have time to adjust to immediate needs.

The inclusion of all students into the school was highlighted by all teachers. Most (81% of teachers interviewed) spoke about the importance of multicultural competence as an essential tool towards long-term integration in Maltese society, but they provided few suggestions of how this can be achieved. Through observation it was noted that classrooms had little evidence that reflected the cultural composition of the children at school cultural display or multicultural related evidence. Instead, the school environment looked very monocultural, featuring only European artefacts which included story telling books coming only from Western European cultures. 23% of educators stated that respect meant that they try to modify their work to mirror the diversity present in their classrooms. Only 2 out of 26 educators believed that their work has a positive impact on the newly-formed diverse structures of modern society. 44% of educators interviewed believed that the challenge of ME is about "building a collective character made up of individuals from various nationalities, cultural identities, religious affiliations, ways of behaviour and patterns of communication."

Theme 4: Students' Multicultural Competence

From observations it could be deduced that students seemed to accept diversity and respect each another. Cultural differences did not seem to have an effect on students' behaviour in class as they interacted with each other in friendly manners. Students attributed diversity to physical characteristics such as colour of hair, facial characteristics and language prosodics. Educators revealed that student's behaviour at school was very positive and believed that minor misdemeanors were due to family and social problems and not as a result of racial discrimination occouring at school. However, some educators also pointed out at instances of racist behaviour amongst children invoking racial scoffs targeting ethnic differences. Educators admitted that they were at a loss at how to deal with situations such as these.

During interviews some parents (23%) revealed that their children were facing psychological problems due to different upbringing, cultural characteristics, socio-economic status and religious views. A parent stated that the teacher "imagined" her child's behaviour to be challenging. In his own words "what the teacher sees as problematic is in fact normal in our culture …and my child is now carrying the stigma that surrounds this behaviour". This illustrates the need for teachers to be more aware of the different cultural underpinnings that dictate what is acceptable or not acceptable in particular cultures.

The Meso-system:

Theme 5: School Culture and Climate

When referring to the school climate the school leader smilingly iterated that it is "neither too warm nor too cold, it is just right!". She stated that her insistence of working as a team has resulted in a positive atmosphere in school. She also believed that providing opportunities for educators had a catalysing effect as could be seen (documentary evidence) from educators' enrolment in professional development courses. Moreover, it was observed that during staff meetings, most educators (88%) felt comfortable to participate in discussions, express their opinions and engage in productive dialogue leading to collective decision making. The school leader was, however, quite reluctant to speak about parents' participation in the school. She said that most parents attended parents' evenings to discuss their children's progress but there was no opportunity for parents and educators to meet outside school hours. She also sadly noted that whenever a multicultural evening was organized, attendance was poor and very discouraging for her, for educators and for other parents who would have spent the whole morning organising the event.

Theme 6: Vision, Mission and Educational Goals

Maria* mentioned the words "vision" and "mission" very often when we discussing the school's policy on ME. She said that vision is most important and has actively engaged with teachers to explore ways into achieving a vision based on the principles of ME. She argued that:

> the face of education in an era of globalization is becoming increasingly complex and educational leaders who can inspire, stimulate and partake in the interests of the staff, led by a shared vision, mission and educational goals is essential for the survival of a school.

This statement was corroborated by responses given by teachers during interviews who stressed the importance of character education and that all children, irrespective of cultural origin graduate from school mastering reading, writing and the ability to form meaningful relationships. As one educator clearly remarked "Her vision is the overall development of the children, both cognitively and emotionally, within a positive school climate serving students, teachers and parents alike". This statement shows that the school leader managed to inculcate this vision to the educators.

Theme 7: Leadership characteristics and strategies

Apart from the characteristics described above school leadership appears to be flexible and contributing to finding practical solutions to arising difficulties. This flexibility however was not manifested in all circumstances affecting the practice of ME such as delegation of duties to teachers, formation of teacher clusters, parental involvement in the implementation process and providing for professional training needs of staff. Her leadership style could be described as democratic to a large extent but authoritative in difficult circumstances. She engaged in dialogue when there is an issue to decide, involved educators in decision making processes and tried to take a balanced approach whenever a conflict arose.

Several leadership strategies have emerged which sustain ME at school. Interviews and observations have shown support, guidance, collaboration, maintenance of a positive school climate, leading by example, promoting training opportunities, collaboration with stakeholders, involvement and communication with parents and distributive leadership capabilities.

The Exo-system:
Theme 8: Parents and Community

Parents from migrant backgrounds, especially those from African countries face major socio-economic problems. Their differing socio-cultural standards, cultural norms, difficulty with English and Maltese Language have an effect on their involvement and contribution to the school.

The lack of communication with parents regarding the students' academic progress was prevalent in some responses with educators complaining that even though they have a scheduled period per week in their timetable devoted for parents' visits the majority never make contact. A parent remarked "I am more than enthusiastic to provide and support for my daughter education but I feel [experience] limited confidence and knowledge to help her achieve academically". This further illustrates the need for increased parental involvement at all school levels and the formation of networks that help glue the various cultural groups.

On one particular occasion the school together with the parents' committee organised small multicultural festival, where all parents were invited to bring a traditional dish for all to share. Although attendance is poor, teachers still believe that this is the best way to meet parents and that 'such events should be organised more often' (educator). Some educators (8%) suggested that the school organises parental skills courses so that they are provided with the opportunity to keep abreast with latest developments in school policies and pedagogical practices. A school report from the Quality and Assurance Department shows that parents are generally satisfied with the work performed by the school.

Some parents (31%) believed that there have been racist attitudes in the past and that they found it difficult to mingle with other parents from migrant backgrounds. A parent commented that when he reported racism at school,
> …it was not even acknowledged or addressed by the school authority who have the ability to do something about it… it seems that those who do not themselves experience racism either do not recognise it, or else dismiss it as trivial. The danger is that when racist attitudes go unchecked in a school, a bad climate develops, and this gives way for further racism to become entrenched, as part of the whole system.

Analyses of Findings and Discussion
The study emphasized a two-pronged process towards the implementation of ME in the school. The first one is the emphases on the achievement of all students' academic success irrespective of their multicultural background by providing equal educational opportunities and the second is the nurturing of students' emotional, ethical and social values, echoing Nieto & Bode's (2007) assertion that '…[multicultural education] is a powerful source of inspiration, ideas, and solidarity for all of us who see social justice and equity as important core values within our educational systems'.

Infusing multicultural philosophies
The study reveals that staff within the school responded positively to the values of trust, collaboration, respect and friendship so ably transmitted by the school leader. The moral leadership practice exercised within the school's meso-system was crucial for the school improvement plan, but proved insufficient for sustainability of change.

Data reveal a discontinuity between the ecological systems. Within the microlevel there exist continuous efforts by school leaders and staff to meet multiethnic influxes in the school, but these are falling short from bearing fruition in the form of increased involvement of parents and the outside community. What seems missing in the practice of leadership for ME within the wider community context (exo-system) and at department and government levels (macro level) so that leadership with moral purpose and social justice would be inspired and supported by the societal and government policies to provide continuous school improvement for all students.

From vision to action
Inculcating a vision should be the result of action and involvement of all stakeholders especially in complex situations where people or events interact (Bronfenbrenner, 1979). Hence effective leadership in a multicultural school context is the effect of clear vision, effectively communicated with all stakeholders through collaborative decision making. The school leader effectively communicates his vision to his immediate colleagues, i.e. educators (the microsystem), but is failing to reach the exo and macro systems of her school. Respect and collaboration were the elements which embodied democratic leadership actions and heavily influenced the implementation of multicultural values in the school context. Teachers felt empowered by democratic leadership practice which promoted innovation in teaching and learning, the uptake of responsibilities and active participation in leadership distribution.

Cultural plurality as embodied in traditional festivals, enabled the school leader to identity shifts needed for changing the school culture and climate. Moreover, through 'knowledge construction' and reconstruction about cultural identities and contributions of the 'others', the whole school has contributed to 'prejudice reduction' and 'empowering a school culture' that is inclusive of diversity (Banks, 1995). However, the need to 'make connections between what they [students] know and what is new' (Stabback, 2011) needs to be carefully and deliberately integrated around a theme involving various subject areas within the National Minimum Curriculum so that 'content integration' as suggested by Banks (1993) would be successful in reconstructing knowledge about cultural diversity and in reducing prejudice and discrimination.

Improved collaboration between stakeholders

There seems to be a gap between the extensive work done within a micro-system level and its extent of permeation and influence at the macro-system level with the consequence being that the practice of multicultural education is not contributing to challenging existing assimilatory beliefs and conceptualizations. Perhaps the answer to this can be found within the school leader's and educator's responses. They felt hesitant about whether equal educational opportunities are truly being created. They stress that many of their students have difficulty expressing themselves in English and/or Maltese and the use of translators (electronic or human) to overcome language communication difficulties is needed. Both the school leader and her staff were adamant in voicing their concern that the curriculum is not sensitive to the impending realities and stressed that it is within the remit of Quality Assurance personnel to assist the school in this.

Banks (2001) emphasises the need for a pedagogy which ensures that all students' academic and emotional needs are met. He places added emphasis on modifying teaching styles and approaches that facilitate academic achievement for all students from diverse racial, cultural, linguistic and social-economic groups. Evidence points out that although the leader effectively managed the microsystem, through her democratic and distributed leadership practices, this alone has not been effective, since the contribution of the exo-system and the macro-system was not visible. In an educator's own words "…we are left alone fighting the current, within a rapidly changing educational context, adapting to diverse student populations without the necessary trained and support". The study points at the need to establish *communities of practice* which are 'voluntary groups of people who, sharing a common concern or a passion, come together to explore these concerns and ideas and share and grow their practice' (Mercieca, 2017, p. 1).

The study identified discontinuities between the microsystem and the macrosystem in terms of
  a) Development of vision and policy for ME,
  b) Lack of staff training and capacity building in ME.
  c) Lack of resources and specific funding for ME.
  d) Lack of awareness on school realities by the outside community and,
  e) Need for the Maltese National Minimum Curriculum to embrace the multiple realities presented by ME.

Enhancing parental and community contributions

Community involvement and parental participation in school environments have always been linked with democratic practices (Matshe, 2013). Though the research evidence supports a democratic orientation, this seems to be bound macrosystem with the circle of the microsystem and does not permeate the macro and exosystem. Hence the assertion that the school professes a democratic leadership practice which emphasises equity and social justice seems incomplete since it lacks the involvement of parents and community on crucial decision-making situations surrounding the development of ME within the school.

Arguments for more community and parent participation are often linked to fundamental democratic principles in school leadership practice (Gordon & Louis, 2009, 7). There seems to be a set limit as to the extent of involvement of parents and community members are 'allowed' in the practice of ME. There seem to be boundaries, delineated by the school leader, communicated to educators and taken notice by parents and community. Hence, exo-system's involvement in the process of practicing ME is one of contributing to the school needs in terms of fundraising and cultural awareness but not at School Development Planning or policy making processes. There is an unfounded belief that parents would "interfere with the school's affairs" (parent's interview). This narrow view of parental involvement at school decision making level could be an explanation of parents' lack of presence at school meetings.

The need for more training

There is the lack of professional training for school staff on issues revolving around ME and the important role that each stakeholder has towards school improvement in his area. There is also lack of human resources and expertise to handle issues of cultural conflict and to support the work in multicultural school environments. Ozmen, et. al. (2016) suggest that teachers and parents may desire democratic community connections, but lack the

necessary language or support to sustain such relationships with the consequence being a more centralized school system which struggles to view parents as important contributors rather than outsiders. This is resulting in decreased parental support, lack of trust in school staff and an additional stumbling block towards building communities of practice.

Conclusion

The analysis of the systemic school environment gave the researcher a holistic picture of what goes on in the school under investigation and revealed the particular interrelations between the systems. The research has highlighted the strains between the systems and the current mechanisms which enable or disable leadership practice towards ME. The need for tailoring professional development programs for school leaders with special emphasis on ME has to be seriously taken on board. These programs need to include an understanding of the philosophy of ME and its practical implications on the practices, strategies and policies that provide guidance for educators to mitigate against inequities within the educational system.

The effects of inclusive physical environment need to be further promoted by educational authority and policy makers. Promoting a physical environment that is inclusive of all cultures would provide continuous stimulation improvement on a broad front, enabling students and parents to adapt to and prosper in their increasingly complex environment by learning from one another's diverse baggage.

Policy makers and leaders need to synergise efforts to develop those characteristics and practices that enable ME to flourish and to work towards eliminating or reducing obstacles that hinder the process. The findings also gave evidence of successful leadership characteristics within the school and revealed the importance of viewing leadership in the wider context of a school system taking into account the complexity of the interrelations between the school's micro, macro and exo-systems. include ways of exposing the participants' beliefs and conceptualizations and help them build educational values appropriate for the practice of ME. School leaders could use staff meetings as platforms for the continuous sharing of ideas thus urging staff within the school microsystem and to invite members from the macrosystem (parents and community) and of the exo-system (policymakers) to share their beliefs, observations and opinions. This would lay fertile ground towards the start of much needed communities of practice.

Critical reflection is an important tool to enact transformative processes in ME and social justice teacher education (Nieto, 2006; Liu & Milman, 2010). Through critical reflections educators examine their biases (Silverman & Shiller, 2020) and positionalities related to privilege (Acquah & Commins, 2015; Nieto 2000), develop deep and broad understandings of oppression (Benade 2015; Gorski & Dalton, 2020), and strengthen their overall commitments to educational justice (Grant & Sleeter, 2010; Gorski & Dalton, 2020). The importance of high moral and ethical standards in multicultural leadership practice in the school along with the importance of democratic education was also highlighted in the findings. Hence the author recommends leadership preparation programs that train school leaders to understand and enact leadership based on democratic attributes, principles and values (Jacobson, Johannson & Day, 2011).

In the study, the school leader's experience was perceived as important and looked upon positively by educators. This factor needs to be given more weight when it comes to transferring school leaders from one school to another. Policy detailing transferring school personnel needs to take into account the cultural composition of the school and the academic and experiential credentials of the school leaders and educators. About half of the interviewed teachers were newcomers at the school and felt the need for increased experience within the school context to able to tackle issues related to cultural diversity. Hence policy makers are urged to take advantage of the experience gained by school leaders and educators and use it as background data for the design of courses targeting ME. School leaders, policy makers, educators, parents and students should strive to promote collaborative decision making, productive sharing of responsibilities and engage in critical and reflective dialogue, keeping students' interest at the very center of school development.

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PSYCHO-SOCIAL EVALUATION OF PATIENTS APPLYING TO AESTHETIC SURGERY

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ABSTRACT
In today's world, where physical attractiveness gains importance in every part of the society, it can be seen that the number of people who are not satisfied with their physical appearance is increasing and they apply to plastic surgery. After plastic surgery; while positive results emerge in terms of appearance in the body and at the self-image of the patients, many negative results may occur in terms of psycho-social aspects. These problems can occur before aesthetic surgery as well as during and after aesthetic surgery. It is reported that it can lead to new problems such as adaptation problems, dissatisfaction with the result of the surgery, and the behavior of harming themselves and health personnel. As the demand for plastic surgery increases, choosing the appropriate patient may be more important than the surgical process, and considering that the goals, purposes, reasons for applying to plastic surgery and expectations from plastic surgery of each patient who apply for aesthetic surgery are different from each other, psycho-social evaluation of patients; It can be important in terms of preventing and reducing psycho-social problems and increasing patient satisfaction accordingly. The findings of the study on this subject reveals that psycho-social evaluation is as important as the surgery itself.

INTRODUCTION

In today's world, where physical attractiveness gains importance in every part of the society, it can be seen that the number of people who are not satisfied with their physical appearance is increasing and they resort to aesthetic surgery. Depending on this, many people today are interested in how they look physically (Bruck, 2006). Body perception can be defined as the image that the individual shapes his body in his mind, and if the ideal body measurements and beauty offered by postmodernism are different from the perceived body, it can be deteriorated at varying levels according to individual characteristics, and this situation can negatively affect the psycho-social life of individuals. Therefore, any negative change in body image; It can lead to damage to body image and loss of self-confidence (Bilik, 2012; Tam, Ng, Kim, Yeung, and Cheung 2012) These changes in body perception are possible thanks to the developments in plastic surgery today.

World Health Organization defines it as not only the absence of disease or disability, but also a state of complete physical, mental and social well-being (World Health Organization, 1948), therefore, surgical intervention for aesthetic purposes is one of the ways of realizing health rights, which includes the psychological well-being of individuals, which is one of the basic human rights. Body perception can be defined as the picture of the individual's body in his mind, and when the individual experiences any form and function disorder related to his external appearance; he may experience a conflict between his perception of his body at that moment and what he visualizes in his mind. Along with the change in body perception, the individual's thinking processes, performance, and self-concept reactions change, and accordingly, self-confidence can be shaken. Therefore, correction of body image and shape and function disorders in the body may be important in shaping body image and self-esteem, and the surgical intervention applied; It can increase the individual's sense of self-confidence and positively affect the quality of life (Ağaoğlu, Külahçı, & Siemionow, 2006).

For this reason, choosing the appropriate patient for aesthetic surgery may be more important than the surgical process, and considering that each patient's goals, purposes, reasons for applying to aesthetic surgery and expectations from plastic surgery are different from each other, psycho-social evaluation of patients; It can be important in terms of preventing and reducing psycho-social problems and increasing patient satisfaction accordingly. The findings of the study on this subject; reveals that psycho-social evaluation is at least as important as the surgery itself (Rankin & Borah, 2006; Crerand, Franklin & Sarwer, 2008), this study aims to evaluate the patients who applied for plastic surgery from a psycho-social perspective.

PLASTIC SURGERY
Aesthetic surgery focuses on changes in the appearance of the person for aesthetic purposes. In operations, it is aimed to transform the appearance of a normal body part into a shape that is perceived as more beautiful in the society or in the mind of the person. (Dean and Foley, 2018). It is reported that the first examples of aesthetic

surgery began to be seen in the 1800s and the first surgeries that can be considered as aesthetic surgery emerged when Roe started to apply the intranasal corrective operation in 1887. 18.4% of the plastic surgeries performed in the world in 2017 were performed in the United States. It can be seen that the United States is followed by Brazil with 10.4% and Japan with 7.2% (ASAPS, 2018). Especially in the 21st century, the increase in socio-economic income level, the increasing importance of physical appearance and the support of the media can increase the tendency to aesthetic surgery (Krueger, Luebberding, Sattler, Hanke, 2013). In addition, with the development of technology, the decrease in the costs of aesthetic surgery procedures, the shortening of the recovery period, the participation of women in business and social life, the expectation of ideal and beautiful women in societies, the desire of women to stay beautiful and young may increase the rate of applying for plastic surgery (Kostakoğlu, 2019).

PSYCHO-SOCIAL PROBLEMS IN AESTHETIC SURGERY PATIENTS
Researches made; states that patients who apply to plastic surgery experience psycho-social problems before, during and after plastic surgery. In the same study, the most common psychological problems faced by surgeons were frustration (96.8%), anxiety (95.4%), depression (95.0%), non-specific physical complaints (92.2%).) and sleep disorder (88.5%). In the study conducted by Rankin and Borah (2006) with 312 plastic surgery nurses, nurses stated that patients' perception of psycho-social problems was higher than their perception of physical problems, and the same study results showed that anxiety and mild depression were the highest preoperative complications, which was disappointing, reveals that severe depression and sleep disturbance follow (Rankin and Borah 2006). The results of this study show us that psycho-social problems are high. Valente (2009) on the other hand; he states that people who think they are not physically attractive experience some psycho-social problems such as low self-esteem, negative self-image, social isolation and fear of rejection emerge in relationships (Ishigooka et al. 1998) also stated that patients have some problems about the surgery and what may happen after the surgery (Rankin and Mayers 2008), in another study by McCarty (1990); It is revealed that 55% of plastic surgery patients experience psychological problems such as anxiety and depression later on, due to the personality structure, change in appearance, uncertainty about the outcome of the surgery, and the attitudes and reactions of the patient's relatives in the early postoperative period. In addition, not meeting the expectations of the surgery causes dissatisfaction of the patients, and the relatives of the patients; The patient's insensitivity to his feelings, consciously or unconsciously, because of the negative things they say to the patient, conflict in the mind of the patient and (Rankin and Mayers 2008) as a result of this conflict; it can cause patients to experience anxiety, and the inability to cope with psycho-social problems in a healthy way; It can lead to prolongation of the healing process, not complying with the recommendations given by the doctor, dissatisfaction with the result of the surgery, anxiety, the patient's desire for the same attempts over and over, outbursts of anger, adjustment problems, social isolation, depression, self-harming behaviors, and hostility towards healthcare personnel (Borah et al. 1999, Honigman et al. 2004). Especially in patients with body dysmorphic disorders; their minds can be busy with the perceived defect for hours every day, and this preoccupation can lead to significant uneasiness and deterioration in functionality (Sungur, 1999).

Although it is thought that body dysmorphic disorder can start in early childhood, usually in adolescence, and is more common in women, it is reported that its incidence is equal between men and women (Petry, 1998). The disorder can be seen in any part of the body, but the most common areas of the disorder are the skin (acne, small wounds), hair (thinking it's too thin) and the nose. While women are more concerned about waist and hip size and hair abnormalities, men may be concerned about weak hair or baldness and the size of their genitals. Patients try to cover up their flaws with make-up, clothing or body position and often need reassurance about their flaws (Sclafani & Choe, 2008). Body dysmorphic disorder is seen 6-16 times more frequently in plastic surgery patients compared to the general population, and most patients with body dysmorphic disorder who undergo an aesthetic procedure are not satisfied with the result because they expect major changes in their bodies, and their concerns about their appearance do not decrease (Castle, Honigman, & Phillips,2002). As a result of this; surgeons and nurses may be exposed to the patient's persistent demands and complaints for a further surgical procedure and may cause them to have problems with legal issues (Honigman et al. 2004). In this context, it can be clearly seen how important it is not to neglect the psycho-social dimension and to evaluate this psycho-social dimension in these patients. In addition, patients with narcissistic personality disorder; they may need to do something constantly in order to be able to love and respect themselves, and the purpose of all their behaviors may be to be liked and approved by others. Morever, people with narcissistic personality disorder worry excessively with a sense of smugness, insist on special examination and treatment, and undergo plastic surgery to meet their need for admiration. The American Psychiatric Association (2013) reports that 25% of plastic surgery patients have a narcissistic personality. In addition, aesthetic concern may be another issue that needs to be addressed. In aesthetic surgery patients, the decision of surgery and the waiting period may cause anxiety at a level that does not prevent treatment, and this anxiety may depend on the difficulty of the operation and the degree of risk, as well as the patient's prejudices on this subject. (Karakula, 1999).

It is stated that a high level of anxiety can slow down the postoperative recovery and increase complications, and it can be seen that patients with high anxiety levels follow the post-operative recommendations less (Kulik, Shelby & Cooper, 2000). Kale et al. (2002) examined 36 studies on plastic surgery patients and stated that the presence of anxiety negatively affected psycho-social outcomes. Karayurt (1998); reported that patients with high anxiety levels in the preoperative period had higher postoperative anxiety levels and experienced more pain. On the other hand, depressive mood and hopelessness along with loss of appetite, sleep disorders, fatigue and weight loss, feeling bad, crying, hopelessness, helplessness and guilt can be seen in plastic surgery patients diagnosed with depression. As a result, it can be difficult for them to trust the plastic surgeon. In the healing process; bruises, swelling, pain and redness may not improve (Valente, 2009), and studies on this subject reveal that post-operative psycho-social complications are more common in plastic surgery patients than physical complications, and plastic surgery patients encounter many psycho-social problems after surgery. (Borah, Rankin and Wey, 1999; Rankin and Borah, 2006). The most frequently expressed psychological complications by plastic reconstructive surgeons are anxiety (95.4%), frustration (96.8%), depression (95.0%), and sleep disturbance (88.5%) by Rankin and Borah (2006) by 312 certified plastic surgery nurses and Borah et al. (1999) in their study on 281 plastic reconstructive surgeons, 75.8% of surgeons stated that it is important to use screening tests such as depression before surgery, and about one-third of surgeons stated that psychological counselors play a primary role in getting preoperative psychological counseling.

PSYCHOSOCIAL APPROACH TO PATIENTS APPLYING TO AESTHETIC SURGERY
Psychological counselor; evaluating the psycho-social status of the patients before the surgery, providing information about the psycho-social side effects of the surgical intervention before and after the surgery, supporting the patients to cope with the fears and anxieties of the surgery (Borah et al., 1999), as well as providing the psychological counselors with confidence before the surgery. It may be important for them to be able to communicate based on respect and empathy, to be empathetic and to accept patients unconditionally.

CONCLUSION
In today's world, where physical attractiveness gains importance in every part of the society, it can be seen that the number of people who are not satisfied with their physical appearance is increasing and they apply to plastic surgery. After plastic surgery; while positive results emerge in terms of changes in the body appearance and self-image of the patients, many negative results may occur in terms of psycho-social aspects. These problems can occur before aesthetic surgery as well as during and after aesthetic surgery. It is reported that it can lead to new problems such as adaptation problems, dissatisfaction with the result of the surgery, and the behavior of harming themselves and health personnel. As the demand for plastic surgery increases, choosing the appropriate patient may be more important than the surgical process, and considering that the goals, purposes, reasons for applying to plastic surgery and expectations from plastic surgery of each patient who apply for aesthetic surgery are different from each other, psycho-social evaluation of patients; It can be important in terms of preventing and reducing psycho-social problems and increasing patient satisfaction accordingly. Therefore, it can be said that it is as important as physical care for psychological counselors to be sensitive to the psycho-social problems experienced by the patients who apply for aesthetic surgery, to carefully evaluate the psycho-social problems of the patients and to take an appropriate approach.

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STUDENTS' PERCEPTIONS AND SATISFACTION TOWARDS COOPERATIVE LEARNING IN A UNIVERSITY COURSE IN CHINA

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ABSTRACT
This study aimed to explore Chinese students' perceptions and satisfaction with cooperative learning (CL) in a University Course. The researchers employed qualitative data using teacher observation and notes, students' end-of-course reflective papers, and a survey questionnaire asking about students' satisfaction with the group activities to gain insight into participants' perspectives. The results revealed that although students were unfamiliar with cooperative learning methods at first, they later enjoyed learning while working in groups. A composite scale of all ten satisfaction survey questions showed a mean score of 4.392 and a standard deviation of .69259 to establish overall student satisfaction with CL methods. Cooperative learning is an efficient method to promote students' engagement, help students form a social bond, and improves students' communication skills with enhanced confidence and autonomy. Some challenges of the cooperative learning methods were attributed to time constraints, standardized curriculum, group dynamics, and scheduling issues. Nevertheless, students' perceptions and satisfaction with cooperative learning were positive.
Keywords: Cooperative learning, English as a foreign language, group work, teamwork in learning.

Introduction
For Chinese students, Cooperative Learning (CL) promotes peer interaction to assist in language development and content learning. CL ingeniously combines various learning processes to challenge students at the highest intellectual and social levels (Millis, 2014; Stenlev, 2003; Palmer, 2008; Romney,1996). For example, assigning students to small groups allows them to observe peer learning, work together in solving problems and motivate each other in completing group tasks (Kagan & Kagan, 2009). Studies show that CL promotes interaction, communication, and discussion, encouraging students' academic, cognitive, and social development. In addition, there is evidence that CL fosters reading comprehension, listening, and communication skills to improve interaction during learning.

Moreover, students' participation in group discussions enables content-based language to negotiate agency within the group and utilize key language concepts to explain ideas and promote learning (Palmer, 2008; Zhang, 2010; Keeler & Steinhorst, 1995). In addition, small group discussion allows for thought-provoking discussion and exchanging ideas amongst group members to enhance cognition and motivate students. At the same time, they engage in a heated debate over real-life issues affecting their communities. Finally, with group dynamics focusing on peer interaction, students' social skills develop through active learning techniques, interaction with the teacher improves as students build confidence, and a positive classroom setting is established (Johnson & Johnson, 1991; Millis, 2014; Stenlev, 2003).

In China, the traditional teaching methods, which are often teacher-centered, limit opportunities for students to initiate and engage in conversation in the classroom (Juan, 2012). With considerable attention given to educational reform and foreign language education, there has been more emphasis on the communicative aspect of mastering English as a foreign language. Although teacher-centered methods are standard, examining student-centered learning strategies to promote increased communication and interaction amongst students in classrooms is essential. Studies show that CL promotes exchange, communication, and discussion, encouraging students' academic, cognitive, and social development (Zhang, 2010). There is evidence that CL fosters reading comprehension, and listening and communication skills to improve interaction during learning (Stepanovienė, 2013). Moreover, students' participation in group discussions enables content-based language to negotiate agency within the group and utilize key language concepts to explain ideas and promote learning (Romney,1996). In addition, small group discussion promotes thought-provoking discussion and the exchange of ideas amongst group members to enhance the cognition processes and motivate students to discuss real-life issues on select topics. With group dynamics focusing on peer interaction, students' social skills are developed through active learning

techniques. Interaction with the teacher improves as students build confidence when cooperation is established in the classroom (Celik, Aytik, Bayramc, 2012).

Despite studies on the importance of cooperative learning in promoting CL and many other socio-emotional issues in education, there remains a gap in second language-related research on cooperative learning in university classrooms in China. Therefore, understanding students' perceptions and satisfaction toward collaborative learning in the EFL classroom context in China are necessary to address this gap and gain insight into suitable methods for foreign language instruction. This research exploring students' perceptions and satisfaction toward cooperative learning in university is necessary to inform policy and practice additional strategies to support language learners attain proficiency goals effectively.

Hence the study aimed to answer the following research questions (RQ).
RQ1. What are Chinese students' perceptions of cooperative learning in the EFL classroom?
RQ2. What is Chinese students' satisfaction with cooperative learning in the EFL classroom?

Literature Review
Cooperative Learning
Cooperative learning (CL) explores the effectiveness of collaboration in education. It is a learning method based on small groups of diverse learners working together towards a common goal (Laal & Laal, 2012). This form of learning is effective when working with students that emphasize individual abilities and contributions. It allows them to work in teams and recognize others' responsibility toward achieving set group goals. Doing so improves students' knowledge acquisition and academic achievements. If implemented effectively, this method can systematically improve learners' self-esteem, perception of tasks, and peer comprehension (Laal, & Ghodsi, 2012; Olsen & Kagan, 1992). In addition, CL effectively creates social interaction among students and helps EFL students overcome public speaking phobia (Palmer, 2008; Celik, Aytik, & Bayramc, 2012; Johnson et al., 2014). There is also evidence that group work helps reduce anxiety amongst learners as students work together to discuss questions and find solutions to problems.

Assigning group roles such as reporter, recorder, timekeeper, and materials manager allow students to develop different skills needed to be effective collaborators. They seek solutions to the problem together and contribute to collective group work without experiencing direct pressure to do so alone (Kagan et al. 2008). By allowing students to acknowledge various perspectives, they become more tolerant towards each other and develop diverse views, thus strengthening their autonomy as each member recognizes their responsibility towards the group (Romney, 1996). According to Stelev (2003), CL is democratic teaching exposing students to diverse contexts and challenging students to explain their perspectives and listen to others reflect and feel connected throughout the learning process. Through CL, students' attitudes are improved, and its versatility appeals to the various bits of intelligence and fun learning for students. Through CL learning, students can clarify ambiguity, seek the meaning of new vocabulary, and examine necessary grammatical structures. By collectively researching the functions of certain language concepts, students understand new concepts, seek support from each other, and speak more fluently. Through group dynamics in CL, students' communication and social skills significantly increase as they engage in active listening, sharing, persuasion, and argumentation activities. These also promote developing constructive social relationships among learners (Stepanovienė, 2013).

To successfully implement CL, it is critical for tasks to be distributed amongst students. Each group member must accomplish their assigned job using the same material and information. Also, tasks/information could be repartitioned in various parts/sections assigned to each member in the group. For example, the tasks could include problem analysis, peer interaction, communication when researching the topic, and interpretation and presentation to the class (Coelho,1992; Stepanovienė, 2013). Online learning tools such as Google Documents and discussion boards can promote student collaboration (Johnson et al., 2014; Revere & Kovach, 2011). However, the learner's attitude when using cooperation is critical for completing the activities (Edmunds, Thorpe & Conole, 2012; Liaw, Chen & Huang, 2008). In second language classrooms, focusing more on improving communicative skills and allowing the students to communicate is vital. Hence the determining criterion is to determine how much output each student is given a chance to produce to achieve language acquisition and communicative competencies (Stelev, 2003). Another study showed students engaging in cooperative learning help students attain higher achievement than peers engaging in competitive and individualistic learning settings. Students in collaborative classrooms have relationships, and self-esteem and retention improve with better mastery of course material (Zhang, 2010). According to Kennedy Harvard School (n.d.). CL allows for active learning and instructional flexibility as the classroom layout enables shifts to small group discussions and the use of technology to promote critical thinking and problem-solving skills. Through CL, students can access polling and wireless projection and engage with virtual guests from other parts of the world.

Advantages of Cooperative Learning.
Studies show that CL helps students improve problem-solving skills, perform better on quizzes and examinations, allows students to develop more positive attitudes toward mathematics, and enhances students' learning experience in small groups. There is also evidence that students' performance in critical thinking significantly improves when working in small groups (Laal & Gdohi, 2012; Keeler & Steinhorst,1995). College writing courses involve learning new concepts, problem-solving, and critical thinking skills. Hence a structural approach to teaching that promotes student interaction and cooperation is necessary to keep motivated rather than the isolating and competitive climate of many college courses. There is also evidence that students learn better and retain more when engaging in critical thinking rather than passively listening to lectures. Using CL techniques promotes active learning (Stepanovienė, 2013). Garfield (1993) points out that CLs focus on improving students' collaboration, communication, engagement, and participation. When students engage in cooperative work, each group member continuously interacts throughout the learning process. When sharing information, peer communication improves, encouraging group work involvement (Johnson & Johnson, 1991).

Furthermore, CL enables students to overcome learning anxiety, overcome self-restraint and timidity and gain opportunities to enhance communication through frequent exchange with group members. Students begin using the language more creatively when completing group activities when reading, listening, speaking, and writing (Romney, 1996). Another significant advantage is that students get more opportunities for comprehensible input, output, and negotiation processes due to social interaction maximizing communication in the target language (Johnson et al., 2014; Zhang, 2010).

Unlike traditional classrooms, where teachers often initiate conversations, CL classrooms allow students more communication opportunities, like mimicking real-life social situations in which language is typically used (Romney,1996).

Moreover, students produced more diverse speech or communication when engaging in group work than in teacher-centered activities. Since CL allows students to fearlessly request, clarify, or make suggestions, agree/disagree, and negotiate meaning when working in small groups (Johnson et al., 2014).

Method
The study aimed to determine students' perceptions and satisfaction with CL. Hence, qualitative research design uses teacher observation and notes and students' reflective papers and qualitative surveys with questions to gather participants' satisfaction and gain insight into their perspectives on engaging in CL activities in a course (Leech & Onwuegbuzie, 2007).

Research Design
The qualitative data determined EFL students' perception of CL in an EFL course. Qualitative research allowed for purposive sampling to gather the most relevant information to inform the research questions (Fraenkel & Wallen, 2008; Patton, 2002). Observation and reflective notes are among the most effective methods of collecting qualitative data since it allows detailed inquiry into participants (Creswell, 2007). In psychological research, self-report questionnaires are standard, mainly when the construct under investigation requires understanding the respondent's perceptions or beliefs. The respondent's perspective is essential for these constructs, especially in the absence of published theory from which to derive instrument content. Qualitative methods' information-rich nature allows researchers to comprehensively summarize the research topic (Olshansky et al., 2012).

Students' qualitative responses to working in groups were evaluated by asking students to rate their degree of satisfaction with the group format, the value of group work, and the degree of satisfaction working group format. These questions were borrowed from a similar study exploring student satisfaction with CL (Keeler & Steinhorst, 1995). Participants were asked to complete an anonymous survey at the end of the course. The survey was delivered electronically via a google form, and results were tabulated after submitting the final grades in the course. The survey examined ten satisfaction areas using a five-point Likert scale rating with 1-lowest to 5-highest satisfaction, including questions related to writing activity workgroups. A pilot test was of the research instruments conducted with N = 15 students not involved in the study but reflecting the same characteristics as participants (undergrads EFL students) to check language and translation issues, determine the reliability, and guide changes in the final version of the instrument. Participation in the study was voluntary. Thirty-nine students completed the satisfaction survey questionnaires after gaining informed consent. Also gathered from students' end-of-course reflective essays and teacher's notes and observations. Besides suggesting methods for forming and using groups, the extra time committed to planning and implementing the CL activities is discussed.

Role of the Researcher

The researchers' roles were to thematize and answer the research question, establish why the topic was necessary, and determine the research method. Answering these questions provided the format for the study background, data collection, analysis, and reporting (Fink, 2000). In addition, the researchers prepared and planned the study design and selected the data collection technique, which kind of data to use—teacher observation and notes, students' reflective essays, qualitative survey—and determined how to categorize the data. The researchers also performed data verification analysis to ensure the findings could be generalized, reliable, and valid before writing the research report to present the study findings.

Study Context

The study context was a university course in an English Medium Instruction (EMI) university established as a research institution located in China with an enrollment of approximately 3000 students. The class met for one hour and 45-minutes twice a week, using various online texts, videos, and other resources from open educational resources (OER). Weekly assignments and activities were based on topics covered in class with the same content and difficulty and scored using an analytical rubric to award full and partial credit. The course requirements included weekly discussion forums, assignments, group activities, and presentations. All these activities counted towards the final grade. Students cooperated on in-class group activities and homework but were individually responsible for the final exam. Several approaches were used to form cooperative groups (Garfield, 1993). Past studies relied on heterogeneous groups with high to medium to low-ability students (Lindow, Wilkinson, & Peterson 1985), while others used a narrower range of ability in groups. However, mixed abilities groups are preferable since it allows students to select their groups while mixing ability levels (Cumming, 1983).

The instructor formed the groups for this cooperative learning by randomly selecting students. Each group included teams with different genders and ability levels to make the groups as heterogeneous as possible. There were also six groups of four formed and three groups of five. Group activities were frequent throughout the semester. The group activities required collaboration to complete questions previously prepared in a google form during the one-hour and 45-minute period. After introducing the main topics and vocabulary, students watched a short 7–10-minute video on a set concept taught. Then, a google link to questions related to the material covered. Groups were encouraged to reflect, share their thoughts, and answer questions. The responses for each lecture were graded after each group member's submission of the google form responses. Groups notified the instructor of compliance, who immediately verified accuracy. If a group answered all the questions for the weekly group activity correctly, they were given automatic credit for the homework (Discussion post) due that week. Group members were also expected to assist each other with questions on the assignment and to support each other's learning.

Since the class met twice a week for one hour and 45 minutes, the second class meeting each week was devoted to discussing weekly homework due on Friday. Groups were required to work together in writing answers to homework questions and share them in class presentations using a smartboard. The instructor was available during this session to answer questions from the groups. Questions were collected and randomly chosen for review with the whole class on Fridays. Groups received credit for the response only if all group members were present. Each team member received five bonus points if the group answered all the questions correctly, four bonus points if they missed one or two questions, and two bonus points if they missed three or four questions. Teams missing five or more questions received no points.

Students also engaged in gamified group activities to compete with other groups. These activities required the teams to assign a rep to compete against other teams. Groups collaborated in hinting at their rep on the correct answer. Teams who came up with the correct solution first received the points. Since group rewards encourage interaction and help behaviors among group members (Webb,1991), group rewards in the form of stickers are redeemable for bonus points added to the lowest assignment. Additionally, grades were awarded for a group performance on gamified group activity. Although outside meetings were encouraged amongst group members, these were not very common due to schedule conflicts and social reasons, and outside meetings were not mandated or monitored in this study.

Data analysis and Process

The survey was analyzed and interpreted, researchers' field notes and students' reflective essays were read several times, and recurring themes were identified and tagged (Hatch, 2002; Leech & Onwuegbuzie, 2007). The data was later organized into main themes and narrowed down to subcategories, and the results were interpreted based on the research questions. Peer debriefing was performed by a colleague not directly involved with the study to verify the interpretations of the data, and the investigators concluded to establish study trustworthiness (Creswell, 2007; Fraenkel & Wallen, 2008).

Findings

The first research question was to determine Chinese students' perceptions of cooperative learning in the EFL classroom. Students' understanding of CL and perceived benefits of engaging in CL activities in class were also explored.

Chinese EFL students understanding of Cooperative learning.

When asked about the understanding of cooperative learning at the beginning of the semester, many students were observably confused. They had never experienced such a learning method. Introducing students to group work and giving detailed guidelines on CL were significant throughout the semester. At the end of the course reflection, a student pointed out

"This English class was different from my English class during high school. We have team works in the class, and everyone has their part". To reiterate their first encounter with CL, another student mentioned that:
"I still remember the first-day professor arranged five of us to be together. We had never met. We did not talk about anything and remained silent" One student also reiterated, "*the teacher divided us into several groups to encourage learning from each other at the beginning of the course"*

Although students were a little reluctant *at the beginning of the semester, a few weeks later it was apparent* they began a consensus as to the benefits of working together in groups and collaborating on classroom activities. Mutual interdependence was gradually instilled in students' learning habits as they realized that everyone played a vital part in completing one part of the task; thus, they must rely on each other, as noted by this student.

"At the beginning of the work, I was afraid of expressing my perspectives. However, my partners are all friendly and encouraged us to present different aspects." Another student reported, " It is beneficial for me to reflect on myself by comparing the strengths and weaknesses of my classmates."

Benefits of Cooperative Learning

Students expressed that collaboration was essential to writing and communicative language learning. Students revealed the benefits of working as a group. One student shared that *"we learned and completed the papers together. When we studied in a group, I found that everyone could contribute. Whenever we meet difficulties, there will be someone in the group who had already understood and taught us."*

CL learning allowed students to sample each other's work and learn from their peers, as revealed by one student, *"I participated in the DQ comments, and I can gain peer suggestions and better understand knowledge by scanning others' responses after finishing my comment. It is beneficial for me to reflect on myself by comparing the strengths and weaknesses of my classmates."*

Students benefited from learning from each other and only sought the instructors if they could not get an answer from their peers. A student revealed, *"We ask questions in the group, such as problems about assignments or if we need to use the class on any day or give some advice on each other's essays. This way, we don't need to send many emails to the professor. We can get the answer quickly because we always use WeChat".*

Most students cherished their experience with cooperative learning, noting*, "I will cherish the precious experience. I will employ the knowledge I have learned in the future. Moreover, the teamwork of a whole essay by Group 1 is impressive. The whole group brainstormed to come up with a topic through heated discussion. Everyone completes their task through negotiation. Finally, everyone gives suggestions to polish the whole essay"*

The online forum discussion was also helpful in promoting learning and collaboration; a student noted, "*Those exercises like DQ and peer review allow students to comment to others. I learned many ideas from other students, which can improve my ideas. Learning from others always helps us improve our skills. Those Readings also gave me more knowledge about the content I learned in the class"*.

Social interactions improved, and friendships were created among students in this course. A student pointed out, "*Teamwork was not only about how to complete a task together but also learned from each other. I knew people around me could also be good teachers to me. By being active in team collaboration, we can get friendship and knowledge from people.*"

The second research question assessed students' responses to satisfaction in working in groups. We asked students in a CL course to rate their satisfaction with the group work in this course, as shown in Table 1 below. The total sample was 39 students in an EFL university course. The questionnaire sought to determine their satisfaction level (1=lowest to 5=highest) regarding CL in promoting social interaction and communication in the classroom.

Table 1. *CL Satisfaction Level among Chinese EFL Students*

| Variables	Lowest Satisfaction	Somewhat Satisfaction	Moderate Satisfaction	Satisfied	Highest Satisfaction	Mean	Std. Dev
Enjoyed writing as a workgroup	0	0	4 (10.3%)	10 (25.6%)	**25 (64.1%)**	4.54	0.682
Time allotted for groupwork in class	0	0	3 (7.7%)	13 (33.3%)	**23 (59%)**	4.51	0.644
Enjoyed the group online forum	0	1 (2.6%)	4 (10.3%)	13 (33.3%)	**21 (53.8%)**	4.38	0.782
Valued the group activity in terms of learning outcomes	0	1 (2.6%)	5 (12.8%)	10 (25.6%)	**23 (59%)**	4.41	0.818
Would work in this type of group activity again	1 (2.6%)	0	4 (10.3%)	13 (33.3%)	**21 (53.8%)**	4.36	0.873
Group members assisted completing homework - in class	0	2 (5.1%)	4 (10.3%)	11 (28.2%)	**22 (56.4%)**	4.36	0.873
Group members assisted in completing homework - outside the class	0	3 (7.7%)	7 (17.9%)	10 (25.6%)	**19 (48.7%)**	4.15	0.988
Cooperation among group members	0	1 (2.6%)	4 (10.3%)	13 (33.3%)	**21 (53.8%)**	4.38	0.782
group communicate better	0	1 (2.6%)	3 (7.7%)	12 (30.8%)	**23 (59%)**	4.46	0.756
group members help improve your final grade in this class	0	1 (2.6%)	5 (12.8%)	12 (30.8%)	**21 (53.8%)**	4.36	0.811

In table 1, most students were highly satisfied with the ten survey statements. More importantly, 64% of the students were highly satisfied with their writing activity in work groups. Similarly, 59% of students were delighted with their group communication. Finally, 53.8% of students were glad about their team cooperation. The mean score shows a similar result for high satisfaction with CL for all ten statements was above 4. Thus, students were more pleased to engage in CL in this course. Also, to determine students' overall level of satisfaction with CL in this course, we used a composite scale to establish the combined mean of the ten statements since they had similar response categories. The overall students' satisfaction with CL is shown in table 2.

Table 2. *Overall Satisfaction with Cooperative Learning*

	N	Minimum	Maximum	Mean	Std. Deviation
Scale Mean	39	2.30	5.00	4.3923	.69259
Valid N (listwise)	39				

As seen in Table 2, the overall mean satisfaction level among Chinese EFL students was 4.29. Implying higher satisfaction with CL activities in this course, as illustrated in Figure 1 below.

Figure 1. Students' Overall Satisfaction with CL
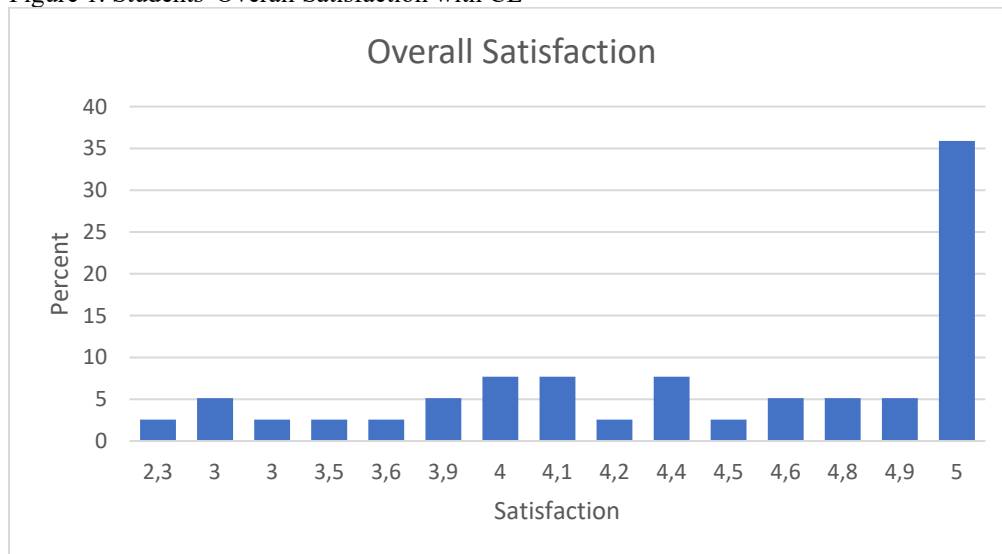
Discussion And Suggestions

The current study demonstrates active engagement and collaboration in completing tasks in CL settings. The results showed students were very satisfied with the group activity and valued working in a group but needed more time to complete the group activities. Students also agreed that group members helped them achieve the required work in and outside class. Strong bonds of friendship were formed among those groups who frequently met outside the course, and those students reported keeping in touch with each other after the course ended. Communication and cooperation among group members improved as they got to know each other better, and they began to enjoy this CL experience. Literature on CL emphasizes more purposeful involvement by the teacher in CL settings (Kagan & Kagan, 2009). In addition, instructors should consider the learning context to guide them in determining whether they can allow students to choose their groups or assign students to groups (Johnson & Johnson, 1991; Millis, 2014; Stenlev, 2003). After the group's members form a bond, it is up to them to assign formal roles to group members. Still, instructors must keep track to avoid situations where someone dominates the discussion or is not contributing.

It is also important for instructors to keep track of group activities by circulating the classroom, asking/answering questions, and gently encouraging group members' involvement, especially when we observe that a member is not functioning. Alignment of course objectives, course materials, and assessments is vital in CL settings. Hence, for CL to be effective, course material must align with course outcomes, and class activities and lectures must orient toward meeting the lesson objectives. Students should be given opportunities to practice the new concepts well before application. Considering large enrollments in some college courses, instructors should consider the impact of CL on their in- and out-of-class time since these methods require lots of commitment and instructional time.

Moreover, limited time constraints, standardized curriculum, group dynamics, and scheduling issues were other issues of CL settings.

Nonetheless, CL could benefit instructors because they assist students in groups rather than as individuals making this teaching method time productive. Also, encouraging peer/peer tutoring can alleviate the burden of meeting with instructors and enable instructors to focus more on students struggling to understand more abstract and complex concepts. Using google forms for group quizzes may benefit instructors since the assignments are immediately graded, and students' scores are returned directly, lessening the burden of grading the quizzes and activities. Group performance in each activity may provide instructor feedback on what students understood and needed to be reviewed.

Conclusion

This study showed students increased satisfaction working in group settings. Although CL requires a lot of planning time and intentional teaching, students benefit more from learning in a cooperative setting. Hence, it is important to culminate CL methods with active learning strategies, including a mix of lectures and presentations; using short videos followed by a significant group activity could promote students' engagement and learning motivation. Through CL, students form social bonds of friendship, causing them to enjoy the class more. In addition, they gain from peer tutoring, develop a sense of satisfaction to succeed in the course, and achieve their long-term learning goals.

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