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Editorial

This research symposium was hosted on the concept of Education and Psychology for a Sustainable Future. The primary theme was regarding rethinking education that prepares learners for the changing workplaces in the 21st century, leading towards building a sustainable future, by assessing the development, teaching, learning, evaluation, and inclusion methods used in education today. It also focused on exploring how people's overall mental health (psychological, social, and emotional) wellbeing can empower them towards living a healthy and sustainable life, with greater levels of satisfaction and wellness, in the future.

The papers submitted at the symposium highlighted these interest areas and delivered some quality findings of various factors related to education and psychology. One of the papers investigated the use of Origami and how it enhances students' performance in Mathematics, which allows us to understand different methods that could enhance logical thinking in children, and as a result increase their performance levels in class activities. This study also confirmed its findings regarding the use of Origami. Another study focused on how private speech of children vary according to the type of the task they engage in. This study allows one to understand the guidelines for developing an effective environment for private speech in the early childhood setting and recommends that private speech to be encouraged in teaching learning process specially allowing children to talk to themselves when working alone on problem solving tasks as it correlates with cognitive characteristics of children. Furthermore, another paper investigated the influence of perceived parenting styles on perfectionism and self-esteem. And this paper indicates that certain parenting styles have a significant impact on adolescent self-esteem and perfectionism. The authoritative parenting style was identified as the most favorable, whereas the authoritarian parenting style was identified as the worst, suggesting that we have a clear perspective on the types

of parenting styles as well. Finally, another paper investigates the key factors which affect eLearning and their impact on primary school education. It found that the infrastructure readiness and the perception of teachers have a positive significant relationship to the outcome of eLearning and technology usage has no significance to the outcome.

Dr. Padmini Sirimanne

**The Influence of Perceived Parenting Styles on Perfectionism and Self Esteem: A
Quantitative Study Among the young adults in Sri Lanka**

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Abstract

Given its broad impact on a person's emotional, mental, and physical welfare, empirical research on perceived parenting styles has been deemed important. Several literature studies have emphasized the role that perceived parenting styles play in personality traits like perfectionism and self-esteem becoming intense during early adolescence and possibly continuing into early adulthood, leading to significant distress and other psychopathologies. However, particularly among young individuals, such studies are rare in Sri Lanka. Objective: To examine the existence of an association between perceived parenting styles and the development of two personality traits, namely, self-esteem and perfectionism in young adults in Sri Lanka. The study also explored the relation between self-esteem and perfectionism, and inspected the most practiced maternal and paternal perceived parenting styles separately. Method: A cross sectional study with a sample of 83 participants aged between 18-40 participated in the current study (n= 53 females, n=30 males), chosen through random and convenient sampling techniques. The data was gathered using the Parental Authority Questionnaire (PAQ), the Rosenberg Self-Esteem Scale, the Big Three Perfectionism Scale-Short Form (BTPS-SF), and a demographic questionnaire. The young adult sample in Sri Lanka demonstrated good validity and reliability values for the standardized scales. Results: Mother's authoritativeness was a positive predictor of self-esteem ($\beta=0.42$, $p<.05$) but permissiveness ($\beta= -0.04$, $p>.05$) and authoritarianism ($\beta= -0.21$, $p>.05$) were not significant predictors. Likewise, father's authoritarianism was a negative predictor of self-esteem ($\beta= -0.28$, $p<.05$), while father's authoritativeness ($\beta=0.19$, $p>.05$) and permissiveness ($\beta=0.17$, $p>.05$) were not significant predictors of self-esteem. Further, Mothers' authoritarianism was a positive predictor of perfectionism ($\beta=0.22$, $p<.05$) and mother's authoritativeness was a negative predictor of perfectionism ($\beta= -0.39$, $p<.05$) while mother's permissiveness was not a significant predictor

of perfectionism ($\beta = -0.06, p > .05$). Additionally, father's authoritarianism was positively related to perfectionism ($\beta = 0.26, p < .05$). Father's authoritativeness was not a significant predictor of perfectionism ($\beta = -0.18, p > .05$) even though there is negative prediction between them. Similarly, Father's permissiveness was also not a significant predictor of perfectionism ($\beta = -0.19, p > .05$). The findings also indicate a negative association between self-esteem and perfectionism ($r(83) = -0.57, p < .001$). And the most reported maternal parenting style in the current sample was authoritativeness ($M = 36.0, SD = 6.5$) and the most commonly practiced paternal parenting style was authoritarianism ($M = 34.2, SD = 8.8$). Conclusion: The findings indicate that certain parenting styles have a significant impact on adolescent self-esteem and perfectionism. The authoritative parenting style was identified as the most favorable whereas the authoritarian parenting style was identified as the worst.

Keywords: Perceived parenting styles, Self-esteem, Perfectionism

**Key factors which affect eLearning and their impact on Primary School education. A study
on ABC International School in Colombo district, Sri Lanka.**

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Abstract

The Covid 19 pandemic has had a remarkable impact on education in Sri Lanka and the world since the beginning of 2020. Teaching staff and students faced many difficulties with the sudden transition of online mode of teaching because of the challenge of creating a sense of social presence when using the online platform. This case study discusses how factors such as technology usage, infrastructure readiness and perception of teachers affect the outcome of eLearning and provide instructional strategies to help teachers and the school to overcome the challenges they face to carry on online lessons successfully. The study adopts a hypothetical deductive method with a quantitative and qualitative research approaches. A questionnaire survey was performed on 26 candidates who are teachers in the primary section of ABC College, selected through voluntary sampling method. An interview was conducted on selected teachers from the same population through purposive sampling method and their feedback was analysed to find out how the above three factors affect the outcome of eLearning. The empirical analysis of data found that infrastructure readiness and the perception of teachers have a positive significant relationship to the outcome of eLearning and technology usage has no significance to the outcome.

Keywords: eLearning, primary school education, education

Does Origami Enhance the Mathematical Performance among primary school children?

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Abstract

Origami and mathematic subjects come from two different ends. Origami seems to relate with fine motor and hand craft. However, scholars state that “Origami isn't limited to art either” (Duncan, Mulhollan & Kharel, 2010). Mathematics falls in to the logical reasoning category. It is known as a hard subject which is taught as a basic and weighted course throughout the years of education from elementary to the end of secondary education, and it is regarded by students as a course that is abstract and hard to be understood. Therefore, most children refuse to learn mathematics due to its complexity. When a subject is taught in an interesting and engaging way that would be easily learnt and it would motivate the student. Past literature emphasizes that Origami arouses curiosity and it is linked with reasoning and critical thinking skills which are highly associated with mathematics (Geretschlagar, 1995 as cited in Liu, 2019, Afrianti, Respitawulan & Rachmiatie, 2020, Wallin, 2018, Toyib & Ishartono,2018). This study investigated the following research question, „Does origami enhance the mathematical performance among primary school children?“. Twenty seven participants (grade two students) were included in this qualitative study which incorporated observation and interviewing methods to gather data. The students were from international schools that follow the Cambridge curriculum. They were directly observed during the Origami sessions as well as mathematics lessons. Their mathematics teachers were interviewed with a semi structured interview to gather descriptive data of the students’ performances during the mathematics lessons. This study consisted three hypothesises and three objectives. The data was analyzed by five themes according to the thematic analysis. The results confirm that Origami enhances mathematical performances among primary school children.

Keywords: Origami, Mathematics, Primary school students

Task Related Private Speech in Young Children

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Abstract

Vygotskian theory and empirical evidence suggest that children's private speech positively contribute in their psychological and cognitive development process, allowing them to master their own behavior. This research was conducted to study how private speech of children vary according to the type of the task they engage in. A group of 24 normally developing four and five year-old children were observed (with six weeks inter observational interval) while engaging in three different types of individual tasks. Participants were videotaped during naturalistic observation in their pre-school classroom setting. Tasks included a problem solving activity, a creative thinking activity and a free play session. The audible and inaudible (internalized or partly internalized) spontaneous verbalization, which reported during the observations were transcribed and coded under seven categories of self-regulatory private speech. During all the three tasks, a notable amount of emotional release as well as humming and singing were identified. One third of private speech produced during the problem solving activity came under self direction , but only a few self directive private speech could be identified during free play. Fantasy play words which were untraceable during creative thinking task, appeared as two third of total private speech production during free play session. Egocentric communicative speech was highly observed in all the participants when they were performing the creative thinking activity, but it was limited to only a few phrases during problem solving task and completely absent during free play. A slight difference in self directive verbalization was identified between male participants and female participants. These findings suggests guidelines for developing an effective environment for private speech in the early childhood setting. This study further recommends that private speech to be encouraged in teaching learning process specially allowing children to talk to themselves when working alone on problem solving tasks as it correlates with cognitive characteristics of

children. Pre-school curriculum should be designed facilitating teachers to model the process of verbalizing the problem and the solving strategies. In the preschool context, children should be given enough fantasy play opportunities to tighten the bridge between their social and psychological worlds.

Keywords: Child language, Early childhood, Fantasy play , problem solving , private speech