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Draft  
Final Report

## Final Report

by

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August 1, 1993

My assignment to the University of Nebraska at Omaha/Education Sector Support Project UNO/ESSP was from 25 July 1993 to 1 August 1993, during this time my efforts were focused on the following:

- OBJECTIVE 1.** To complete the structured interview portion of Research Study One, "Effectiveness of Teacher Training (Female Adult Literacy) on Teacher Performance" as a pilot study.
  
- OBJECTIVE 2.** Review and revise sample adult literacy storybooks.
  
- OBJECTIVE 3.** Appraise the Adult Literacy Home School Project through site visits and conference with supervisors, teacher and students.

Ivalyn J. VanEvery, Ph.D  
August 1, 1993

## **RESEARCH STUDY ONE**

**OBJECTIVE:** To complete the structured interview portion of Research Study One "Effectiveness of Teacher Training (Female Adult Literacy) on Teacher Performance.

### **PURPOSE OF STUDY**

The purpose of this research study is to ascertain if the preparation of the female adult literacy teacher in both general teaching methodology and that specific to adult literacy is sufficient to allow them to teach successfully in the home school adult literacy program.

### **BACKGROUND**

Schools have traditionally been the most common approach to educating a society. Adult Afghan females living in Pakistan and Afghanistan often, because of cultural expectations, find, or have found it difficult to attend a school. Lycette 1993, has proposed an alternative approach that has the endorsement of experts on developing countries. This is for females to receive home school instruction. Home school instruction has been defined as a small group of adult females receiving instruction from a female teacher in a home in their community. Little is known about preparation of literacy teachers for home schooling.

### **FOCUS OF STUDY**

This study was designed to gather data from adult literacy teachers who have received some training in how to teach in a home school setting. The research focused on two principal objectives.

1. To determine the strengths and weakness of the teacher training program utilized in preparing female adult literacy teachers.
2. To assess the many factors that are permanent to home school instruction.

Continuous evaluation of the Teacher Training Program (Female Adult Literacy) on Teacher Performance will, over time provide much needed insight. As the teachers became more experienced in the "new to them" field of teaching, their own perceptions of needs and strengths change. The teacher training program for future adult literacy teachers needs to reflect the new thinking and ideas. The expansion and development of the Adult Functional Literacy Home Schools in the future will be based on the findings of this and related research.

## IMPLEMENTATION PROCESS

A set of interview questions was used to determine the teacher's perceptions of their preparation for teaching in the adult literacy home schools and how this preparation affected their effectiveness. These questions dealt with two principal areas 1) teacher preparation and 2) teacher effectiveness. The questions were presented to the teachers via a translator, Sitara. She is also one of the six teachers so she knew how to elaborate correctly on a question if it was not easily understood. Each of the six teachers wrote her responses. These were translated by Sitara and Razia. The answers were analyzed as to the teachers' perceptions of the strengths and weaknesses of the teacher training preparation program for teaching adult literacy students in a home school setting.

## **CONCLUSIONS**

### **PRE-SERVICE PREPARATION**

The perception, after ten weeks of teaching, of the home school teachers in regard to their preparation for teaching in home schools is that they already had a basic knowledge of teaching methodology and the one seminar prior to home school teaching reinforced their previous skills. Some teachers felt more specific teaching methods related to working with adults would have been helpful. Others said their basic teaching skills were applicable to adult teaching as well.

When asked what problems they encountered, the response did not relate to teaching methodology. They expressed concern about going into a stranger's home and about finding students in a reliable setting.

### HOME SCHOOL TEACHER EFFECTIVENESS

As the home school teachers responded to questions in this area, they reflected on past and present teaching situations and how this affected their effectiveness. Points noted included: Adult students learn more slowly and need more individual attention. Adults have many additional obligations. They become discouraged easily. Repetition was mentioned as the one best teaching method by all of the teachers. And most felt they had too few number of students to be effective teachers. More than five but less than fifteen would be better. Much teacher directed learning was used and the students will be evaluated by testing.

All agreed having a supervisor was helpful. She helped solve problems, provided new ideas and analyzed the teachers teaching.

## **RECOMMENDATIONS**

The analysis of the data collected from the interviews of the home school teachers suggests the following recommendations:

Home schools should be continued. They are allowing female adults to become literate in a setting that is acceptable to the culture and life style of the community. Teachers need to be in a home school situation in which they feel safe and at ease. Home schools in the future need to build on the positive findings gleaned from the data collected in regard to the six initial home schools.

Basic teacher training is important. Seminars on specific methods that are pertinent to home schools and working with adults needs to be included in the preparation.

The role of the supervisor is very important. Therefore, they need to receive additional training in the area of home school supervision.

This very first venture into the area of home schools for adults to help them become literate has proven to be successful in many ways. It presented a challenge to the teachers and the supervisors with they successfully met. This give them the opportunity to recognize that they have many more strengths and abilities than they realized. It gave the adult women in the community an opportunity to participate in a literacy program which for most of them had not even been considered as a remote possibility before. It caused the community to look at the role of women, their need for literacy and the positive effects that literate women can have on a community, in a new light. See Appendix I

## **ADULT LITERACY STORY BOOKS**

OBJECTIVE: To Review and revise sample adult literacy story books.

Seven themes have been selected for the adult functional literacy supplementary story books. They are 1. health and nutrition, 2. child care, 3. anti - narcotics, 4. vocations, 5. gender equity, 6. environmental concerns and 7. human rights.

Four stories in the area of health and nutrition were reviewed. Many revisions needed to be made. The time frame restraints did not allow for me to pursue this objective.

## ADULT LITERACY HOME SCHOOL PROJECT

Site visits were made to home schools. I was accompanied by Trina, the Female Adult Literacy Home School Supervisor.

OBJECTIVES 3. Appraise the Adult Literacy Home School Project through site visits and conferences with supervisors, teacher and students.

A representative school consisted of four students, ages 12, 15, 16 and 18, Their girls were all sisters and the school was conducted in a large, airy room in their home. The room was clean, pleasant and a large. There were four chairs and one large table in the room for the students use. There were also a white board, charts, packet charts, calendar and litter and number examples on the walls. It very much looked like a classroom.

She teaches, Shukria, presented a learn an dictation of sentence which students were to spell correctly and from the letter correctly. She immediately graded the pages which provided instant feedback, all received high marks. She then demonstrated had wilting on the white board explaining each litter formations as she write it, which the children then copied.

Trina evaluated Shukria's teaching presentation using a prescribed form, my evaluation of Shukria was that she used excellent teaching methodology and presented a good teaching presence. The students, told me that they enjoyed what they were doing.

In conversations with the adult literacy teachers, they shared with me their excitement and their concerns about the program. They are very eager for other females to have the opportunity to become literate. At the same time, they expressed a personal concern about going into a home unfamiliar to them. The first ten weeks of adult literacy home school teaching have been completed. Due to much advance planning and careful monitoring the program has proceeded according to plan. As one teacher so aptly put it, "Home School allows us to teach the daughters of those families who do not allow their daughters to go to schools even though they wish to be literate".

**APPENDIX I**

**EFFECTIVENESS OF TEACHER TRAINING  
(ADULT LITERACY FEMALES - PESHAWAR)  
ON TEACHER PERFORMANCE IN A HOME SCHOOL SETTING**

**Effectiveness of Teacher Training  
(Adult Literacy Females Peshawar) on Teacher Performance  
in a Home School Setting**

**RESEARCH STUDY ONE**

IVALYN J. VANEVERY, PH. D.  
JULY 1993

**BACKGROUND:**

Schools have traditionally been the most common approach to educating a society. Adult Afghan females living in Pakistan and Afghanistan often, because of cultural expectations, find, or have found it difficult to attend a school. Lycette 1993, has proposed an alternative approach that has the endorsement of experts on developing countries. This is for females to receive home school instruction. Home school instruction has been defined as a small group of adult females receiving instruction from a female teacher in a home in their community.

Little is known about the preparation of literacy teachers for home schooling. This study was designed to assess the effectiveness of a particular teacher training program, the UNO/ESSP Female Adult Literacy Teacher Training Program. The following objectives were addressed.

1. To determine the strengths and weakness of the teacher training program utilized in preparing female adult literacy teachers.
2. To assess the many factors that are permanent to home school instruction.

The Adult Functional Literacy Home School for Females is in an initial stage. The teachers have been teaching thirty-eight illiterate adult females for two hours a day, five days a week in a home school setting. They have completed ten weeks of instruction.

The seven Afghan Females who completed the seminar on teacher training for the home school program received instruction in the following areas: Characteristics of a good teacher, duties of the teacher, learning differences, learning ability incongruencies of children and of adults, elements of language learning (listening, emulating, speaking, reading), teaching methodology, preparing lesson plans and the process of evaluation (examination, observation, completed projects, assignments, participation, etc.) using both the process and the product as an evaluation measure. This seminar also provided time for each participant to do demonstration teaching.

The interview data for Research Study One was collected from the six teachers in the home schools who are teacher trainers for the female adult literacy program. Prior to instructing other teachers how to teach in the female adult literacy home school program, the six teachers are teaching in the six pilot schools.

## **INTERVIEW QUESTIONS AND RESPONSES**

The interview questions were posed to the teachers in a group setting after an experience of ten weeks of home school teaching. Each of the six teachers responded individually in writing to all of the questions.

The questions and a summary of the responses are as follow:

### **SECTION I**

#### **HOME SCHOOL TEACHER PREPARATION QUESTIONS AND RESPONSE SUMMARIES**

##### **QUESTIONS RELATED TO PRE-SERVICE PREPARATION**

1. Do you think your literacy training program prepared you to teach in the home school?

Yes, it contained very important points. It included a summary of almost all teaching methods. However, it could have been more specific and related to the special problems and teaching methods for adults.

2. How many observations did you make of teachers teaching adults before you started teaching in the home school?

None (a unanimous answer).

3. Do you think observing teachers in the adult literacy program before you taught would have been beneficial?

Yes, we could realize the result of their work and the problems they faced and then we could arrange a better program. It would have helped to make things clearer. And no, because of my experience in teaching primary students, I did not face any problem.

4. Did you practice/demonstrate teaching before your first teaching job?

The answers to this question went back to their initial teaching preparations; e.g., during my first teaching job I attended a two year program in Roshan Teacher Training College, I attended four seminars on Teacher Training, I observed and participated in demonstration lessons while teaching, and I participated in a teacher training course for one year.

5. Do you think practice/demonstration teaching would be helpful before you started teaching?

Yes, the demonstration lessons given in conjunction with the Literacy Seminars were very helpful.

6. Which training courses did you take were of the most value to you as you work with adult women in the classroom?

We only attended one seminar given by Mr. Abdali.

7. What problems did you face when you were preparing to become a home school teacher?

Finding students and a reliable setting. Although we are teaching our people, the Afghans, it is still difficult for me to go into a stranger's house.

## SECTION II

### **QUESTIONS RELATED TO HOME SCHOOL TEACHER EFFECTIVENESS**

1. Have you taught prior to teaching in the home school? If yes, are there any differences between teaching in your previous school and teaching in the home school?

The unanimous answer to prior teaching experience and differences in regular school and home school was - YES. Differences noted included: Teaching needs to be very basic. I could not speak English with my students. I had 25 students before now I have 5. The adult students learn more slowly and need more help than younger students. They expect more respect and need more attention in order not to become discouraged. There are chairs and tables in schools but none in home schools. The children do not have any other responsibilities - their minds are more active than adults. Adults are more experienced and they realize and remember more quickly. We need to be more kind to adults, otherwise they will become discouraged. Some methods used in regular schools are not useful for a home school, like role play.

2. Which instructional techniques are you using in the home school?

Unanimous answer - Repetition, question and answer, demonstration, lecture. Others were paired work, silent reading and discussion.

3. Which instructional techniques have you found to be the most effective when working with the females in the home school?

Demonstration is a suitable method for Dari and math. Lectures, repetition and question and answer are used for Quran and Islamic Studies.

4. What diagnostic tool was used to identify the teachers' knowledge during the first week of home school classes?

They were evaluated orally because they were completely illiterate and could not read and write. Some were asked to write the letters of the alphabet and to count and then write numbers.

5. What is the average amount of time you spend preparing your lesson for the next day?

The consistent answer was 90 minutes. Some said it varies according to the subject. Dari and math, where materials are needed, take more time than Quran and Islamic studies.

6. Do you have too few, too many, or just the right amount of students in your class?

Most responses said too few. One with nine students said it was a reasonable number.

7. How many students do you think should be in one home school class?

Answers ranged from a minimum of 5 to a maximum of 20. One-half of the respondents said 5 minimum, 11 maximum.

8. When do you find would be the best time to use teacher directed instruction and student centered instruction?

In a new lesson the teacher is the focus. During practice time the student is the focus.

9. Do you think the teaching methods that you learned in the Literacy Training Course were appropriate for the adult learners?

The methods taught were both useful and good. They were question and answer, demonstration, lecture and repetition. One response included that a detailed lesson on teaching methods would have been helpful.

10. What instructional strategies have you used with females who have difficulties in learning? Repetition was the unanimous answer. Two mentioned question and answering. One suggested writing in the sand with their fingers.

11. How will you know at the end of the course if your students are literate?

A unanimous answer - testing and evaluation.

12. What do you think is the purpose of home school instruction?

To make women literate. To teach the daughters of these families who do not allow their daughters to go to school even though they wish to be literate.

13. What method of record keeping do you use to monitor the progress of your students?

Five respondents said they would give a test every 15 days and evaluate the results. One person said she would evaluate the dictation, reading and writing in their recording notebook.

14. What are the benefits of having a supervisor?

She helps solve problems and shares personal experiences. It also has a positive effect on the literacy students when she visits.

15. What would you like the supervision to do that would assist you in your teaching in the home school?

Help solve problems, and suggest materials and aids to assist in teaching. Analyze and evaluate my teaching.

16. Is the two hour block of time a good time frame to work with the female adult learners?

Just right - any shorter and they would not have time for the whole lesson; any longer would interfere with family responsibilities. If more students are added then we might need one-half hour more.

17. Any other comments or suggestions?

None were given.

### Section III

#### **QUESTION ASKED AT THE TEN WEEK PERIOD OF THE HOME SCHOOL INSTRUCTION PROCESS.**

1. What was the percentage of your students attendance for your home school class?

100% to 98%.

2. What was the percentage of each of your students completion of their home work assignment?  
100% to 98%.
3. Does any one at home help them with their assignments?  
A brother in school helps one student. All of the rest had no help even though there were some educated people in their home.
4. How often do you use group reading?  
Twice a week or pair work four times a week.
5. Were pleasure reading materials available?  
The students cannot yet read. I have taken two posters to the class for reading and we are reading some small paragraphs.
6. After how much time were the students able to construct a paragraph expressing their thoughts?  
After two months they were able to write some sentences.
7. What was the highest level of written composition each student attained?  
Answers varied from. They can write simple, short sentences. To they can not write sentences, still.
8. What concepts were the most difficult to learn in math?  
So far, they have only worked with addition. There is not any problem at present.
9. How often on the average did you work with problems solving in math?  
We have not solved detailed problems because they can not read correctly. The book does not have any story problems. We plan to develop some ourselves.
10. Which concepts were the easiest to learn in math?  
Counting numbers.
11. Why do you think your students were successful?  
They are interested in learning. The materials and methods were effective. They attended regularly. The students felt relaxed and at home by being so close to their house.

12. Did you group your students for instruction?

No, there are few students so there is no group activity. Sometimes they work in pairs.

13. Do you think home schools should be continued in the future?

Yes, it is very useful for the women who are not allowed by their men to go out of the house. It is the best way to educate women who because of cultural and environmental conditions can not learn away from home.

14. Did you discuss your problems and successes with your colleagues?

We set together twice a month to discuss our problems and seek solutions.

15. After your supervisor observed your teaching, what feedback did you receive?

We meet together and discuss the methods I used and she gave me suggestions. Also problems are discussed in the twice monthly meeting.

16. What suggestion would you give the teachers teaching in a home school for the first time.

She must be patient and friendly and relate the lessons to their daily lives. She needs to be strict about attendance and being on time. The rules need to be made clear on the first day. She must make a plan and then implement it. The materials needed should be prepared and used at the proper time. Take the tests seriously. Talk to the family or the owner of the house immediately after a problem has occurred. The amount of homework should not exhaust the students. Share with the students the benefits of literate people and literacy.

17. How many scheduled days did you miss teaching the students. Three have never been absent. The others were absent for two or three days.

18. What would be the best program for preparing teachers to teach adults in the home schools?

A seminar lasting from one to two months related to literacy and including teaching methods in detail. It should be specific and to the point.

## **CONCLUSIONS**

### **PRE-SERVICE PREPARATION**

The perception, after ten weeks of teaching, of the home school teachers in regard to their preparation for teaching in home schools is that they already had a basic knowledge of teaching methodology and the one seminar prior to home school teaching reinforced their previous skills. Some teachers felt more specific teaching methods related to working with adults would have been helpful. Others said their basic teaching skills were applicable to adult teaching as well.

When asked what problems they encountered, the response did not relate to teaching methodology. They expressed concern about going into a stranger's home and about finding students in a reliable setting.

### **Home School Teacher Effectiveness**

As the home school teachers responded to questions in this area, they reflected on past and present teaching situations and how this affected their effectiveness. Points noted included: Adult students learn more slowly and need more individual attention. Adults have many additional obligations. They become discouraged easily. Repetition was mentioned as the one best teaching method by all of the teachers. And most felt they had too few number of students to be effective teachers. More than five but less than fifteen would be better. Much teacher directed learning was used and the students will be evaluated by testing.

All agreed having a supervisor was helpful. She helped solve problems, provided new ideas and analyzed the teachers teaching.

### **AFTER TEN WEEKS OF TEACHING EXPERIENCE - HOME SCHOOL INSTRUCTION PROCESS.**

In the area of record keeping, attendance was almost 100%. Home work was completed at that level also. Both of these factors would indicate a high level of student interest.

Only basic math, counting and some addition, and basic reading, single sentences and short paragraphs had been accomplished.

**THE ROLE OF THE SUPERVISOR WAS MENTIONED AS HELPFUL AND ENCOURAGING.**

## **RECOMMENDATIONS**

The analysis of the data collected from the interviews of the home school teachers suggests the following recommendations:

Home schools should be continued. They are allowing female adults to become literate in a setting that is acceptable to the culture and life style of the community. Teachers need to be in a home school situation in which they feel safe and at ease. Home schools in the future need to build on the positive findings gleaned from the data collected in regard to the six initial home schools. Basic teacher training is important. Seminars on specific methods that are pertinent to home schools and working with adults needs to be included in the preparation.

The role of the supervisor is very important. Therefore, they need to receive additional training in the area of home school supervision.

This very first venture into the area of home schools for adults to help them become literate has proven to be successful in many ways. It presented a challenge to the teachers and the supervisors which they successfully met. This give them the opportunity to recognize that they have many more strengths and abilities then they realized. It gave the adult women in the community an opportunity to participate in a literacy program which for most of them had not even been considered as a remote possibility before. It caused the community to look at the role of women, their need for literacy and the positive effects that literate women can have on a community, in a new light.

**APPENDIX II**

DAILY LOG

DAILY LOG  
IVALYN J. VANEVERY

NOTES

Saturday July 24

Received 3 final reports. Dr. Donald Schutte's for review and rebuttal and Dr. Lynn Evans' and Dr. Doris Henry's for background information related to work assignment.

Met with Dr. Boardman to discuss work assignment. Three areas were discussed.

1. Review and/or revise adult literacy story books.
2. Review, revise where necessary, and conduct Home School Teacher Interview - Research Study.
3. Review the Adult Literacy Home School Project, make site visits and conference with supervisors, teachers, and students.

Sunday July 25

Met with Dr. Boardman. Further discussed my work assignment. Met with Prof. Azimi - discussed women's programs. Toured the new office facility for purposes of orientation. Visited Women's Teacher Training Program. Met with six of the women in the literacy program. Trina explained the Home School Program. Arranged to visit one school in the P.M. Organized office area. Went with Trina to observe a home school. The school has been in progress since May 21. There were 4 students, ages 12, 15, 16 and 18.

The students sat on chairs around a table. There were charts, a white board, pocket charts, calendar and letters and number examples on the wall. A fan was on. The room was clean and pleasant.

Shukria was the teacher. She presented a lesson on dictation of sentences which required the students to spell correctly and to form their letters correctly. She immediately graded the papers for instantaneous feedback. All received high marks. She then demonstrated hand writing on the white board explaining each form of the letter as she wrote it, which the students copied.

Trina evaluated Shukria's teaching presentation using a prescribed form. My observation of Shukria was that she used excellent teaching methodology and presented a commendable teaching presence.

### Monday July 26

Visited Yousuf at Women's Teacher Training Program. Discussed the expansion of the program to Jalalabad.

Reviewed Home School Teacher Questionnaire in preparation for administering the questionnaire to the six teachers from the Female Literacy Program who are teaching in the home schools.

Was invited along with Kay Huth to have lunch with the women in the Female Literacy Program.

Prepared rebuttal remarks to comments made in Don Schutte's final report.

### Tuesday July 27

Reviewed and discussed the two major reports that Kay Huth has prepared.

Visited the Laboratory School set up in Conjunction with the Curriculum development phase of the project. Curriculum packets are given preliminary testing as the information the lesson material is taught to the children in the school.

Met with Trina and Sitara to discuss the implementation of Research study one. It was decided I would read the questions to the group, Sitara would translate them to the teachers and they would write their answers on paper.

Reviewed adult literacy story books. Made the decision to attempt to write my own story since the revision of the existing stories would be basically a rewrite.

After looking through many curriculum materials, selected the topic of weather as having universal appeal.

### Wednesday July 28

Met with the Adult Literacy Home School teachers. Explained the interview question and proceeded with a group interview approach. Every are seemed to be delighted to hare their perceptions noted. If questions were not clear, Sitara would rephrase them in a more understandable manner.

Met with artist to discuss illustrations for the adult literacy story book. Reread reports by Dr. Schutte, Dr. Evans and Dr. Henry for additional background information.

Met on an individual basic with some of the male specialist facilitators to ascertain where they are in Curriculum Development. Attended the UNO/ESSP staff meeting.

Thursday July 29

Finished conceptualization of the adult literacy storybook. Collected illustrations from the artist. It is now ready for approval by the ECA and others.

Began analyzing the data collected during the interviews with the adult literacy teachers.

Met with the adult literacy teachers for an open discussion session. They mostly just wanted to talk about life in general.

Observed the children again in the lab school. They are so eager to learn.

Sunday August 1

Finished analyzing data from adult literacy home school teachers. Wrote up findings, conclusions and recommendations in report form.

Discussed curriculum planning with individual male specialist facilitators.

Met with Dr. Boardman to discuss my weeks work on the project.