EFFECTIVENESS OF 5ES INSTRUCTIONAL MODEL FOR TEACHING SCIENTIFIC CONCEPTS TO THE STUDENTS WITH VISUAL IMPAIRMENT

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AUTHOR'S DECLARATION

I certify that this M.Phil Dissertation titled "Effectiveness of 5Es Instructional Model for Teaching Scientific Concepts to the Students with Visual Impairment" is an original research. All the material of different authors that is used in this thesis has been properly cited and no material is included that has been submitted for any other degree and award.

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FORWARDING SHEET

This is to certify that the research work described in this M.Phil dissertation is the original work of the author and has been carried out under my direct supervision. I have personally checked and supervise all the data, results, contents and materials reported in this dissertation and certify its authenticity. I further certify that the material included in this thesis have not been submitted for any other degree and award. This thesis was prepared under my supervision according to the prescribed format, therefore, I endorse its evaluation for the award of M.Phil Degree through the prescribed procedures of the University.

Supervisor,

Dr. Faisal Anis

Dedication

I dedicate my research work to my parents and teachers.

Their encouragement, motivation and support make me able

to achieve this milestone successfully.

Acknowledgement

All praises for ALLAH, the most Merciful and the most Beneficent who blessed me with sufficient opportunities to complete the study. I would like to express my deepest gratitude to my supervisor Dr. Faisal Anis, Assistant Professor Department of Social Sciences and Humanities, University of Management and Technology, for his guidance and positive attitude. His generosity, time, wise counsel, expertise and valuable suggestions encouraged me to move forward for the study. Without his proper guidance and help it would not be possible to complete this research.

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F.J

Abstract

Science knowledge is important for students with visual impairment in the same manner as for students without visual impairment. The purpose of this study was to examine the effectiveness of 5Es instructional model for teaching scientific concepts to the students with visual impairment. It was an experimental study. Quasi pretest-posttest non-equivalent groups design was used for conducting this study. The population of this study comprised of students with visual impairment of class 5th from Lahore. The purposive sampling technique was used to select sample. Sample of 12 students with visual impairment was selected from one institute of Lahore district that is Aziz Jehan Begum Trust Institute for the Blind for experiment. A test was developed which was used as instrument for experimental study. Test was developed from one chapter "changes in matter" of science text book of 5th class. Test was validated by field experts and reliability was checked by pilot testing. Pilot testing was conducted on 31 students with visual impairment. Reliability of developed test on this sample was calculated and coefficient Alpha was found .83. This test was used as pretest and posttest during the experimental study. Control and experimental groups were used in experimental study. Intervention was given to experimental group in the form of 5Es instructional model. A significant difference was found between control group and experimental group on the basis posttest scores. Experimental group showed improved results on posttest as compared to control group. It was concluded that 5Es instructional model is effective for teaching scientific concepts to the students with visual impairment as compared to traditional lecture method of teaching.

Key words: Scientific Concepts, 5Es Instructional model and Students with Visual Impairment.

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CHAPTER I

Introduction

There are two thoughts that support the grounding of teachers, the first one is that teaching was best profession for those who have remarkable academic background and that's the reason that they did not need any type of proper practice of teaching, the second one is teaching was best performed by such people who adopt the profession of teaching, specifically primary teaching, through training that help the person to be a professional teacher on work (Smith, Ewing, & Cornu, 2003). To develop skills of dynamic teaching, you will require adopting the knowledge about philosophy of education, you will require the practical application of your academic knowledge, and you will require to develop executive and deep intellectual skills in yourself. In this view it is essential for professional teacher to be aware about the knowledge, practical applications and philosophical thoughts. Teaching is a profession and it needs a teacher to practically implement all the principles of teaching in class room. It is reflected from above discussion that you have to make yourself updated and being a teacher you have to be a good decision maker for students (Lang, McBeath, & Hebert, 1995).