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How Perspectives on Language Development Affect English as a Foreign Langage Teaching

By Yan Wu
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Abstract - Based on the review of three perspectives of language development, this paper is aimed to focus on interactionalist's position and provides insights into the influences of it on English as a foreign language teaching (EFLT).

Keywords : *Behaviorism Innatism Interactionalist's position.*

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I. Introduction

In the field of SLA (second language acquisition), many theories, approaches and hypotheses have come into being. And all these theories, approaches and hypotheses have more or less affected teaching practice. For example, it is due to the altering of different assumptions about language development, teaching methods have been greatly influenced. At the end of the nineteenth century, the Classical Method – Grammar Translation Method was replaced by the Direct Method, which was based on the assumption that second language is learned in a natural way, just like the first language acquisition (Brown, 2000, p. 45). In 1940s and 1950s, it was due to the behavioristic approach to the explanation of language development, Audiolingual Method (ALM) was popular (ibid, p. 74). In 1970s, Noam Chomsky's innatistic view brought about an innovation in language teaching, during which many methods emerged, such as Community Language Learning, Total Physical Response and Natural Approach (ibid, pp. 103-108). From the examples above, we know that the assumptions or understandings towards language development have great effects on the choices of teaching methods. However, the effects are not constrained to teaching methods, yet other aspects of teaching are influenced by it. In this paper, I intend to explore the effects of understanding of language development on EFLT (English as a foreign language teaching) in classroom. First of all, I'll have a brief review of the literature of different perspectives on the process of language development. After that, I will discuss the potential effects on EFLT in classroom based on one of the perspectives.

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II. Theoretical Approaches to the Explanations of Language Development

a) The Forms of Language Development

Before we start discussing about the process of language development, it is essential to know the various ways of language acquisition first. Every normal people speak at least one language. The process of acquiring the first language is named as L1 acquisition. If it is one language, we call this 'monolingual FLA' (FLA refers to first language acquisition) (Klein, 1986, p. 4). If two languages are acquired as the first language at the same time, we call this 'bilingual FLA' (ibid. p. 4). However, most people in modern society may speak more than one language. The process of acquiring a second or a third language is named as L2 acquisition. Compared with a child's success in L1 acquisition, it seems troublesome for people to speak a second language as fluently and naturally as a child even though they consume much time and energy in learning L2. Wondering about this sharp contrast, it is natural for people to think about how a child is acquiring the first language. Therefore, many theories have been set up in the explanation of L1 acquisition. The theoretical approaches accounting for child's L1 acquisition have provided a foundation for the understanding of L2 acquisition. Next, I will explore the understandings of language development with regards to L1 acquisition and its impacts on the understandings of L2 learning.

b) Three perspectives on language development

A lot of approaches have been conducted on child's L1 acquisition. As a result, many theories have come into being. Generally speaking, there are mainly three perspectives. Those are:

a. Behaviorism
b. Innatism
c. Interactionist's position

Behaviorists view language development as a process of habit formation which involves imitation, practice, correct reinforcement (Lightbown & Spada, 1999, p. 9). In this process learners receive stimuli from the environment, make responses, and if the response is correct, it will be reinforced by others as a result of which, a habit is formed (Brown, 2000, p. 22). Therefore, from behaviorists' point of view, "the quality and quantity

of the language which the child hears, as well as the consistency of the reinforcement offered by others in the environment, should have an effect on the child's success in language learning." (Lightbown & Spada, 1999, p. 9) However, behaviorists' view on language development has received a lot of critics. Noam Chomsky (as cited in Emmitt & Pollock, 1997, p. 164) argued that, a child could produce or comprehend some words that he has never heard. Therefore, behaviorists' approach to the explanation of language development is discredited. However, Lightbown and Spada (1999, p. 26) maintained that, behaviorists' explanation to language development can account for the acquisition of vocabulary and grammatical morphemes. This is where we should value.

Noam Chomsky's LAD (Language Acquisition Device) and UG (Universal Grammar) are two of the most prominent theories within the framework of innatism. Chomsky maintains that a child is endowed with a universal innate mechanism that can help in acquiring a language system only by being exposed to some samples (as cited in Lightbown & Spada, 1999, p. 16; Brown, 2000, pp. 24-27; Emmit & Pollock, 1997, p. 164). At first, he used the term LAD to indicate the innate capacity of a child (Chomsky, 1959, cited in Brown, 2000, p. 24). Later, Chomsky and his followers adopted the term UG (Lightbown & Spada, 1999, p. 16). Some scholars value the availability of UG and believe that UG is useful in teaching. Cook (2000) wrote in her book Second Language Learning and Language Teaching that "the grammar is seen as universal; the differences between languages come down to how words behave in sentences." (p. 158) However, there are also some critics on it. Klein (1986, p. 8) argued that if UG worked in L1 acquisition and after L1 acquisition, 'some open parameters are fixed' (Chomsky's formulation), why learning a second language appears more troublesome to adults than to children. Therefore, a teacher should be cautious in applying UG in teaching. Krashen, who has built the renowned Monitor model/ Input Hypothesis, forms another important theory within innatism. Nevertheless, his five hypotheses have received more critics than approvals.

Interactionalists hold that language acquisition is a result of children's cognitive development and linguistic environment in social interaction (Lightbown & Spada, 1999, pp. 22-23; Brown, 2000, pp. 28-29). Apparently, they seek to explain language development from the inside as well as the outside. And this might be a better way to explain language development.

There are two approaches within the framework of interactistic framework. One is a cognitive approach. The other is a social approach. Jean Piaget (as cited in Lightbown & Spada, 1999, p. 23) maintained that the cognitive development of a child partly influence the use of language. Another interactionist Michael Long (as cited in Brown, 2000, p. 287) proposed the interaction hypothesis, which highlights the use of modified interaction in realizing comprehensible input. And Long believed that "comprehensible input promotes language acquisition." (as quoted in Lightbown & Spada, 1999, p. 43). Social interactionists put emphasis on the role of social interacitonin language development. This point of view is developed by the psychologist Lev Vygotsky (as cited in Lightbown & Spada, 1999, p. 44) who maintained that social interaction between the learner and the interlocutor plays an important role in language development. The definition of his zone of proximal development, known as ZPD, could at best underpin his point of view: "…the distance between the actual developmental as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers." (Vygotsky, 1978, p.86, cited in Lee, 1987, p. 7)

To sum up, interactionists take a point of view that modified interaction make input comprehensible hence promoting language development; and interactions between the learner and advanced or peer interlocutor are effective in guiding learners achieve a potential language level.

III. EFLT(English as a Foreign Language Teaching) in Classroom— from the Interactionists' Position

a) Context of lanauge teaching— EFL (English as a foreign language)

In an EFL environment, English language learners are seldom exposed to English language and also they have few opportunities to speak English outside classroom. The main access to English language learning is classroom. Therefore, classroom teaching takes great responsibility in helping learners achieve their various needs in English language learning. And the assumptions of English teachers about language and language learning, teacher and learner roles in classroom, learning activities and instructional materials are crucial to the effectiveness of teaching as well as the efficiency of learning. The assumptions about these three factors constituent the teaching methodology (Richards, 2001, p.167). Next, I will explore how the interactionist's perspective on language development affects the teaching methodology.

b) The Effects of Interactionist's Perspective on Teaching Methodology

Based on the interactionists perspective on language development, effective language learning takes place in social interaction. Therefore, classroom teaching should involve interactive communication, which means a break down of teacher's leader position. However, we cannot expect that classroom interaction is

the same as social interaction. It's ideal and impossible. What we can do is to create an environment for classroom interaction. Van Lier (2001, p. 91) classified classroom interaction as two broad types: teacher-learner interaction and learner-learner interaction. Thus, learners are no longer the followers of the teacher. They are independent learners, just like children acquiring the first language in natural settings. Spontaneous learning can be promoted in classroom interaction. Next, I'll discuss the conduct of teacher- learner interaction and learner - learner interaction in classroom.

Based on the understanding of Vygotsky's ZPD theory, both teacher-learner interaction and learner-learner interaction can promote learners' language development. After a careful examination of instructional model: initiation-response-feedback, known as IRF instruction model, which is found by Sinclair and Coulthard (1975, cited in McCarthy, 2002, pp. 12-18), Van Lier (2001) found that "when [IRF model] moves beyond mere recitation and display, [it] can be regarded as a way of scaffolding instruction, a way of developing cognitive structures in the zone of proximal development, or a way of assisting learners to express themselves with maximum clarity." (p. 96) Therefore, IRF instruction model may be beneficial to language learners' cognitive development.

As to learner-learner interaction, cooperative learning may be a good way to carry it out. Many theorists believe that in second language or foreign language learning, cooperative learning allow students to talk freely and negotiate meaning with each other, which can increase the comprehensible input (Liang, Mohan & Early, 1998; Olsen & Kagan, 1992, cited in Jacobs & Hall, 2002, p. 53). However, before applying cooperative learning to classroom, the teacher should make a careful plan, such as the size of the group, the way of forming a group, noise-solving measures, etc. (Jacobs & Hall, 2002, pp.53-58).

Another important interaction in classroom is the modified interaction which involves both teacher-learner interaction and learner-learner interaction. According to Long (as cited in Brown, 2000, p. 287), comprehensible input is resulted from modified interaction. Teachers may question what is modified interaction and how should we carry it out in classroom teaching? From Long's (as cited in Brown, 2000, p. 287) point of view, modified interaction involves various modifications created by native speakers and interlocutors which are aimed at making the input comprehensible to the learner. Brown (2000, p. 287) interpreted that modified interaction also includes learners' comprehension checks, clarification/repair requests, etc. As to how to use modified interaction in teaching and learning, Van Lier (2001) suggested that we can refer to "all relevant social and linguistic resources" (p. 101), such as strategic moves—"let me give you an example"; backchannels---"uhuh"; repair---"Do you mean X?" (Van Lier, 2001, p. 101)

By involving instructional model—IRF in classroom teaching, learners can achieve a higher developmental level; and the cooperative learning and modified interaction can promote the comprehensible input hence promote language learning. Therefore, classroom interaction creates a language environment that can at best promote the effectiveness and efficiency of teaching and learning.

From the interactionist's point of view, social interaction is crucial in language development. Therefore, classroom activities and instruction materials should at best reflect the features of social interaction. Task-focused activities and authentic materials work effectively in classroom interaction. It is believed that by immersing students in tasks, they can negotiate meaning with each other which can promote comprehensible input also they can modify their output in this process (Doughty & Willams, 1998, cited in Richards, 2002, p. 154).

The task-focused activities require that the materials adopted should be authentic and contextualized. In referring to Crawford (2002, pp. 84-86), language in teaching materials should be realistic and authentic and must be contextualized; the focus of the materials should be on engaging learners in actual use of language and fostering their autonomy; and various kinds of materials should be adopted to cater to individual and contextual differences.

As to EFLT in classroom, there are some constraints that the teacher should take into account. Firstly, the size of the classroom is usually relatively large. While designing classroom activities, the teacher should make a careful plan in terms of the size of the class. Secondly, the teaching contexts vary. Mostly, teachers have little right to decide what to teach, because usually there is a set textbook. A good way to deal with it is to supplement the materials that can promote classroom interaction to classroom teaching. Thirdly, there is little access to authentic materials. One of the ways to handle this problem is to use the audio or video materials in teaching, which can set a shared context for the teacher and learners.

IV. Conclusion

The understanding towards language development has great influences on classroom teaching methodology. It can influence the teacher and learner roles in classroom, the activities and the selection of instruction materials. However, the influences are not constrained to these aspects of classroom teaching. It can also affect other aspects, such as syllabus types. From the effects of the theories of language development, we know that every innovation of theories in the field of SLA will have effect

on the various aspects of teaching. Therefore, the way of teaching should be dynamic and flexible. An effective teaching demands a knowledgeable teacher and cautious practitioner. This is what we should follow in teaching.

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Resource Provision for the Implementation of National Teachers' Institute (NTI), Kaduna, Distance Learning Programme in South-South, Nigeria

By Dr. (Mrs.) Asodike, Juliana Dibugonwanyi & Prof. (Mrs.) Ebong, Josephine Mfon
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Abstract - Educational resources constitute input into the educational systems that determine largely the implementation of educational programmes and invariable objectives attainment. Using document analysis and checklist, this study examined the extent to which resources are provided for effective implementation of National Teachers' Institute (NTI), Kaduna, Nigeria Certificate in Education (NCE) by Distance Learning System (DLS) programme in the South-South geo-political zone, Nigeria. This was considered in terms of quantity and quality of the available human recourses and the availability, adequacy and relevance of material resources for the programme. Findings indicate that though there were enough course tutors for the programme, the quality was not commensurate to the needs of the programme. The print media (modules) used for instructional delivery were available, adequate and relevant to the demands of the programme. The study recommends more qualified course tutors to be provided by the institute for effective teaching and implementation of the NTI, NCE DLS in the South-South Zone, Nigeria.

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I. Introduction

The contribution of resources to successful educational programme implementation is abundantly clear. What is less clear is why educational programmes have not been successful inspite of huge government financial commitment. Perhaps, the reasons are the implementers' inability to channel the scarce financial resources available to areas of need even if the situation is such that the fund provided are not enough to match the need of the programme. There is growing evidence that outputs of educational programmes at all levels are affected by a variety of social, psychological, and environmental factors. However, the environmental factor seems to be the visible factor where the general populace attention is drawn in educational programme delivery. Often,parents and guardians complain of insufficient number of teachers and inadequacy of available infrastructure to match the increase in enrolment associated with government policies on free and compulsory education globally. Invariably, the quality and quantity of inputs into a programme contribute significantly to bridge the gap that led to the initiation of such programmes, therefore determine the success of such educational programme initiative. If the inputs are inadequate, poor, or unavailable, the implementation process will be as defective as the output. However, if inputs are available, relevant, and reasonably adequate, there is probability that the output will be of high standard.

Describing educational system, Chang (2008, p.3) notes.

Like any other system, educational has inputs, processes, outputs, and outcomes.

- Inputs to the education system include resources such as teachers, instructional materials, equipment, building, etc.
- These inputs go through a process (throughput) whereby they are mixed (input mix), combined and/or moved along to achieve results.
- Educational outputs are tangible results produced by processes in the system, such as enrolments, graduates, and learning achievements.
- Another kind of results, which can be called outcome, is the benefits for the students, their families, and/or the society as well.

Chang's description of the educational system calls for implementers of policies to give sufficient consideration to the quality of provisions (inputs) made for educational programmes at all sub-sectors since they impact on how well the anticipated outputs are effectively produced.

II. Theoretical Framework

The quality of teachers that teacher-training institutions can produce for a nation's education system is largely dependent on the adequacy and quality of resources provided for the training institutions. Based on this fact, the theoretical framework for this study is

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anchored on the input-output production theory in education propounded by Coombs 1968. The theory simply states that in any educational training programme, the quality of outputs from the process depends on the quantity and quality of the resources provided. If resources are inadequately provided quality output cannot be attained.

III. Studies on Programme Implementation

By stating the functions of NTI, as enshrined in the Decree establishing it, the policy has established the framework for its programmes implementation. The process of implementation involves assembling the elements required to produce a particular programme outcome (Bardach in Kaufman, 1973).Though dynamic, implementation process is like a machine where a number of elements are brought together to perform a particular function. The roles of these are complementary and like a chain, the absence of any of them results in discontinuity. The elements here are the inputs which are needed in the educational system and when provided go through a process to achieve results.

Tracing the reasons for unsuccessful implementation of three works/studies in United States Of America (USA), Makgwana (2003) makes the following observations. First was the *Derthick New Towns In-Town Programme of 1967,* a brainchild of President Lyndon B. Johnson. Its main objective was to build new houses for the poor in order to create model communities on the surplus federal land in metropolitan areas. This programme that would have been successful, given the gravity of the problem of poverty and the associated problem of homelessness, the origin of the programme (the President's Office) and the fact that as presidential programme money was not going to be a problem. In addition to the fact that the programme was welcome and supported by various individuals, agencies, local interest groups, councillors and the public in general, but turned out to be very unsuccessful. After studying the programme in seven cities, the reasons for the unsuccessful outcome were found to be – *highly personal, hastily unannounced, and improvised sole documentary foundation.*

The second was the Murphy : Title I of ESEA. The Act was designed to stimulate innovation, to strengthen the states, to link research with the schools, and to make the problems of the poor the nation's number one priority. It was the first step towards a new face for American education. New blood was brought in but the 'old guard' made the day-to-day decisions. The U.S. Office of Education (USOE) did not have enough people to monitor the programme. Because of limited staff situation, states were not getting any assistance form USOE. Assessing the reason of the programme failure, Murphy found the following contributing causes: *the reformers were not implementers, inadequate staff; disinclination to monitor; a law and tradition favouring local control; and absence of pressure from the poor. The primary cause, however, is political.*

The third was Kaufman : Administrative Feedback. The objective of the study was an assumption that leaders or organizations are informed about the activities of their subordinates. At the same time, there is doubt about the very assumption. Kaufman and fellow researchers embarked on the study of 'administrative feedback'. They defined this as all the processes by which the bureau leaders were apprised of subordinate behaviour down to the lowest organizational level. The study revealed that there were five major sources of feedback: reporting, personal inspection, the web of personal contacts, investigations, and centralised services. While the last, meaning taking over activities that would have to be performed in the field.

Expressing further factors contributing to unsuccessful programme implementation concerning Universal Basic Education (UBE) programme of 1999, Idehen and Izevbigie (2000) in Ado, Akinbobola and Inyang (2010), stated that the implementation stage of any educational programme contends with practical obstacles, which make it impossible for the actualization of intended goals and objectives. The problems such as shortages of teachers, absence of suitable textbooks, and absence of necessary equipment, insufficient funds, poor organizational abilities, effective management, and supervision may adversely affect the successful implementation of the programme. The programme is still finding its ground in the country as most states are still battling with teachers' salaries and infrastructural problems.

The findings of these studies indicate that they were unsuccessful because of how the programmes originated poor coordination of available human and material resources for implementing them. For instance, while the Derthink project was hastily announced and highly personalized, the Murphy project was characterised by inadequate staff with biased political undertone, and the Kaufman administrative feedback found that there was need for reporting, inspection, and investigation of programme for its successful implementation. The inclusion of the findings of factors responsible for the unsuccessful implementation of these programmes is to link these to the reason for carrying out this investigation on some aspects of inputs into NTI in order to determine their contributions or otherwise of it successful implementation although on a limited scale- human and material resources.

Drawing from the strength of NTI, this is based on the facts that it was not hastily announced although circumstances surrounding its establishment almost made it so. It is a well thought out programme with the Federal Government of Nigeria backed policy

formulated by Decree. This institution that operates through established bodies assigned with specific responsibilities cannot afford to be labelled unsuccessful. Suffice it to state here that NTI has remained focused since its inception in 1978 in spite of coming on board of different political administrations in Nigeria. Again, the fact that study centres are located in the different states of the federation enables it to draw its Managers, Facilitators, Course tutors and students from the local communities who have the potentials to make constructive criticisms of the programmes input and output. The well-established bodies with creation of zonal headquarters through which the institution operate as discussed later in this paper, decentralize their activities. The decentralization does not only encourage accountability in relation to shared responsibility, but also promote and engender the spirit for the provision of administrative feedback as these bodies and zones are constantly on personal inspection, reporting on the way forward for the programme. Researchers are evermore ready to carry out investigation into different aspects of the programme as evidenced in this paper. All these efforts are geared towards ensuring the institutions' successful programmes implementation in order to actualise the objectives for which it was established. This will also enable areas of weakness to be identified and appropriate intervention initiative recommended sustaining the programmes continuity.

IV. The N'ational Teachers' Institute (NTI) Kaduna and the Universal Basic Education (Ube)

Asodike (2008) notes that efforts made to provide basic education in the country between 1955 and 1976 did not go the way they were planned because of improper planning, lack of fund and poor implementation. School enrolment doubled more than the projected figure. Staffing, infrastructure and facilities in the educational system were affected. Although, they were bold steps, they were unsuccessful apparently because of difficulty of planning such large-scale scheme within a short space of time. However, Obanya (2000) opines that though the 1976 UPE failed to achieve all its intended goals, to some extent, it produced some good results. Today some educated Nigerians would not have gone to school if there had not been UPE programme in their time. To Nigerians this success was infinitesimal or barely noticeable. What went wrong began to unfold- poor programme implementation because of inadequate inputs to match the needs and demands of the programme. The NTI was therefore established to tackle the need of teacher provision in the educational system, having learnt lessons from the shortcomings of UPE.

The scenario that followed the declaration and the subsequent implementation of Universal Primary Education (UPE) in 1976 cannot be devoid from the history of the establishment of NTI, Kaduna in 1978. One of the numerous problems that manifested with the introduction of UPE in Nigeria in 1976 was the acute shortage of teachers to handle the escalated number of pupils that enrolled into the programme. In order to tackle this problem, Decree No 7 established the NTI on 10th April 1978 and empowered it to:

a) Upgrade under-qualified and untrained teachers
b) Provide refresher and other upgrading courses for teacher
c) Organise workshops, seminars and conferences which assist in the improvement of teacher
d) Conduct examinations
e) Carry out research in conjunction with other bodies on any matter relevant to educational development in the country
f) Formulate policies and initiate programmes at all levels of education designed to improve, by way of research, the quality and the content of education in Nigeria
g) Assess from time to time the training programmes offered by the institutions controlled by or associated with the institution, with a view to ascertaining the professional competence of those institutions
h) Offer such assistance, either alone or in co-operation with educational bodies as may be requested by the institutions controlled by or associated with the institute
i) Foster and enhance international co-operation in the education of teachers
j) Perform such other functions as necessary or expedient for the full discharge of all the functions of the Council under the Act.

In 1999, the UBE was introduced to expand the scope of basic education in the country. This innovation coupled with the Millennium Development Goals (MDGs) attainment in the country has further increased the demand for more qualified teachers in the nation's educational sector. The NTI, Kaduna is saddled with the responsibility of training teachers and organizing seminars and workshops, and capacity building programmes to meet the educational demands and challenges of the 21st century.

The situation that led to the Federal Government of Nigeria introduction of UPE in 1976 and the UBE in 1999 could not be far from that of South Africa when she introduced Adult Education as reported by the National Education Policy Investigation (NEPI) research group on adult education cited by Makgwana (2003, p. 6) which state inter alia:

The quality of millions of South African adults is probably affected because they cannot read and write. People who are marginalised...are further

disadvantaged by their inability to participate in the dominant forms of literacy. They are disadvantaged in job-seeking, they are sometimes unable to participate effectively in training or development programmes, they might be unable to provide the support for their own children's learning and they might be unable to respond to the crucial medical and environmental issues which pose direct threats to their existence.

The above situation underscores the fact that Nigerian government realised the need for the provision of basic education as sine-qua-non to move millions of her citizens away from this disadvantaged position before they become adult. So far available records indicate that the institution has lived up to expectation. Citing http://www.icde.org/fiestore/News/2010/NationalTeachersInstitute.pdf, Asodike and Jegede (2010, p.2) express:

...this is as evident in the programmes it has established and their number of beneficiaries. The programmes and dates of commencement are:

- The Teachers' Grade Two Certificate (TC II by DLS) 1982-2006, focused on teachers that had lower than the TCII.
- The Nigeria Certificate in Education (N.C.E by DLS), 1990 to date, ensures that graduates of the TCII upgrade themselves to NCE which is the minimum teaching qualification in Nigeria.
- The Pivotal Teacher Training Programme (PTTP by DLS), 2000 to 2003, also trained teachers that had below the TCII.
- Postgraduate Diploma in Education (PGDE) (affiliated to Usman Dan Fodiyo University Sokoto) 2005 to date, is 18-month training in pedagogy for graduate teachers without teaching qualification.
- Advanced Diploma in Education (ADE) (in School Supervision and Inspection, Early Childhood Education and Guidance & Counselling), 2005 to date, is an 18 month training programme that provides in-depth knowledge and skills in specialized fields in education, and
- Special Teacher Upgrading Programme (STUP), 2007 to date, is an intensive 2-year programme aimed at fast tracking the attainment of the national goal of making NCE the minimum qualification.
- Since inception, the Institution has graduated 499,955 TC II, 153,783 NCE, 39,546 PTTP, 9,948 PGDE, and 236 ADE teachers.

The number of students currently on NCE programme in the study centres in South-South geo-political zone is as reflected on table 1

Table 1 : Students' Enrolment in NCE Programme in South-South Zone July-September 2010 (3rd Quarter).

S/N	States	Cycle 1	Cycle 11	Cycle 111	Cycle 1V	Total
1	Akwa Ibom	188	194	337	440	1159
2	Bayelsa	329	311	263	345	1248
3	Cross River	126	138	218	325	807
4	Delta	682	532	611	1111	2927
5	Edo	513	431	456	588	1988
6	Rivers	1343	1070	669	843	3925
	Total	3181	2667	2554	3652	12054

Source : South-South Zonal Coordinators Office, 15 May 2011.

Table 1 shows that, the total population of students is 12054 out of which 3652 representing 30.3% are in Cycle IV. Delta State had the highest number of students (1111), followed by Rivers State (843), with Cross Rivers having the least (325).

V. The National Teachers' Institute, Kaduna Distance Learning System

Distance education is described as the provision of education by mode other than the conventional face-to-face method but whose goals are similar to, and just as noble and practical as those of on-campus full time, face-to-face education. It may be full-time or part-time graduates and undergraduates and certifications, and continuing education. It accommodates diverse learning styles; provides access to remote and normally inaccessible under-represented groups such as women, as well as persons in rural remote locations (Federal Ministry of Education, 2000). Distance education can play a crucial role not only in the educational sector but also in the economic development of a country by meeting human resource as per its needs. The Federal Republic of Nigeria, National Policy on Education (2004, 45) states that the objectives of distance education are:

a) Provide access to quality education and equity in educational opportunities for those who otherwise would have been denied;
b) Meet special need of employers by mounting special certificates course for their employees at their work place;
c) Encourage internationalization especially of tertiary education curricula;

d) Ameliorate the effect of internal and external brain drain in tertiary institutions by utilizing Nigerian experts as trenchers regardless of their locations of places of work

VI. The National Teachers' Institute (NTI), Kaduna, Nigeria Certificate in Education (NCE) by Distance Learning Sysytem

Federal Republic of Nigeria (FRN) NPE (2004) prescribes the NCE as the minimum qualification for all teachers. NTI NCE, DLS was launched in 1990. The rationale for the programme is to provide on-the-job training for the teachers thereby eliminating the inherent problems caused by teachers having to leave the schools for further training. The NTI, Kaduna, NCE DLS Students' Handbook (2010, p.1) states the general objectives of the programme to be:

(i) To train and upgrade all qualified grade II teachers to NCE level;

(ii) To provide the basic background for those of them who may later wish to pursue their studies at higher level; and

(iii) To help produce the number of teachers required for the successful implementation of the National Policy on Education.

The NTI, Kaduna, DLS has tremendously assisted many serving teachers by offering them the opportunities to upgrade and improve their knowledge and skill without withdrawing from schools for the purpose of retraining or upgrading as in the case with full time study. Distance Learning System (DLS) programmes is not only cost effective (Berge , 2001), but have been an enabler, opening access to many who for one reason or the other are unable to study full time. Institute operates through established bodies. They are

- The School of General Studies
- The School of Educational Innovation
- The School of Advanced Studies
- The Facilities Department
- The Field Centres

The duties of these bodies are as provided in Federal Military Government, Supplement to Official Gazette (1978) Part A. The combination of intellectual efforts with physical abilities in the planning, implementation, course materials presentation, facilitation period/contact hour, course delivery systems, hierarchy of authority, method of assessment and learners support services as provided by the institution have gone a long way to establish the relevance of NTI in the education sector of Nigeria economy. This situation confirms the fact that without shared responsibility among instructors, institutions and students, distance education systems will function poorly and breakdown (Major & Levenburg, 1999). The NTI NCE DLS is housed in the School of Advanced Studies.

VII. Objectives of the Study

This study is on resource provision for NTI NCE DLS programme. Specifically, it addressed human (managers, course tutors) and material (delivery mode) resources. The programme attracts great number of students in the Institution. The quality and quantity of managers, course tutors with the mode of delivery are important elements for effective implementation of the programme. The objectives of this study are therefore to ascertain the quality and quantity of managers and course tutors, and the availability, adequacy and relevance of the print media that the institution is using as it mode of instructional delivery. An earlier study (Asodike & Jegede, 2010) identified the print media (modules) as the major delivery mode used by the NTI. This study also explored students' perception of their availability, adequacy and relevance.

VIII. Research Questions

The following research questions guided the study

1. What are the quantity and quality of human resources available for NTI, NCE DLS programme in the study centres in South-South geo-political zone, Nigeria?
2. What is the average course tutor/student ratio per subject in NTI, NCE DLS programme in study centres in South-South zone?
3. What is the availability, adequacy and relevance of material resources (print media [modules]) used in these study centres?

IX. Methodology

The descriptive survey was adopted to solicit information from the sampled respondents in order to make general statements reflecting the opinions of the entire population. The population of the study was six study centres in the South-South geo-political zone, Nigeria. Using a stratified random sampling technique, 730 (20%) of the NCE Cycle IV from each of the study centres formed the sample size. The population and the derived sample size are as shown on table 2. The instrument for data gathering was a checklist titled 'Human Resources Quality and Quantity and the Availability, Adequacy and Relevance of Print Media for NCE DLS programme in NTI Study Centre'. It sought information from the respondents on the availability and adequacy of the print media. Respondent's responses to items on the checklist provided information for research question three. In addition to physical observation, available documents at the centres were reviewed to answer research questions one and two.

Table 2 : Frequency and Percentage Distribution of Research Respondents.

States/Study Centres	Population(Cycle IV Students)	% Population	Sample size
Akwa Ibom	440	12.05	88
Bayelsa	345	9.45	69
Cross Rivers	325	8.9	65
Delta	1111	30.42	222
Edo	588	16.1	117
Rivers	843	23.08	169
Total	3652	100	730

Sources : NTI Zonal Office, Delta (15 May, 2011).

Table 2 shows that the total population of students is (3652) out of which 730 representing 20% were chosen as the sample size. Delta State had the highest number of students (1111), followed by Rivers State (843), with Cross Rivers having the least (325).

The results are presented under tables 3-6 following.

Research Question 1 : What is the quantity of human resources are available for NTI NCE programme in the study centre in South-South geo-political zone, Nigeria?

X. Results

Table 3 a : Number of Managers, Course Tutors and Students for NTI, NCE DLS Programme in South-South geo-political zone, Nigeria .

S/N	States/Study Centres	Centre Managers	Course Tutors	Students
1	Akwa Ibom	6	174	1159
2	Bayelsa	6	215	1248
3	Cross River	6	150	807
4	Delta	12	379	2927
5	Edo	6	198	1988
6	Rivers	14	475	3925
Total	Total	50	1591	12054

NB : If a Course Tutor is teaching two subjects, he/she should be regarded as 2 Course Tutors.

Source : Field Operators & Students' Services Department, 15 May 2011.

Table 3a indicates 1591 Course Tutors and 50 Managers, and for 12054 students of the NCE programme in the zone. Rivers State has the highest centre number of managers course tutors, and students (14, 475 and 3925 respectively), with Cross Rivers having the least number of centre managers, course tutors and student (6, 150 and 807 respectively). The quality of course tutors was determined by using academic qualification with Ph.D as quality index. The result is shown on table 3b.

Table 3b : Academic qualifications of Course tutors for NTI, NCE DLS Programme In Study Centres in South-South geo-political Zone, Nigeria.

S/N	States/Study Centres	Bachelors Degree (BE.d, BA.Ed With PGDE)	Masters Degree (ME.d, MA, MSc with PGDE)	Doctorate Degree Ph.D	Total
1	Akwa Ibom	46	14	4	64
2	Bayelsa	50	14	4	68
3	Cross River	40	12	3	55
4	Delta	40	10	2	52
5	Edo	48	12	3	63
6	Rivers	46	10	2	58
	Total	270	72	18	360

Sources : NTI Zonal Office, Delta (15 May, 2011).

Table 3b shows that there are 270 Bachelor Degree holders, 72 Masters Degree holders and 28 Doctorate Degree holders.

Research Question 2 : What is the average number of course tutor/student ratio per subject in South-South geo-political zone, Nigeria?

Table 4 : Average Number of Course Tutor and Student per Subjects and Course Tutor/Student Ratio in NTI, NCE DLS Programme in South-South Zone.

S/N	Subjects	Av No of Course Tutor per Sub.	Av No. of Students Per Sub	Course Tutor/ Student Ratio	
1	Education	16	467	1:29	
2	Primary Ed. Studies	4	467	1:117	
3	Gen Studies in Ed.	5	467	1.93	
4	Eng. Lang.	8	94	1:12	
5	Mathematics	4	71	1:18	
6	Social Studies	6	289	1:48	
7	Inter Sc Studies	4	71	1:18	
8	Physical & Health Ed.	5	60	1:12	
9	Christian Rel. Studies	4	65	1:16	Total

Sources: NTI Zonal Office, Delta (15 May, 2011) .

Table 4 indicate that Primary Education Studies had the highest Course tutor/student ratio (1:117), followed by General Studies in Education (1:93), with English Language and Physical & Health Education having the least (1:12 respectively).

Research Question 3 : What is the availability, adequacy and relevance of the print media (modules) used in these study centres?

Table 5 : Mean Scores of Students Assessment of the Availability, Adequacy, and Relevance of the Print Media (Modules) For NTI, NCE DLS Programme in South-South Zone.

S/N	Teaching Methods	Availability Mean	Adequacy Mean	Relevance Mean
1	Mathematics	3.92	3.92	2.7
2	Inter. Sc	3.92	3.92	2.92
3	English Lang.	3.92	3.92	3.1
4	Social Studies	3.88	3.62	3.4
5	Physical & Health Ed.	3.62	3.62	2.7
6	Christian Rel. Studies	3.21	3.21	2.87
7	General Studies	3.21	3.21	2.87
9	Primary Ed. Studies	3.92	3.88	3.92
	Modules for Ed Courses			
10	Administration	3.67	3.67	3.92
11	Curriculum & Instruction	3.76	3.6	3.72
12	Psychology	3.9	3.9	3.9
13	Foundation of Education	3.9	3.9	3.92
i	Sociology of Ed.	3.9	3.9	3.67
ii	History of Ed.	3.9	3.9	3.88
iii	Philosophy of Ed.	3.9	3.9	2.88

Table 5 shows that the mean scores of the respondents (730) on availability, adequacy and relevance on all the items were above the criterion mean of 2.5. This indicates that they were not only available, adequate but were also relevant to the programme.

XI. Discussion

The major knowledge producing interacting elements in any educational institution are the teachers, the students, and the instructional resources. If any of these tripartite interacting elements suffers setback in either quantity or quality, the cycle of interaction would naturally suffer. Its impact would manifest in the quality of the institutions' products. In this study the manager, the facilitators and students were considered human resources available for the implementation of NTI, NCE DLS programme. They formed the major variables in research question one. The contributions of each of them are discussed.

a) The Centre Manager

In NTI NCE DLS programme, the centre manager is appointed as a link between the field centres and the study centres. The manager's other functions as stated in The NTI, Kaduna, NCE-DLS Students' Handbook (2010, p.20) include:

a. Monitoring the activities of the facilitators at the study centre(s).
b. Submission of quarterly reports on the study centres.
c. Drawing up and maintain a timetable and plan of activities for the study centre.
d. Prompt submission of continuous assessment scores. Teaching Practice Scores and Project Scores to the State Office using the format approved by the Institute.
e. Keeping of record. Such records pertain to the facilitators, students and finance. The Manager is responsible to the State Coordinator.

In view of these vital coordinating functions, the centre manager serves as one of the indispensable resources persons for the implementation of the programme.

b) The Course Tutor/Facilitator

The main job of the course tutors/facilitators is to guide their students on how to use the course materials. They act as academic guide and mentors to their students. Regular meetings and individual interviews are held with the students. These interactions allow individual students' problems to be tackled. The task of the facilitators requires that they should be those who can effectively convey the content of the course materials to the students, properly manage the face-to-face contact period and understand how to fashion out the curriculum to fit the challenges of the programme. The FGN, NPE (2004) makes this clear when it states that no educational system can rise above the quality of its teachers. Among all educational resources, it is only the loving and inspiring teacher and his students that go through the pain of failure and joy of success together. There is need for the course tutors like teachers in the educational systems to be professionally trained.

Using the Doctorial Degree as quality index for teachers of tertiary institutions in the country, the quality of the facilitators of the programme is not at par with what exists in the conventional tertiary institutions in the country. Aware of this shortcoming a five-year staff development programme was developed in 2001 by the institute. This was to ensure that staffs possess the requisite knowledge and skills for performing their jobs. They require training in order to be thoroughly familiar with the instructional design and delivery process under distance learning. Ansari (2002, p 223) emphasizes that "... teachers need training in instructional message design, strategies for delivery instructions, diverse methods of presentation, selecting various mixes of student-teacher activities and interactions, and assessing the level of learning by students". The other functionaries who facilitate the programme implementation also benefit from the training programme. Two types of training were organized. One enabled staff to acquire additional postgraduate qualifications (e.g., PGDE, M.Ed. and Ph.D.), and the other took the form of workshops and seminars aiming at disseminating new knowledge and skills for improving on-the-job performance.

It must, however, be stressed that it takes time and money to acquire qualification. If this did not lead to higher expected future earnings, there will be no incentive to invest the time and money and other alternatives forgone. Institutions that wish to hire highly qualified teachers will have to pay sufficiently higher salaries to compensate for that investment. The rationale behind the emphasis on salaries as means of attracting qualified teachers is obvious. For teachers to cope with the evolutionary trend especially as it exists in DLS, they must continuously update their knowledge capacity. This requires a strong income level to sustain their efforts as the makers of education and great contributors to education programme implementation.

c) Students

The calibre of students admitted into a programme contributes to the academic achievement of the product of the programme. The NTI, NCE DLS Students' Handout (2010, pp. 8-9) stipulates the entry requirement for the programme. These requirements should be strictly adhered to. However, Umar (n.d.) highlighting the major findings that give an indication of the relative quality of the products of the programme notes that they were effective in their classroom teaching and their performances were good. They were found to perform well in relation to abilities, skills, and knowledge in the following aspects of classroom teaching: lesson preparation, communicating in English and mother tongue, motivating and sustaining learners' interest, and record keeping. Based on their antecedents, the students need to understand that they need to manage their time well in order to give adequate attention to their studies.

d) Course Tutor/Student Ratio

The ratio of course tutor to student plays a vital role during the face-to-face (contact) session, which takes place at the study centres on weekend, and during the long vacation periods. These periods provide opportunities for student/student, course tutor/ student, and instructional media/learner interaction. A high course tutor/students ratio will not allow for effective interaction in terms of lesson delivery and other student support services required by distance learning. Where

the course tutor/student ratio is not high (1:40 on the average) the students can be easily organized, controlled and supervised. There will be complete absence of rigidity as occasioned by large unmanageable classes (Obasi & Asodike, 2006).

The existing infrastructure in the public secondary schools serving as study centres are used during the contact period. The students are faced with the problems of poor learning environment, lack of libraries, as they exist in these public schools. The fact that most of the classrooms in these schools are not built to accommodate the large number of students in some core subjects as revealed on table 4 compounds the issue of lack of classroom. It is pathetic to state that infrastructural facilities that shape educational institutions are grossly unavailable. The available ones lack regular maintenance, are inadequate and not suitable to the needs of these adult learners.

e) The Print Media (Modules/Course Materials)

Print is the most accessible and dominant mode of delivery in distance education. Due to its flexibility and accessibility, most Distance education still use it as the main delivery mode (Padmo, 2008). In NTI, NCE DLS programme, a year's workload in a subject is broken into modules. A module means a major topic in a subject split into units, while unit means a study item that can be equated to a lecture topic. These are the major content of the print media (course book) used for the programme. These print materials are structured in such a way that there are at intervals, assignments which students are required to submit to their course facilitators to be marked. The facilitators mark such assignment and sometimes suggest better ways of addressing some teaching and learning issues.

Subject's specialists working as a team prepare the course materials. Each subject of study has a curriculum team that is responsible for planning the content of the subject, its pedagogy, and the proper learning sequence of the topic. The curriculum team for each subject is also responsible for developing and writing the course materials in that subject based on the National Commission for Colleges of Education (NCCE) minimum standards. The members of the curriculum team for each subject are drawn from the Universities, Colleges of Education, Polytechnics, and other educational establishments working in conjunction with the NTI Staff in each subject area. The Institute makes use of its computer centre for typesetting the materials for mass production by its well-equipped printing press. This process, though quite complicated, is likely a major contributor to the availability, relevance, and superior quality of the course materials. Although the print materials are the delivery mode, attempts to use other forms of communication materials such as audio/video cassette and CD for supplementary purpose in the programme recorded only limited success caused by financial restrictions to procure equipment, overall expertise to operate equipment and third party involvement in the case of DLS.

XII. Conclusion

Nigeria has experienced shortage of teachers at different levels and at different points in time in the educational system. This genre of education has contributed immensely to teacher supply especially at the primary sub-sector of the educational system. In a significant paradigm shift, since the launching of NTI, NCE DLS programme in 1990, its flexibility and accessibility have made possible the basic teaching requirement (NCE) for teaching at a low cost in the country.

XIII. Recommendations

1. Managers of the programme should be able to communicate and negotiate effectively with Ministries of Education and Finance to raise funds for effective implementation of the programme. Funds are needed to meet the educational demands and challenges of the 21st century distance learning system.
2. The limited use or near absence of non-print materials in the programme may not be a global acceptable practice in distance learning. They should be adequately provided as they serve as quality indicator in distance learning programmes.
3. The teaching profession in Nigeria should be given a befitting status, as more people are attracted into it.
4. More Doctorate degree holders should be engaged in the programme. This is to ensure students are adequately prepared to teach in this dispensation.
5. Only qualified candidates should be admitted into the programme.

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Exploration of E-Portfolio IC^2 Innovative Management Model To Promote the Professional Development of University Teachers

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Abstract - As a developmental evaluation tool and a personalized learning platform, E-portfolio shows great prospects in the professional development of university teachers. By drawing on the innovative service model of IC^2 in university libraries, this article aims to explore an innovative management model of IC^2 and apply it in the establishment and use of E-portfolio so as to tamp the theoretical foundation of E-portfolio, by means of which, we can maximize the function of E-portfolio, get our knowledge shared and innovated and thus promote the professional development of university teachers.

Keywords : *E-portfolio; IC^2 innovative management model; profession development Introduction.*

GJHSS-E Classification : *FOR Code: 160506, 160505, 160509*

Strictly as per the compliance and regulations of:

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Keywords : E-portfolio; IC² innovative management model; profession development Introduction.

I. Introduction

E-portfolio, which is now widely used in Europe and America, refers to the aggregation related to learning. At the atmosphere of information technology, learners take advantage of information to display and show their purposes of learning, learning activities, achievements, results, exertion, progress and reflection over the learning courses and results. However, it has not been long since E-portfolio was introduced to the education field in China. The research by university teachers over E-portfolio and its application is still in the initial stage. Many functions of E-portfolio have failed to be displayed due to the unawareness and ignorance of personnel at all levels. One of the important factors is that the management and service capacity of the teaching managers is to be enhanced, for the management and service capacity comes from the capacity of managers themselves. Only if they are armed with the capacity, can they facilitate the healthy development of E-portfolio. In this context, on the basis of the delicate management theory and the innovative service model of IC² in university library, how to establish the innovative management model of E-portfolio IC² on teaching management level is of great theoretical significance and practical value. Through the establishment of innovative management model, we can make the maximal use of E-portfolio platform to serve for learners' life-long learning and development and promote the professional development of university teachers by knowledge-sharing and innovation.

II. Connotation of Ic² Innovative Management Model

IC² is a service model initiated by the library of Shanghai Jiaotong University. This article applies its innovation to the establishment of innovative management model of E-portfolio on teaching management level which is rooted in "Information Commons" and takes "Innovation Community" as its distinguishing feature. Therefore, we need to make out the basic connotation of IC² Innovative Management Model based on our understanding of the two models.

a) Information Commons

Information Commons (IC1) is used in response to the demand of the learners who have access to the management and service of E-portfolio and the open learning environment. It integrates the convenient Internet, the soft and hardware facilities of the computer with overall functions with rich resources of knowledge corpus (including various forms such as printing type, digitalization and multi-media). Based on the original E-portfolio, virtual and entities knowledge community is established for open learning and communication to nurture the information literacy of the learners, promote their learning, exchange, cooperation and study and increase the usage of E-portfolio with the mutual support of the skilled educational administration department, computer experts, multimedia workers and supervisors. [1]

b) Innovation Community

Based on the support of IC1, Innovation Community (IC2), composed of academic experts, educational technical specialists, learners and teaching administrators, is established for the management and service of E-portfolio through the classification of

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subjects. IC2 takes learners as its center, innovation its mainline and community-based management and service its carriers and forms. Thus was created the E-portfolio community, bringing together the relevant resources according to the needs of learners and giving more new meaning to Information Commons by mining and extracting their supportive environment and information. IC2 provides effective professional guidance for E-portfolio application and maximizes and optimizes the function of E-portfolio Information Commons and thus promotes the professional development of university teachers.

c) Basic connotation of IC² innovative management model

From the perspective of teaching management, the IC² innovative management model can be interpreted as follows: the functions of the two above-mentioned IC models complement each other and optimize as one, resulting in the effect of multiplication and even index which cannot be achieved by either of the two service models. The formula can be described as: IC² = Information Commons (IC1) × Innovation Community (IC2). IC² innovative management model aims to achieve the enhancing effect of square-class management and service performance through the integration of IC1 and IC2 and the maximization of each of their advantages. [2]

III. Problems of Teachers' E-Portfolio in Universities and Significance of Ic² Innovative Management Model

a) Problems of teachers' E-portfolio in universities

Teachers' E-portfolio, as a life-long learning and developmental evaluation tool, has a tremendous impact on education and teaching in the information age. However, as the domestic and foreign study on E-portfolio is still being explored, the elaboration of its definition, content and role differs from researcher to researcher. Besides, E-portfolio has still not been well applied to the learning field, as the concept that E-portfolio is the learning environment of all learners has not been established. Thus, if we conduct a further study over the E-portfolio status of teachers at home and abroad, we can easily find that E-portfolio still lacks some basic elements, which leads to the failure of displaying its proper function, as is illustrated in the following six aspects: (1) The teaching administrative department hasn't set clear objectives over the establishment of E-portfolio, which is not good for promoting the professional development of university teachers. (2) The structure of E-portfolio is imperfect, so it cannot fully reflect its functional properties. (3) The constitute content of E-portfolio lacks depth and width. For example, the pedagogical reflective thinking is not comprehensive, which only centers on the list of teaching facts instead of making analysis and summarization of these facts on the theoretical level. So the teachers cannot gain experience from these sporadic facts without the formation of regularity. In addition, if the teachers have selected the teaching cases that are not representative, it is difficult to build up dynamic educational resources. (4) Due to the inadequate understanding and exploring of the function of E-portfolio, its nature has not been reflected. (5) E-portfolio between teachers and its relationship with curriculum need to be further integrated. (6) The collaborative learning and assessment with the help of E-portfolio has not been sufficiently carried out. The reason why we have the above-mentioned problems mainly lies in our insufficient knowledge of E-portfolio and poor understanding of its nature. In addition, the resources of E-portfolio are neither open and portable nor learner-centered, it is difficult to stimulate learners' interest. Therefore, how to establish E-portfolio IC² innovative management model from the perspective of teaching administration to get the most function out of E-portfolio has important theoretical significance as well as practical value. [3].

b) Significance of IC² innovative management model

IC² innovative management model is an important way to promote the professional development of university teachers.

E-portfolio IC² innovative management model in university teachers, as a theoretical point of the current research in the educational technology field, is different from the traditional library IC² innovative services. E-portfolio, established according to IC² innovative management theory, can not only be a cognitive tool in teaching and a tool for evaluation of the learning environment, but can also build up learning community in teaching activities to promote reflection and improve the learners' self-diagnosis and continuous self-improvement ability. E-portfolio IC² can foster the learning of ill-structured knowledge and promote the formation of E-portfolio team by acting as the exchange and innovative platform for teachers-and-students' study and research. What's more important, E-portfolio IC² can achieve the function of E-portfolio effectively and promote knowledge sharing and innovation, which makes its users willing to use E-portfolio as their learning environment or cognitive tools to facilitate the professional development of university teachers.

IC² innovative management model has reinforced the theoretical basis of E-portfolio.

From the current situation of E-portfolio in university teachers, due to the lack of management theory, the contents of E-portfolio are merely the personal knowledge and experience without building an E-portfolio system based on new systematic study and evaluation. The current E-portfolio is not well guided by system theory and is poor in the organization of its

contents, file classification and exchange, thus impeding the further development of E-portfolio. The core of IC² innovative management is sharing and innovation. We apply the concept of IC² innovative management to the design and application of E-portfolio. We can carry out effective systemic development, storage, transmission, exchange and sharing over the E-portfolio resources by using the information technology medium of E-portfolio to make E-portfolio truly serve the university teachers, increase teachers' innovative ability and, finally, promote the professional development of teachers. In this way, we find a systematic theory as the guiding ideology for E-portfolio development.

IC² innovative management model has effectively promoted the comprehensive development of E-portfolio.

We use the new theory to explore the nature of E-portfolio in university teachers to effectively promote their professional learning, research and teaching capabilities through knowledge sharing and innovation of E-portfolio. IC² innovative management model has reinforced the theoretical basis of E-portfolio. Combined with IC² innovative management model, E-portfolio can achieve its functional properties one by one. This combination can not only help expand its applications but also dig out its functional value effectively. It is a useful attempt for E-portfolio research and application in universities..

IV. Establishing E-Portfolio IC² Innovative Management Model to Promote the Professional Development of University Teachers

a) Basic principles of establishing E-portfolio IC² innovative management model

First of all, the management thinking of "information sharing and innovation community" should be reflected in the establishment of E-portfolio IC² innovative management model. Besides, we should abide by the following principles:

Learner-centered. The establishment of E-portfolio IC² innovative management model should be learner-centered. We should know about the current and future needs of learners and provide services and be responsible for them. In other words, we should put the learners in the most important position in the whole management system.

Continuous improvement. Continuous improvement is a new requirement put forward by teaching managers in accordance with learners and the law of teaching. We should adhere to the continuous improvement of E-portfolio quality, which is the goal and soul and affects all aspects of E-portfolio quality in the whole management process.

People-oriented. Teaching administrative departments should attach great importance to the development, utilization and management of human resources and emphasize full participation, teamwork and coordination with full respect of human values.

Systemic planning. We should take E-portfolio as an organic system, follow the overall optimization principles and establish a scientific mechanism through comprehensive planning and systemic designing of E-portfolio in university teachers.

b) Basic steps of establishing E-portfolio IC² innovative management model

i. *Formation of Information Commons*

We can draw a schematic diagram as follows: support and understanding of senior managers → establishment of the entities and network platform of E-portfolio → knowledge reserve of E-portfolio → education and training → the establishment of interdisciplinary knowledge base in teachers (learners) → the formation of collaborative platform based on the integration of E-portfolio and subject knowledge → the formation of Information Commons.

Firstly, the implementation of E-portfolio IC² innovative management cannot be realized without the full understanding and support of senior managers. Only with senior leaders' deep understanding of E-portfolio IC² innovative management can it direct the systemic work of E-portfolio properly.

Secondly, we should put up the entities and network platform of E-portfolio. Managers must make clear the implementation scope of E-portfolio. When formulating plans for the professional development of university teachers, managers should systematically arrange the establishment of entities and network platform based on the analysis of the needs of different learning groups, set the objectives of E-portfolio promoting teachers' professional development, establish a planning team of E-portfolio promoting the professional development of university teachers, and put up the entities and network platform of E-portfolio to meet the needs of learners and the professional development of university teachers.

The third step involves the knowledge reserves of E-portfolio. Teaching managers need to establish a comprehensive and systemic E-portfolio knowledge base by means of search engines, knowledge portals, knowledge maps and other channels.

The fourth step is education and training. Learners can better understand E-portfolio and develop its various functions only if they receive adequate education and training which can facilitate exchange and communication within the community.

The fifth step, as well as a crucial step, involves the establishment of interdisciplinary knowledge base in university teachers. We transfer staff from different

departments to form disciplinary knowledge base team responsible for the establishment and continuous improvement of the disciplinary knowledge base. In this process, the team members modify and improve the previously established disciplinary knowledge base through exchange of information and feedback of learners.

The sixth step is to form a collaborative platform based on the integration of E-portfolio with academic knowledge. Based on the above steps, we develop and use E-portfolio and academic knowledge base and build a collaborative platform relying on E-portfolio entities and network platform. On the platform was formed the Information Commons that promotes knowledge innovation and sharing as well as the professional development of university teachers.

ii. *Formation of Innovation Commons*

The schematic diagram of Innovation Community can be illustrated as follows: The Information Commons → E-portfolio Community (including education subject specialists, education technology experts, learners and teaching managers) → processing and refining of the Information Commons → innovation → continuous quality improvement of E portfolio.

On the basis of Information Commons, the E portfolio community composed of subject experts, educational technology specialists, learners and teaching administrative staff come into being. The community share common knowledge, organize seminars and foster the mutual communication between disciplines, between teaching administrative staff and teachers, between teachers and educational technology experts. In addition, the E-portfolio community achieves its knowledge innovation and continuous improvement through reflection on teaching, learning diaries and other summaries over collaboration and the processing and refining of information space.

V. Conclusion

The establishing and running of Information Commons and Innovation Community is a systemic and long-lasting process, involving not only the entity space, the software resource development, device configuration, personnel structure, organization and management, the change of learning concept, the change of service capacity and quality assessment and improvements, but also the contact and cooperation with other departments on campus. Therefore, E-portfolio IC² innovative management is still faced with many challenges. In the context of changes in the access to information and changes in learning and teaching methods, this article puts forward a concept and thinking mode beyond the traditional framework in order to attract more follow-up studies to maximize the function of E-portfolio and promote the professional development of university teachers.

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Teaching Styles & Adolescents' Psychosocial Development

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Abstract - Present study examines different teaching styles, measures adolescents' psychosocial development and investigates the relationship of teaching styles and adolescents'' developmental tasks. A total of 130 students and 45 teachers from three Intermediate Colleges of Rawalpindi region were taken as sample of the study. Two instruments namely TSQ & SPSDI were constructed at 5 point Likert scale and validated through two experts of the field. Their reliability was checked through SPSS at Cronbach's Alpha and it was found to be .85 & .76 respectively. TSQ indicated that most of the teachers were aware of their teaching style and these styles were given five categories namely; expert, formal authority, personal model, facilitator & delegator style. The teachers having personal model style have a strong positive correlation with adolescents' psychosocial development whereas expert style has negative correlation.

Keywords : *Adolescence, Teaching Styles and Psychosocial Development.*

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Teaching Styles & Adolescents' Psychosocial Development

Dr.Fauzia Khurshid [α] & Wajeeha Aurangzeb [σ]

Abstract - Present study examines different teaching styles, measures adolescents' psychosocial development and investigates the relationship of teaching styles and adolescents'' developmental tasks. A total of 130 students and 45 teachers from three Intermediate Colleges of Rawalpindi region were taken as sample of the study. Two instruments namely TSQ & SPSDI were constructed at 5 point Likert scale and validated through two experts of the field. Their reliability was checked through SPSS at Cronbach's Alpha and it was found to be .85 & .76 respectively. TSQ indicated that most of the teachers were aware of their teaching style and these styles were given five categories namely; expert, formal authority, personal model, facilitator & delegator style. The teachers having personal model style have a strong positive correlation with adolescents' psychosocial development whereas expert style has negative correlation. The findings also indicate that adolescents with age range 17-18 years are more aware of their developmental tasks as compared to those having less age. Male students have more career orientation and life style awareness as compared to their female counterparts. Similarly teachers having more work experience, high academic and professional qualification are more oriented towards providing professional guidance to adolescents. The implications of the study is that awareness be given to teachers own preferred styles, those teachers who are teaching adolescents must be trained and given expertise to provide their students conducive environment and career orientation so that the adolescents successfully complete the stage of role identity and move towards adulthood as fully grown individuals.

Keywords : Adolescence, Teaching Styles and Psychosocial Development.

I. Introduction

The quality of education in schools as well as higher level educational institutions is based upon the teaching. It is an admitted fact that teachers are the strongest causal force behind the educational standards in educational institutions (Golla and de Guzman 1998).Teachers work as a role model and facilitator of knowledge to young children as well as adolescents so that the younger generation becomes skillful and knowledgeable. Teachers cater to the needs of adolescents in such a way that they acquire critical, appreciative thinking abilities which help them to get adjusted in the real life realities with minimal adjustment problems. It is a focal aspect for teachers to design teaching activities in such a way that develops those abilities in students which make learning meaningful for them (Samuel R. Soliven).

Teaching styles are referred to those methodologies and strategies which teachers use during instruction (Daniel K.Schneider). This terminology has no agreed definition, but it means a variety of teaching tactics or a specific instructional format being followed by teachers (Galton et al, 1980; Siedentop, 1991). It is assumed that students gain and retain more knowledge if their learning style matches with the teaching style (Lage, Platt, & Treglia, 2000).

Keeping this in view, Anthony Grasha (1996) identifies 5 styles of teaching that clearly describe the presence of teaching faculty in the class room. They are:

Formal Authority : Teachers are considered as most knowledgeable and have a positive impact on students as a role model faculty member. They establishes learning targets, code of conduct for students, gives negative as well positive feedback to them. They are more concerned with proper provision of structure required by the students for learning and sets acceptable standards for them. Advantages of this teaching style include focus on acceptable standards and expectations that are clear to the students. Disadvantage of it is that it may become standardized, non-flexible style.

Expert Style : The teachers in possession of expert style have that expertise and knowledge base which satisfies students' needs and interests. Such teachers provide challenging situation to the students so that their competency is raised. They prepare well for the classroom and ensure that their students are also well preparing to absorb the given knowledge. Advantages of this style may include that skill, knowledge and values being given by such teachers can go a long way with students but disadvantage is that those students who are below average can become demotivated or frustrated.

Facilitator : Teacher students interact in a personnel manner; teacher becomes a guide to give directions to students, alternative options to make formal choices.

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The facilitator teacher aims at developing students' capabilities of making independent decisions with responsibility. They provide encouragement and support to students and become their consultant in every action being taken by them. This style has flexibility on a personal level and helps students to explore as much alternatives as they want. But this is a time consuming and laborious way to guide students.

Delegator : Students are given encouragement to build their capacities so as to function autonomously. The teacher becomes a resource person to provide guidance to the students working as autonomous learners. Such teaching style helps the students to become self directed, autonomous learners but it can also create anxiety among those students who cannot work independently.

Personal model : Teachers use personal examples to teach and train students. They give encouragement to the students to do things by showing, directing and guiding. Such teachers emphasize on direct observations and role models but if such teachers do not come up to the expectations of some students, then the students may not get facilitated in learning through this teaching style.

A transitional age from puberty to adulthood encompassing physical and psychosocial development is known as adolescence. The age range for adolescence varies from 13-19 years. A thorough study of different areas of sociology, history, anthropology, biology and psychology helps in determining complete understanding of adolescent age. This age is expected to develop the children from childhood to adulthood with an objective of preparing children for the performance of adulthood roles.

Certain developmental tasks are associated with chronological age. It is that task which arises at a specific period in life. The successful achievement of this certain task leads towards success in upcoming tasks and happiness whereas failing in achievement leads towards unhappiness, society's disapproval and achievement difficulty in later tasks (Robert J. Havighurst, 1956). Adolescents are expected to accomplish following developmental tasks by the end of this period:

i. Acceptances of one's own physical body and its maintenance.
ii. To get along amicably with friends of both genders.
iii. To become self-sufficient.
iv. To be able to make decisions about family life & marriage.
v. To be able to take decisions about job, professional life and future career.
vi. To acquire a set of values for behavior guidance.
vii. To become responsible member of society.

Erik Erikson presented an eight stage psychosocial development theory which tells about the healthy human development ranging between infant to late adult life. In each stage, a person is confronted by new challenges and its mastery gives him pleasure to move successfully to next stage whereas its failure gives him unhappiness. Every stage is build upon successfully completing previous stage. Those challenges related with a certain stage which are not completed successfully will appear as problems at a later stage in future. Two conflicting forces namely biological and sociocultural are the characteristics of each stage. If the individual is successful in reconciling these forces, she/he emerges from the given stage with virtue. For example, when any infant enter toddler stage with more trust as compared to mistrust, he/she carry high virtue of hope into the remaining years of life.

a) Statement of the Problem

Several studies have pointed out that there is a relationship between the teaching styles and psychosocial development of adolescents. Adolescence is a period in which children are going through physical, physiological and emotional changes. There is a lot of peer influence upon them. The teachers act as role model for them and they start looking upon them as their guides for future life. Higher Secondary School is that period in which teachers have to deal with early adolescence (12-18 years). At this stage the developmental task for students arise in the form of emotional maturation, physical development, membership in peer group as well as sexual relationships. It is the duty and responsibility of various institutions to help the students accomplish their developmental tasks but these days it is becoming more or more as the responsibility of educational institutions to help them accomplish this.

Teachers are the role models for students. Just as different people have different learning styles, so do the teachers have different teaching styles. Some are considerate with students in helping them accomplish their developmental tasks; others may keep a distance with students. So it is a fact that teaching styles have an impact on psychosocial development of students. Empirical evidence is still required to unravel the close relationship between students' developmental tasks and teachers' teaching styles.

The problem to be investigated was to explore different teaching styles, to measure the psychosocial development of adolescents and to determine the relationship among teaching styles and students' psychosocial development.

b) Research Objectives

The objectives of this study were to find out the relationship between teaching styles and the psychosocial development of adolescents at higher secondary school level in Pakistan. The existing literature in this area did not provide viable about teaching styles and its relationship with adolescents'

psychosocial development. Therefore, this study tries to fill the gap by providing additional information that might be of interest to the upcoming researchers, administrators, teachers, educationists, students and various institutions.

The specific objectives of the study are:

i. To explore different teaching styles.
ii. To measure adolescents' psychosocial development.
iii. To analyze the effect of various demographic variables such as gender, job experience, qualification, age, and choice of major subjects on teaching styles & students' psychosocial development.
iv. To determine the relationship between teaching styles and adolescents' psychosocial development.
v. To develop an instrument to measure the developmental tasks of adolescents (Students' Psychosocial Development Inventory; SPSDI).
vi. To construct an indigenous tool to identify different teaching styles (Teaching Styles Questionnaire; TSQ).

c) Operational Definitions

- *Psychosocial Development :*

In this study Psychosocial development means psychological development in social context. There is a variation in the level of psychosocial development of different people. It varies according to their environmental interactions & biological processes. According to Eric Erikson, individual passes through eight stages of psychosocial development. Each stage is met with different challenges which the individual has to master. Adolescents pass through this stage with the virtue of fidelity and try to get the answer to such questions as Who am I? What can I be? They face the challenge of identity versus role confusion. The present study measured adolescents' psychosocial development in terms of respondents' scores on SPSDI at 66 items.

- *Adolescence*

Adolescence is a stage of transition between puberty & adult hood. It is associated with age range of 13-19 years normally. There is a drastic growth pattern in physical, psychological, social and cognitive development of adolescents.

- *Teaching Styles*

In this study teaching style is perceived as the preferred way of teaching students in a classroom. Garsha's 5 teaching styles namely expert style, formal authority, personal model, facilitator & delegator have been focused in this research study. This study measured 5 teaching styles in terms of respondents' scores on 45 items TSQ.

d) Variables of the Study

Adolescents' psychosocial development and their developmental tasks were taken as the dependent variable for antecedents such as teaching styles, teachers' gender, and work experience, academic and professional qualification. Five teaching styles were independent variables of the study.

II. Methodology

a) Population

For this research, ideal population includes all the male and female teachers & students of Intermediate colleges affiliated with Federal Board. But due to limited resources and time it was not possible for the researcher to collect data from all of them. Therefore, for the convenience of data collection, three colleges namely Fauji Foundation College for boys & girls, Army Public College & Cantonment Board Sir Syed College for boys were selected as population of study.

b) Sample

Sample of study consisted of 130 students and 45 teachers. Among the students, there were 78 male and 52 female students. 21 students were of 16 years age, 71 were 17 years old whereas 38 were 18 years and above. Out of these 130 students 42 belonged to Pre- Medical group, 70 belonged to Pre- Engineering group whereas 18 were from Humanities group. Among 45 teachers, 12 were male teachers whereas 33 teachers were female. 40 teachers were holding Masters Degree whereas 5 teachers have M.Phil degree. 15 teachers had l-3 years teaching experience, 18 teachers had experience between 3-5 years and 12 teachers had more than 5 years teaching experience.

c) Research Instrument / Data Collection Tool

Two instruments were used in this study. They were validated by two experts of the field and proved fit for use in the research purpose.

d) Teaching Style questionnaire (TSQ)

TSQ consisted of 45 items on 5 point likert scale. The instrument was divided into two subscales which are as under:

i. Different teaching styles: This scale measures five different teaching styles given by Grasha.(Section I, Q1- Q30).
ii. Educational guidance: This scale measures the extent of educational & occupational guidance provided to the students. (Section II, Q 1- Q15).

e) Students' Psychosocial Development Inventory (SPSDI)

SPSDI consisted of 70 items on 5 point likert scale. After pilot testing reliability analysis, 4 items were found to be redundant so they were excluded from the instrument. The instrument finalized with 66 items and was divided into two subscales which are as under:

i. Education, Career & Life Style: This scale measures whether the students are aware of the choice of career and their lifestyle as well as impact of education on adolescents' role identity.
ii. Academic Environment & Social relationships: This subscale measures the impact of academic environment upon adolescents' psychosocial development and their social relationships.

III. Results

TSQ consisted of 45 items on 5 point likert scale and its reliability was measured on Cronbach's alpha at .85 whereas SPSDI contained 66 items on 5 point likert scale and had .76 as reliability coefficient.

Table 1 : Item Total Correlation TSQ.

Items	Correlations	Items	Correlations
1	.27*	24	.64**
2	.60*	25	.76*
3	.58**	26	.63*
4	.72**	27	.83**
5	.33**	28	.75**
6	.76**	29	.61**
7	.61*	30	.59**
8	.67*	31	.49**
9	.53**	32	.74**
10	.71**	33	.67**
11	.76**	34	.63*
12	.66*	35	.81**
13	.41*	36	.72**
14	.66**	37	.62**
15	.78*	38	.58**
16	.63*	39	.44**
17	.83**	40	.66*
18	.75**	41	.73**
19	.62**	42	.85**
20	.58**	43	.69**
21	.47**	44	.56**
22	.74**	45	.67**
23	.32**		

Table 1 describes the item total correlation of TSQ. The result reveals that all 45 items have positive correlation with the total scale of TSQ. The correlations ranged from .27 to .85.

Table 2 : Percentile Ranks of TSQ (N=45).

Percentiles	Expert	Formal authority	Personal model	Facilitator	Delegator
5	7.30	7.60	13.30	7.00	35.30
10	8.00	9.00	15.00	7.60	36.00
15	8.00	9.00	16.00	9.00	36.00
20	9.00	10.00	17.00	9.00	36.00
25	9.00	10.00	18.00	19.00	36.00
30	9.00	11.00	19.00	9.00	36.00
35	10.00	11.00	20.00	10.00	36.00
40	10.00	11.40	20.00	10.00	37.00
45	11.00	12.00	20.00	10.00	37.00
50	11.00	13.00	21.00	19.00	37.00
55	12.00	14.00	21.00	12.30	38.00
60	12.00	14.00	21.60	13.60	38.00
65	12.00	14.90	22.90	14.00	38.00
70	12.20	15.00	24.00	14.00	38.00
75	13.50	15.00	24.00	14.50	38.50
80	14.80	16.00	25.80	15.00	39.00
85	15.10	16.00	26.10	15.00	40.00
90	16.40	17.00	28.00	15.40	40.40
95	17.70	18.00	28.70	18.40	42.00

Table 2 is showing the percentile ranks of teachers' scores on TSQ. The highest score of 25th percentile is of delegator style while lowest score is of expert style. The highest score on 50th percentile is of delegator style while lowest score is of expert style. The highest score on 75th percentile is of delegator style while lowest score is of expert style.

Table 3 : Comparison of Mean & Standard Deviation of Teachers Scores on TSQ for five teaching styles & Educational Guidance (N=45).

TSQ Total	Teaching Style (n=45)	
	M	SD
Expert Style	10.98	2.48
Formal Authority	13.18	3.32
Personal Model	22.56	5.50
Facilitator	12.40	3.01
Delegator	20.98	3.43

Comparison of mean score for teaching styles shows that personal model has highest score (m= 22.56) whereas expert style has lowest mean score (m=10.98). This indicates that personal model style has more positive attitude towards adolescents' educational guidance whereas other teaching styles are less concerned towards educational guidance of adolescents.

Table 4 : Comparison of Mean & Standard Deviation of Teachers Scores on TSQ for teaching experience (N=45).

TSQ	1-3 years (n= 15)		4-6 years (n= 18)		5 & above years (n= 12)	
	M	SD	M	SD	M	SD
Expert Style	12.47	1.80	11.94	2.46	11.08	2.81
Formal Authority	15.40	2.06	13.28	2.53	13.08	3.84
Personal Model	23.67	7.34	21.56	4.59	21.17	5.58
Facilitator	13.67	2.87	12.28	3.26	13.92	3.70
Delegator	19.13	3.11	20.22	2.57	20.57	4.30

Comparison of mean and standard deviation of teachers' scores on TSQ for teaching experience shows that teachers with more than 5 years experience & with personal model style are strongly aware of their teaching styles as well as provision of guidance to adolescents for their psychosocial development.

Table 5 : Comparison of Mean & SD of teaching styles on TSQ Scores for Academic Qualification (N=45).

TSQ	Masters Degree (n= 40)		M.Phil Degree (n= 5)	
	M	SD	M	SD
Expert Style	11.83	2.34	12.40	2.88
Formal Authority	13.75	3.04	12.66	2.34
Personal Model	21.56	5.48	21.27	5.13
Facilitator	12.82	3.12	12.71	3.45
Delegator	15.65	3.45	19.82	2.76

Table 6 : Comparison of Mean & SD of teaching styles on TSQ Scores for Professional Qualification (N=45).

TSQ	B.Ed (n= 40)		M.Ed (n= 5)	
	M	SD	M	SD
Expert Style	12.00	2.13	11.77	2.65
Formal Authority	13.52	3.34	14.36	2.46
Personal Model	23.00	6.47	21.27	5.13
Facilitator	13.91	3.28	12.41	3.15
Delegator	18.87	3.60	20.91	2.14

Table 6 shows that the teachers having B.Ed degree are less aware of their teaching styles and they give less guidance to students towards their career orientation whereas teachers with M.Ed degree are more aware of their teaching styles and are fully committed towards psychosocial development of adolescents.

Table 7 : Item Total Correlation SPSDI.

Items	Correlations	Items	Correlations
1	.64**	34	.43**
2	.245	35	.27**
3	.33	36	.18*
4	.57*	37	.45**
5	.44	38	.82
6	.24**	39	.69
7	.84	40	.75
8	.71	41	.75
9	.81	42	.36
10	.72	43	.34
11	.27**	44	.54
12	.50**	45	.20*
13	.24**	46	.45
14	.45**	47	.23**
15	.28**	48	.76**
16	.32**	49	.24
17	.46**	50	.60
18	.22*	51	.63
19	.21*	52	.89*
20	.14*	53	.30**
21	.47**	54	.77
22	.33**	55	.54**
23	.39**	56	.39**
24	.63	57	.45*
25	.89*	58	.21*
26	.30**	59	.22*
27	.77	60	.21*
28	.54**	61	.64*
29	.39**	62	.47**
30	.30**	63	.38**
31	.77	64	.39**
32	.54**	65	.27
33	.14	66	.54**

Table 7 describes the item total correlation of SPSDI. The result reveals that all 66 items have positive correlation with the total scale of SPSDI. The correlations ranged from .14 to .89.

Table 8 : Percentile Ranks of SPSDI (N=130).

Percentiles	scores
5	162.55
10	171.10
15	176.30
20	180.20
25	183.00
30	185.00
35	186.00
40	188.00
45	189.00
50	191.00
55	192.00
60	193.00
65	194.15
70	197.00
75	199.25
80	204.80
85	208.35
90	212.80
95	224.45

Table 8 shows the percentile ranks of students' scores on SPSDI. The score of 183 falls on 25th percentile and it illustrates less awareness of students' own psychosocial development. Score of 191 falls on 50th percentile as characterizes as moderate awareness whereas score of 199.25 falls on 75th percentile and it shows high awareness among students towards their own psychosocial development.

Table 9 : Comparison of Mean & Standard Deviation of Students Scores on SPDI for the variable class in relation to Education, Career & Lifestyles (N=130).

SPSDI Total	1st Year (n=82)		2nd Year (n= 48)	
	M	SD	M	SD
	158.56	11.111	167.00	13.784

Table 9 shows that students of 2nd Year have more orientation towards education, career and life styles as compared to students in 1st year.

Table 10 : Comparison of Mean & Standard Deviation of Students Scores on SPDI for the variable gender in relation to Education, Career & Lifestyles (N=130).

SPSDI Total	Male (n=82)		Female (n= 48)	
	M	SD	M	SD
	166.06	14.205	150.87	12.197

Table 10 shows that male students have higher scores on SPSDI and they are more aware of their educational career and role identity as compared to female students.

Table 11 : Comparison of Mean & Standard Deviation of Students Scores on SPDI for major subject in relation to Education, Career ,Lifestyles, Academic Environment & Social relationships (N=130).

SPSDI Total	Major Subject	
	M	SD
Pre- Med (n=42)	172.31	13.693
Pre-Eng(n=70)	165.43	13.477
Humanities(n=18)	157.83	11.690

Table 11 shows that those adolescents who have pre- medical subjects are more mature in relation to their psychosocial development where as pre-engineering students fall in second category and humanities students are aware least of all the three groups.

Table 12 : Correlation of teaching styles (TSQ) & students' psychosocial development (SPSDI).

Teaching Styles	Education, Career & Life Style	Social Relationships & Academic Environment
Expert Style	.66	-.07
Formal Authority	.35	.22**
Personal Model	.79**	.43
Facilitator	.53	.19*
Delegator	.12*	.28*

Table 12 shows the relationship between five teaching styles and adolescents psychosocial development on two subscales. The highest correlation related to educational guidance, career orientation of students is with personal model (.79**). The subscale related to social relationships and academic environment has also high correlation with personal model (.43).

Scatter Plots showing relationship between teaching styles & students' psychosocial development.

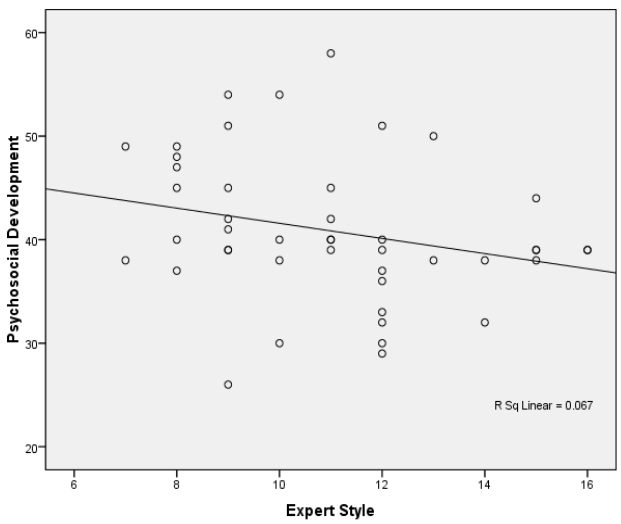

Figure 1 : This graph shows negative relationship between Expert Teaching Style & Psychosocial development of adolescents.

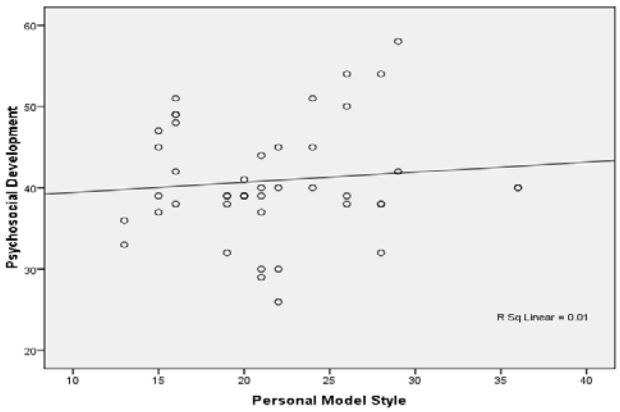

Figure 2 : This graph shows positive relationship between Personal Model Teaching Style & Psychosocial development of adolescents.

IV. Discussion

The main purpose of the study was to explore different teaching styles and determine their relationship with the psychosocial development of adolescents. Two instrument namely Teaching Styles Questionnaire (TSQ) & Students Psychosocial Development Inventory (SPSDI) were constructed and validated by two experts of the field. Their reliability was measured at Cronbach's Alpha and was .85 & .76 respectively.

Five teaching styles were categorized on the basis of data analysis of TSQ through SPSS 16. These styles were listed as:

Expert Style : Teachers possessing this style have knowledge and expertise and are concerned with proper transmission of knowledge. But expert teachers sometime do not provide required guidance to students towards their psychosocial development, so the students may not get close to them.

Formal Authority : Such teachers are much concerned with providing negative as well as positive feedback to the adolescents. But their style leads towards rigidity and less flexibility so the students may not be frank with them and have hesitation in developing social relationships.

Personal Model : The teachers with personal model try to teach students through their personal exemplifications. Students consider them as their role models and try to take full career guidance from such teachers.

Facilitator : The teachers possessing this style guide their students in a comprehensive way towards their role identity. A facilitator teacher has flexibility in his personality and provides motivation as well as encouragement to the students.

Delegator : Such teachers help the students to develop their potentialities and move towards full development of their personality.

The delegator style acts as resource person for adolescents and helps them in identifying their roles as grown up persons. Adolescents perceive that a delegator teacher serves as a resource person for them and helps them in providing conducive environment as well as career guidance.

Another main objective of the study was to measure the effect of various demographic variables on teaching styles and adolescents' psychosocial development. It was revealed that teachers with having more than five years of teaching experience were strongly aware of their teaching style and provided career guidance to the students. Similarly teachers having higher professional qualification such as M.Ed are positively engaged in the psychosocial development of adolescents as they have more training as compared to the teachers possessing only B.Ed degree. Similarly students studying in 2nd year are more aware of their educational career, life style and social relationships. It means that the variable age has positive impact upon adolescents' psychosocial development. Male students have more awareness than female students about their career choice and social relationships. Female students are not much aware of their life style choices, and occupational guidance maybe due to less exposure as compared to the male students. Similarly the students who had opted for Pre- medical and Pre- engineering as major subject have more orientation towards their psychosocial development as compared to Humanities students.

a) Conclusion

In the light of the data analysis and interpretation, it can be concluded that teaching styles do have effect upon the psychosocial development of adolescents. The outcomes of this study may help the teachers to realize their teaching styles and how they can effect upon the adolescents psychosocial development. Conclusions of the study are as follows:

1. There are five major teaching styles and normally the teachers are aware of their own style.
2. Personal Model teaching style has a very positive relationship with the psychosocial development of Adolescents whereas expert style has a negative relationship.
3. Higher academic and professional qualification of teachers leads towards more educational guidance and career orientation to adolescents.
4. Students having Humanities as major subjects know less about their developmental tasks as compared to Pre- medical and Pre-engineering students.
5. Female students are less aware of their developmental tasks and have less career orientation as compared to male students.
6. TSQ is an effective tool to measure teaching styles.
7. SPSDI is a comprehensive instrument to measure adolescents' developmental tasks and their role identity.

b) Recommendations

Teachers play a vital role in the lives of students. Students perceive them as role models and at the stage of adolescence this perception becomes so strong that it makes or mars the life of a student. Adolescents' developmental tasks include accepting one's own self, to be self sufficient, to be able to take decisions about future career, professional life and job. All these have to be fulfilled so that the adolescents become fully aware of their role identity, know the importance of peer membership and can acknowledge their social relationships. Teachers must know their teaching styles and be the role models for adolescents as they go through the stage of role identity versus role confusion. On the basis of the results of present study, it is recommended that teachers should follow personal model style, be compassionate with students so that they accomplish their developmental tasks to the fullest. This study also reveals that more experienced and more qualified teachers have a positive impact on adolescents' psychosocial development, so such teachers to be provided to students at this stage. It is further recommended that as female students are less aware of their developmental tasks, they should be helped more by the teachers. Similarly, Humanities students should also be handled by the personal model teachers in order to facilitate them through this stage.

c) Applied Significance

Teaching styles have deep rooted effects upon students' grooming, well- being and psychosocial development. Adolescents are encountered with role identity and confusion. Teachers have a strong influence upon them and they can make them aware to make their occupational choices. The present study is unique as it attempts to develop a relationship between teaching styles & adolescents' psychosocial development. Furthermore, this study also helps to develop awareness among teachers own preferred teaching styles. This study will be relevant to the people working in education sector especially at higher secondary level whether they be teachers, principals, administrators or the stake holders such as students, parents etc. This study will help in developing strong awareness about correlation between teaching styles and adolescents' psychosocial development.

d) Suggestions for Further Research

i. This study was confined to Rawalpindi; it can be extended to other areas as well.
ii. This study takes into consideration only adolescent level. It can be extended to other stages of psychosocial development also.
iii. It will be important to study the effects of gender on teaching styles and this variable's effect upon adolescents' psychosocial development.
iv. It will be fruitful to study the comparison of teaching styles between public and private educational institutions.
v. Similarly it will be important to do research to compare the psychosocial development of adolescents in private & public educational institutions.

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Retrospective Cohort Study on Primary School Dropout Children of Chitwan & Nawalparasi Districts of Nepal

By N. Manandhar & A. B. Sthapit
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Abstract - The formal education in Nepal starts from pre-primary level to higher secondary level. The primary level consists of grades I to V. Any student who leaves school for any reason before graduation or completion of a program of studies without transferring to another elementary or secondary school is considered as primary school dropout. Objectives of the study are to find out the primary school completion rate and causes of dropout in primary schools of Chitwan and Nawalparasi district of Nepal. A retrospective cohort study was conducted in fifteen schools in each district during the period of June / July, 2010. In grade I, the maximum dropout rate was found to be 16.49% in the year 2008. For the girls, the highest dropout rate (9.96%) was observed in grade I and least dropout rate (3.94%) observed in grade V for the year 2009. From the cohort study, only 48.99% of primary school children enrolled in grade I have completed the primary education in five successive years.

Keywords : *Education, completion, cohort, enrolled.*

GJHSS-E Classification : *FOR Code:130302, 130309, 160506*

Strictly as per the compliance and regulations of:

Retrospective Cohort Study on Primary School Dropout Children of Chitwan & Nawalparasi Districts of Nepal

N. Manandhar [α] & A. B. Sthapit [σ]

Abstract - The formal education in Nepal starts from pre-primary level to higher secondary level. The primary level consists of grades I to V. Any student who leaves school for any reason before graduation or completion of a program of studies without transferring to another elementary or secondary school is considered as primary school dropout. Objectives of the study are to find out the primary school completion rate and causes of dropout in primary schools of Chitwan and Nawalparasi district of Nepal. A retrospective cohort study was conducted in fifteen schools in each district during the period of June / July, 2010. In grade I, the maximum dropout rate was found to be 16.49% in the year 2008. For the girls, the highest dropout rate (9.96%) was observed in grade I and least dropout rate (3.94%) observed in grade V for the year 2009. From the cohort study, only 48.99% of primary school children enrolled in grade I have completed the primary education in five successive years. To prevent dropout from primary school, only free education and free text book distribution are not sufficient. Parents must be made aware about the important of education and they are to be motivated for sending their children to schools. When parents are active in the educational process, it is more likely that their children will stay in school. The community participation in primary level education may be enhanced in enrolment and preventing dropout.

Keywords : *Education, completion, cohort, enrolled.*

I. Introduction

Nepal is a heterogeneous country in terms of topography, climate and culture. It has 28.1 million populations and consists of 102 social groups and 92 languages1. Farming is the main occupation for nearly 80% of Nepal's population. Nepal still suffers with illiteracy. The literacy rate is only 53.4%2. Nepal is one of the ten countries with least female literacy rate (42.4%) in the world. The formal education in Nepal is a five-tier system, started from pre-primary level continued through primary level grade I to V, lower secondary level grade VI to VIII, secondary level grade IX and X and higher secondary level grade XI and XII. There are 31,655 primary schools in Nepal3. Vast majority of schools are government school. The of private schools are also on the rise currently. Most of the private schools are concentrated in urban cities and district head quarters. Over the last couple of decades Nepal has made remarkable progress in achieving the access to education.

Any student who leaves school for any reason before graduation or completion of a program of studies without transferring to another elementary or secondary school is considered as primary school dropout. According to the Department of Education of Nepal in 2009, there is 9.9% drop out in grade I. In grades II, III, IV, and V, dropout rates are 4.4%, 4.6%, 3.9%, and 7.4%, respectively. Grade repetition rate is also high in the primary grades, which is about 26.5% in grade I, and below 10% in the remaining grades II to V in 20093. At present about 93.7% of primary school age children are enrolled in school and 45.4% of the children enrolled in primary levels leave schools without completing grade V.

School dropout is a complex social problem for which there is no simple solution. It needs attention on every problem4. Many educators and others who are concerned with the dropout problem are advocating policies, which involve a broad range of institutions and agencies. Increasingly, it is being recognized that the issues of drop out and its prevention cannot be separated from issues affecting our total economic and social structure. These issues include poverty, unemployment, gender and caste discrimination, child abuse, drug abuse in the family, and many other factors, which are associated with it. A substantial portion of Nepali children between the ages of 5 and 14 are involved in various forms of child labor, such as bonded labor, carpet industries and child prostitution.5

II. Materials and Methods

A retrospective cohort study was conducted in fifteen schools in each study districts during the period of June / July, 2010 to study the primary completion rate and causes of primary school dropout. The district is divided into thirteen Ilakas. One government school from each Ilaka and two private schools are randomly selected from each district. School dropout children are identified from school register, consultation with class

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teachers and finally with the families. The pre-designed questionnaire was used for interview method to collect information about dropout children. The collected data were entered in SPSS software program and analysis was done.

III. Results

The total dropout rate is not consistent with year, grade and sex. The highest dropout rate (13.63%) was found in the year 2005 followed by 10.70% in the year 2007. For grade I, the maximum dropout rate (16.49%) was found in the year 2008 and least (10.00%) in the year 2009. For the girls, the highest dropout rate (21.43%) was observed in grade III in the year 2005 and least dropout rate (3.94%) observed in grade V in the year 2009. There is not significant different in boys and girls dropout of primary school children in 2009 as p value is more than 0.05. (Table no. 1).

Table1: Dropout rates by year, grade and sex from school record.

Year	Student	Grade					Total
		I	II	III	IV	V	
2005	Girls	17.65	9.86	21.43	10.83	7.61	13.27
	Boys	13.95	14.46	15.58	11.93	14.77	14.00
	Total	15.79	12.34	18.63	11.35	11.67	13.63
2006	Girls	20.69	5.88	16.05	5.56	8.24	10.76
	Boys	12.77	7.37	12.66	6.32	8.70	9.45
	Total	16.02	6.67	14.34	5.91	8.47	10.10
2007	Girls	10.34	12.64	9.78	11.54	10.64	11.42
	Boys	11.61	13.40	12.20	15.36	7.84	10.02
	Total	11.06	13.04	10.92	13.33	9.18	10.70
2008	Girls	18.07	6.76	9.09	7.45	8.86	9.77
	Boys	15.24	10.00	8.60	7.84	9.86	10.42
	Total	16.49	8.62	8.87	7.65	9.25	10.16
2009	Girls	9.98	7.32	5.70	4.54	3.94	6.19
	Boys	10.0	8.46	6.07	4.53	5.66	6.83
	Total	10.0	7.86	5.88	4.53	4.80	6.51
	$\chi^2 = 1.63$, at 4d.f. and p= 0.80176						

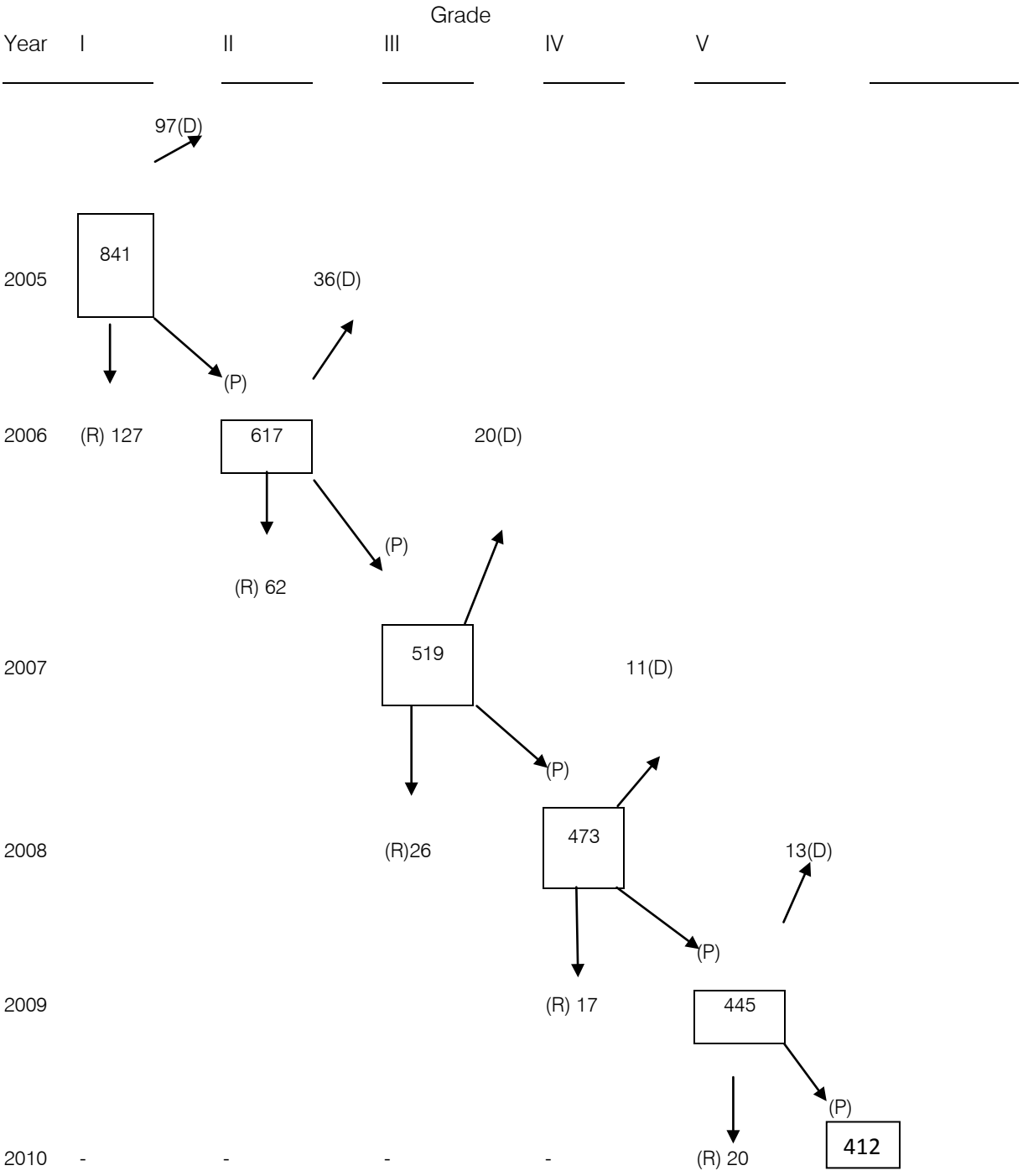
The dropout rate for girl (17.65%) was higher than boys (13.95%) and total dropout rate was 15.79% in grade I for the year 2005. The cumulative dropout rates were 26.32%, 39.18%, 44.44% and 49.12% for grade I-II, I-III, I-IV and I-V respectively. (Table no. 2).

Table 2 : Year wise cumulative dropout of different grade.

Student	Grade				
	I (2005)	I-II (2006)	I-III (2007)	I-IV (2008)	I-V (2009)
Girls	17.65	29.41	41.18	45.88	54.12
Boys	13.95	23.26	37.21	43.02	44.19
Total	15.79	26.32	39.18	44.44	49.12

The attendance record for five years from 2005 to 2009 was available only in nineteen schools in study districts. A total of 841 children enrolled in grade I for the year 2005, 97 children dropped out from grade I, 127 repeated and 617 were promoted to grade II for the next year 2006. Out of total 617 children promoted to grade II in the year 2006, 36 dropped out, 62 repeated and 519 were promoted to the grade III for the year 2007. In grade III, 20 children dropped out, 26 repeated and 473 were promoted to grade IV. In the year 2008, among 473 children promoted to grade IV, 11 dropped out, 17 repeated and 445 were promoted to grade V for the year 2009. Only 445 children reached in the grade V in five successive years among them 412 children completed the primary education. The primary education completion rate was 48.99 percent in five consecutive years. Figure no. 1 provides the details of the cohort analysis of primary school children in both study districts.

Figure 1 : Cohort analysis of total enrolled children from 2005 to 2010 in both study districts.



Note : P=Promoted, D=Dropout, R= Repeater.

IV. Discussion

Everyone has the right to education without distinction of any kind, such as race, color, sex, language, political or other opinion, national or social origin, property, birth or other status6. The dropout phenomenon not only wastes educational resources but also leads to a host of social and economic consequences. The various researchers found that once children are drop out from primary school, they rarely return to school again for formal education. They also rarely become the skilled labor, which in turn limits their earnings to subsistence-level income. Thus, a vicious

cycle of economic and social poverty is perpetuated from one generation to the next. The National Plan of Action has outlined as per recommendation of the Dakar Forum for the year 2015 for complete, free and compulsory primary education of good quality expanding for the most vulnerable and disadvantaged children and ensuring that all children, particularly girls, children in difficult circumstances & children belonging to ethnic minorities7.

Education is a long time investment. It requires lot of patients and many years for getting returns. The families from poor socio-economic status cannot afford these long waiting and In the present study, more boys (57%) was enrolled in private school than government school (43%) where parents have to pay admission, monthly and exam fees where as these are free in the government school. It showed the gender bias. The sons were more preferred to enroll in private school where children get individual care. The boy's dropout rate (6.83%) was slightly higher than girl's (6.19%) for the year 2009, but this difference was not significant. The present study revealed highest dropout rate (10.00%) in grade I and least (4.53%) in grade IV. The dropout rates for grade II, III and V were 7.86%, 5.88% and 4.80% respectively for the year 2009. These dropout rates were higher with national dropout rates, which were 9.9%, 4.4%, 4.6%, 3.9% and 7.4% respectively for grade I to V3. This differences may be due to different methods were used for calculation of dropout rates.

The cumulative dropout rates were 15.78%, 26.32%, 39.18%, 44.44% and 49.12% for grade I, I-II, I-III, I-IV and I-V respectively. These observed cumulative dropout rates were quite low when compared to the results of Longitudinal study on system indicators, cohort and trend analysis, of 2007 where these rates were 27.6%, 42.8%, 49.7% and 56.2% for grade I, I-II, I-III and I-IV respectively.8

A cohort, all students enrolled in grade I for an academic year, will follow up till they do not complete grade V. For this method, long duration of time is required to follow up for repeaters, which is not feasible for the present study. A retrospective cohort analysis was conducted for five years only and students who dropped out and repeaters were not followed up in present study. The new students who got enrolled in other grade in later were not taken into account. After the five successive study years for a cohort of 481 children enrolled in grade I for the year 2005 only 48.99% of children have completed grade V in the year 2009. This finding was slightly higher than the national completion rate for the year 2007/08 where it was 45%3. There are different methods for computation of primary cycle completion rate. Therefore the primary completion rate may be different from result of other studies.

The maximum (10.00%) primary school dropout rate was observed in grade I with gradual decrease with increase in grade. There is significant difference in primary school dropout with grades. This result is consistent with the various other studies of CERID and Karki, which too report the highest dropout rate in grade I. Most of the dropout (94%) was observed in government schools. This may be due to some fraudulent inflating of initial enrollment because Department of Education assigns teacher according to number of student enrolled. The main causes of primary school drop out are economic strains and lack of awareness regarding the importance of education in the parents. In one of the study, it was observed that the main causes of dropout were found to be family poverty, household chores, and irregularity in attendance. While, over 45% of the dropouts were found engaged in household chores and only 14% of the dropouts between the age group 6-15 were found to be engaged in wage labor9. The present study revealed that 38.5% of dropout school children are due to household work. Most of these children will look after their young siblings when their parents go for work. This result is almost similar to the result of an inquiry into the causes of primary school dropouts in rural Nepal where it was 13%10. 42.2% drop out was due to lack of awareness regarding the importance of education of their parent. This figure was higher than the finding of Sharma where it was 18%12. This difference may be due to different study area.

V. Conclusion

Education is the basic requirement for human development and survival of the society. It is necessary and a universal feature of society by which every generation transmits social heritage to the next generation. The most of the dropout occur in grade 1 of primary school level. Therefore, sustained efforts are needed to attract the children to school and retain them until they complete their education. The government of Nepal has made free primary education and free books distribution for all primary school children. There is also some scholarship program for all Dalit, socially untouchable, children and fifty percent of primary school girl children. In spite of that a high dropout rate in grade I was observed in the current study. It shows that the making free education and free book distribution are not sufficient to catch up all the school age children to continue in primary school. To prevent dropout of primary school children, community must be made aware & motivated regarding the importance of education specially the parents. When parents are active in the educational process, it is more likely that their children will stay in school. The community participation

in primary level education may be enhanced in enrolment and preventing dropout.

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Professional Training in The Formal Sector & The Job Market

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Keywords : *Professional training, Formal sector, Job market.*

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Professional Training in The Formal Sector & The Job Market

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Abstract - The paper investigates the effectiveness of organisational training for the job market. It seeks to find how training influences where and when people work :in terms of type, scale, geographical spread of the business; the skills required for the purpose of training significance and dependence; access and analyse how professional training is planned and organised for the benefit and demands of the organisation ; how training relates business aims as influenced by appraisals, career development, recruitment, information dissemination, connection with experts, use and development of resources, and skills. These form the bases for the six research questions. The paper delimits professional training to the training that takes place in the tertiary institutions in Nigeria and the job market includes all sectors of the Nigerian economy that can offer employment. Literature is reviewed based on Bloom's theory and the Kirkpatrick model. Using the descriptive survey design, the study explores how professional training in the formal sector influences the job market. The population is the tertiary institutions in the six geopolitical zones of Nigeria. Stratified random sample is used to purposely draw up respondents for data collection from graduates of agriculture, social sciences, medical sciences, sciences, technology, from the six geopolitical zones. Document analysis, questionnaire form the instruments for data collection. The Cronbach Alpha coefficient is used to test the reliability of instrument. Recommendations are made after the findings as training beyond the classroom influence the job market.

Keywords : Professional training, Formal sector, Job market.

I. Introduction

Economic parity makes it necessary that employers of labour, faced with the challenges of maximizing scarce resources, seek to engage the most employable labour(resources) for increased productivity. There is a strong connection between education and the job market. It is through the process of education that the employed workers and prospective workers(students) acquire information and skills crucial in securing comfortable employment Education is universally acknowledged as a veritable tool for socio-economic development, an investment geared at producing manpower beneficial to the labour market It has been the vision of policy makers in all countries of the world to have a world of educated people in learning and skilled knowledge which can boost the economy of the nation.

The United Nations Development Programme has highlighted five human resource development energizers as education, health and nutrition, the environment, employment, political and economic freedom (Hallack, 1990). Education is basic among the five because it links all together. It creates awareness for the improvement of health and nutrition, for maintaining high hygienic environment, for expanding and improving the labour sector and for sustenance in political and economic matters. It gives rise to profession. A profession arises when any trade of occupation transforms itself through the development of formal qualifications based upon education, apprenticeship, and examinations, the emergence of regulatory bodies with powers to admit and discipline members, and some degree of monopoly rights. (http://en.wikipedia.org/wiki/Training). It involves teaching and learning for the general good of the individual and the society and for provision of skills to improve our living. One of the outcomes of teaching and learning is training which (Wikipedia 2011) refers to as:

> *the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies. It forms the core of apprenticeships and provides the backbone of content at institutes of technology (also known as technical colleges or polytechnics). In addition to the basic training required for a trade, occupation or profession, observers of the labour-market recognize as of 2008 the need to continue training beyond initial qualifications: to maintain, upgrade and update skills throughout working life. People within many professions and occupations may refer to this sort of training as professional development.*
> *(http://en.wikipedia.org/wiki/Training).*

II. Conceptual/Theoretical Framework

Conceptually, profession and training have a common link of having a person developed with formal qualification and equipped with skill relevant for a specific occupation for the job (labour) market. Training

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is essential for any organisation because it helps to improve quality, customer satisfaction, productivity, morale, management succession, business development and productivity. Professional training in a formal sector is training which takes place in institutions of learning.

The job or labour market is all about the development of human capital. The skills one learns in the formal sector (the school) is put into practice in the labour/job market. Empirical investigation into relationships between education, occupations and earnings from employment since the 1960s have revealed that employers recruit new entrants into occupational structure using level and type of education and formally minimum educational entry requirements are set for each occupation(Hinchliffe in Psacharopoulos, 1987). This is in conformity with the theory of the labour market which Hinchliffe in Psacharopoulos (1987) points out,

> '*is based on the marginal productivity theory of demand, reflecting the profit–maximizing behaviour of employers, a supply theory based on utility maximization of workers, and the notion of competitive equilibrium. . . . The human capital theory points out that the labour market is capable of continually absorbing workers with ever higher levels of education provided that education–specific earnings are flexible downwards and the labour market is a single continuous one '(p.142)*

Teaching and learning are training processes for equipping the individuals to meet their desired goals in life. Schooling at different levels, primary, secondary, and tertiary, bring this vision to actualisation. The structure of the school system transforms the individual from a formal learning environment, which is the classroom/laboratories, to the job market. The school is mainly to develop the human capital. One keeps learning even in the job market.

Bloom's theory, taxonomy of learning domains, which started developing since 1948, in 1956 provided the basis for planning and designing training courses, lesson plans and learning materials which served as template for evaluating teaching, learning, training and development. The taxonomy consists of the cognitive, affective, psychomotor domains which demonstrate that teaching should be focused on mastery of subject and promotion of higher forms of thinking, instead of fact-transfer and information recall which is the lowest level of training. The relevance of the model is summarised as that

> *Bloom's Taxonomy provides an excellent structure for planning, designing, assessing and evaluating training and learning effectiveness. The model also serves as a sort of checklist by which you can ensure that training is planned to deliver all the necessary development for students, trainees or learners, and a template by which you can assess the validity and coverage of any existing training, be it a course, curriculum, or an entire training and development programme for a large organisation.*
>
> *(http://www.businessballs.com/bloomstaxonomyoflearningdomain.htm).*

The related theory of learning, attitude and skills is the Kirkpatrick's learning and training evaluation theory, first published in 1959. It consists of four levels .

Level 1 is on reaction of students in terms of what they thought and felt about training.

Level 2 is about learning in terms of the resulting increase in knowledge and capability.

Level 3 is on behaviour explaining the extent of behaviour and capability improvement and implementation/application.

Level 4 deals with results in which evaluation is done to find out the effect on the business or environment by the trainee.

(http://www.businessballs.com/kirkpatricklearningevaluation model.htm).

Most of Bloom's knowledge, attitude, skills' structure of learning methods (1956/64) and Kirkpatrick's learning evaluation methods (1959) have been used in professional training in organisations. They help to transfer learning to practical situations needed when training. On the job training is necessary especially in sectors characterised by rapid adaptation to new technologies, and the employed labour force is required to learn how to operate with the improved sophisticated equipment.

III. Tertiary Education in Nigeria

In Nigeria most of the professional training is done in tertiary institutions. Tertiary education is the bedrock of national development. The government of Nigeria, after independence from British rule in 1960, was explicit about her objective to produce high-level man-power for modernising the economy (Taiwo, 1980). This led to the establishment of more specialised institutions – universities, colleges of education, colleges of agriculture, polytechnics and innovation enterprises institutes. The development of tertiary education in Nigeria started in 1948 with the founding of the University College, Ibadan, affiliated to the University of London. The College became the University of Ibadan in 1962 awarding her own degree in such programmes as agriculture, arts, education, social sciences and medicine. After this, the flood gate was opened for first generation universities (1960-1974), second generation universities 1975-1991); and third generation higher

institution which are still being established till date. The universities provide the atmosphere that encourages the exercise of the mind, offers the freedom to be creative and stimulates imagination.

The institutions are managed by different bodies under the supervision of the National Universities Commission (NUC) and the National Board for Technical Education (NBTE). As at 2009, Nigeria had recorded a total of 275 tertiary institutions. The breakdown as documented in the Joint Admissions and Matriculation Board (JAMB) is shown in Table 1.

Table 1 : Tertiary Educational Institutions in Nigeria, 2009.

	Institution	Sponsoring Agency			
		Federal	**State**	**Private**	**TOTAL**
1.	Universities	27	38	35	100
2.	Colleges of Education	20	41	-	61
3.	Polytechnics	16	29	13	58
4.	Monotechnics	-	-	32	32
5.	Other Degree Awarding Institutions	-	-	6	6
6.	Innovation Enterprise	-	-	18	18
	TOTAL	**63**	**108**	**104**	**275**

Source : JAMB(2010) Unified Tertiary Matriculation Examination Brochure 2010/2011.

The bench-mark for each faculty's course requirement is provided by the National Universities Commission or the board responsible for the type of tertiary education one engages in. Training, in the Faculty of education is done through teaching practice taken in schools in the environment for three sessions (six weeks per session). In the Faculty of Science and Allied Sciences, Industrial Training (IT) is compulsory. During this period the students' technical and vocational skills are consolidated. Students have to join firms, companies, commercial ventures for one year to put into practice what they have learnt in the classroom. The also participate in the Students Industrial Work Experience Scheme (SIWES). The students in the Faculty of Humanities, like their counterparts in Education, for some weeks after their year one break off to put into practice what they have learnt. They are found in the media houses, ministries, theatres for performing arts, studies for visual arts exhibitions, etc. The Colleges of Health Sciences have the teaching hospitals of the Universities for their experiments and training. These obtain in the tertiary institutions in the six geopolitical zones of Nigeria.

The students in the different faculties, after graduation (with a Bachelor's Degree) are qualified to be admitted into their respective council of registered professions such as engineering, medicine, nursing, teaching, accounting, law, etc These are what obtain in the tertiary institutions in the six geopolitical zones of Nigeria each year .

The goals of tertiary education as stipulated in the National Policy on Education (FRN 2004, p.36) include.

- *Contributing to national development through high level relevant manpower training.*
- *Developing and inculcating of proper values for the survival of the individual and society.*
- *Developing the intellectual capability of individuals to understand and appreciate their local and external environments.*
- *Acquiring both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society.*
- *Promoting and encouraging scholarship and community service.*
- *Forging and cementing national unity.*
- *Promoting national and international understanding and interaction.*

The tertiary educational institutions shall pursue these goals through.

- *Teaching.*
- *Research and Development.*
- *Virile staff development programme.*
- *Generation and dissemination of knowledge.*
- *A variety of modes of programmes including full time, part-time, block-release, day-release, sandwich, etc.*
- *Access to training funds such as those provided by the Industrial Training Fund (ITF).*

- *Student Industrial Work Experience Scheme (SIWES).*
- *Maintenance of minimum educational standards through appropriate agencies.*
- *Inter-institutional co-operation.*
- *Dedicated services to the community through extra-mural and extension services.*

(FRN, 2004 p .37).

Education in Nigeria, using the stated goals and approaches, has generated desirable changes over the years. One of such changes is the new consciousness that was not known in Nigeria before (Mkpa, 2010). This consciousness is seen in the efforts made by citizens to acquire knowledge and skills by which literacy level has risen and increasing number of citizens are functionally engaged in the job market as teachers, lawyers, administrators and accountants in departments and commercial organizations, engineers, technicians, health workers, journalists and clerical officers, etc. All these have consequences for the economy and the society. This consciousness has led to the investigation on how professional training in the formal sector affects the job market.

The basic reason why people send their children and wards to school is to make sure they get into jobs to bring income for livelihood after school and thus school is institutionally for the young while the world of work is for the adult(Ebong, 2006). The demands of the job market make it pertinent the products of tertiary education be well equipped for the world of work. University education builds the would–be employees/workers into people who are prepared diplomatically to face the challenges found in the job market. The education received trains workers to ask questions and seek solutions to problems thus sharpening their intellects and bringing out the hidden talents in them.

The final year students look forward to engaging in a gainful employment after graduation. Each year the universities send out approximately 3000 to 4000 graduates with bachelors degrees and diplomas and about 1000-2000 post graduates (Masters and Ph.D) into the job market as shown in convocation brochures of the different institutions. They undergo a one year national service after which they apply for work in their area of specialization. The job market could be the public sector government owned organisations; private sector (oil companies, industrial/commercial/service companies) or self employment.

As reported by Chechi (2008), in their study, Murnane, Willet and Levy (1995) divided the general contribution of education to earnings using information on specific subjects taken during college, finding a substantial increase in the return on mathematics scores. Murnane, Braatz and Duhaldeborde (2001) included among the determinants of wages academic ability, the speed of problem solving and self-esteem, finding a positive contribution from all three measures. Green and Riddle (2003) in Chechi (2008), proposed a model in which earnings depended on cognitive and non-cognitive skills, which in turn are produced by education, experience and family background.

In Nigeria, earnings depend on where one is employed. There is an approved salary scale for those who work in the government sector which lower than earnings offered in the private sectors. The earning profile in Nigeria follows more of the proposed model of Green and Riddle (2003). Progress at work, promotions, fringe benefits, retirement and other requirements are according to institutional policies.

Young (1999) reporting the study carried out using the graduates of North West University, Manchester on graduates' experiences and perceptions of the labour market found out that graduates felt prepared for work when they had had experience of work prior to graduation, achieved through employment before entering Higher Education, part-time employment during studies or work experience placements. Also graduates from all disciplines expressed the view that the provision of work experience and opportunities to bridge the between theory and practice within the curriculum were the key to students' enterprise skill development.

IV. Objectives of The Study

The purpose of the study was to find out the extent.

1. Skills acquired in training determine where workers take up employment and when they enter the job market.
2. Skill requirement for a job determines training decision and dependence.
3. The benefits and demands of an organisation determine access and planning professional training.
4. Training programmes determine recruitment and information dissemination.
5. Training programmes determine career development and appraisal system.
6. Trainees' exposures to experts' skills determine development of resources and skills.

V. Research Questions

1. To what extent does training determines where and when people work?
2. To what extent do skill requirements for a job determine training decision and dependence?
3. To what extent do the benefits and demands of an organisation determine access and planning professional training?
4. To what extent do training programmes determine recruitment and information dissemination?

5. To what extent do training programmes determine career development and appraisal system adopted?
6. To what extent do trainees' exposures to experts' skills determine development of resources and skills?

VI. Methodology

The study used the descriptive survey design relating professional training in tertiary institutions (the formal sector) with the job market. Six research questions were raised to find out how training determines where and when people work; skill requirements for a job determine training decision and dependence; the benefits and demands of an organisation determine access and planning professional training; training programmes determine recruitment and information dissemination; training programmes determine career development and appraisal system adopted; trainees' exposures to experts' skills determine development of resources and skills. The paper delimits professional training to the training which takes place in the tertiary institutions in Nigeria and the job market includes all sectors of the Nigerian economy that can offer employment.

The population was the tertiary institution in Nigeria spreading through the six geopolitical zones – North-East, North-West, North-Central, South-West, South-East, South-South. There are presently 275 documented tertiary institutions (See table 1). This study used purposive sampling in the strata of area of specialisation, since graduates from the tertiary institutions are free to work in all parts of the federation. They are mainly concentrated in metropolitan areas and big cities. The South-South Zone of Nigeria made up of Akwa Ibom, Bayelsa, Cross River and Rivers States was taken as the area of study. The sample size of 2,500 workers drawn from the ministries, hospitals, oil/service companies and commercial institutions and private establishments were drawn form the stae capitals of these States. They responded to to a 35- item in a moderated 4-point Likert Scale questionnaire. Cronbach Alpha Coefficient estimate was used to determine the reliability of the instrument. The alpha coefficient index of 0.70 obtained was considered adequate to rely on. Simple statistics of percentage, mean and ranking were used for analysis.

VII. Results

Table 1b : Summary of Retrieved Copies of Questionnaire

Area of Training	Number
Agriculture	82
Business/Admin Studies	78
Dentistry	59
Engineering	110
History/Diplomatic Studies	42
Languages	167
Mass Communication	154
Math/Statistics/Computer Science	145
Opthomology	35
Psychology	153
Sociology	148
Theatre Arts	119
Accounting	151
Creative arts	42
Education	201
Geography&Environmental Studies	143
Health	45
Law	136
Management	127
Medicine	66
Pharmacy	46
Political science	96
Surgery	55
TOTAL	2,400

Response on items given to the sampled groups to gather data on the influence of professional training in the formal sector and the job market are shown in the moderated 4-Point Likert Scale options of Very High Extent (VHE), High Extent(HE), Moderate Extent(ME). Low(Extent). 2400 copies of questionnaire were returned out of 2500. The percentage loss was too small to affect the overall results. They are as follows:

Table 2 : Training and Choice of Time of Entry into Job Market and Work Place.

S/N	Items	Option					
		VHE	HE	ME	LE	$\overline{X}$	Rank
1.	People are employed in area of training	518 (21.6%)	1290 (53.8%)	400 (16.7%)	192 (8.0%)	2.89	7th
2.	People prefer their place of work is close to where they live.	515 (21.5%)	1863 (77.6%)	25 (1.0%)	0 (0.0%)	3.21	4th
3.	Personal choice of residence affects work choice.	1264 (52.7%)	600 (25.0%)	410 (17.1%)	120 (5.0%)	3.25	3rd
4.	Postings by my employer determines work place	2124 (88.5%)	276 (12%)	0 (0.0%)	0 (0.0%)	3.89	1st
5.	Sometimes work is not related to area of training	2108 (87.8%)	292 (12.2%)	0 (0.0%)	0 (0.0%)	3.88	2nd
6.	It is best to start/enter the job market with a first degree	262 (10.9%)	1184 (49.3%)	836 (34.8%)	118 (4.9%)	2.89	8th
7.	An additional diploma puts one at an advantage	2,400 (100%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	3.21	4th
8.	A Masters degree is better for a starter in the job market.	437 (18.2%)	1963 (81.8%)	0 (0.0%)	0 (0.0%)	3.25	3rd
9.	A Ph.D. is needed for employment	0 (0.0%)	0 (0.0%)	437 (18.2%)	1963 (81.8%)	1.18	9th

Table 2 revealed that posting by their employers, to a very high extent (88.5%), determined where they work people are likely to be employed into jobs related to their area of specialization. This ranked 1st with mean score of 3.89. Respondents also agreed, to a high extent (52.7%) that personal choice of residence affects work choice (mean score of 3.25 ranking 3rd). So also was the fact that the Masters' degree was better for a starter in the job market with 81.8% agreeing to a high extent. Many people agree sometimes the work they do is not related to their area of training. Definitely people prefer the comfort of having their place of work close to where they live (mean score of 3.21). Additional degree of diploma is better qualification into the job market also has the same strength in agreement. However, the terminal degree of a Ph. D is not necessary for entry into the job market as indicated by it ranking last as and having the lowest mean score (1.18 ranking 9th) and low extent of 81.8%.

Table 3 : Skill Requirements for Job as Determinant of Training Decisions and Dependence.

S/N	Items	Option					
		VHE	HE	ME	LE	$\overline{X}$	Rank
10.	A professional certificate is important for job market.	1879 (78.3%)	521 (21.7%)	0 (0.0%)	0 (0.0%)	3.78	4th
11.	Participation in Industrial Training is necessary for employment.	402 (16.8%)	1725 (71.9%)	203 (8.5%)	70 (2.9%)	3.02	5th
12.	Skill acquisition gives more confidence at work.	2212 (92.2%)	188 (7.8%)	0 (0.0%)	0 (0.0%)-	3.92	3rd
13.	Skill acquired makes you work unsupervised.	1978 (82.4%)	422 (17.6%)	0 (0.0%)	0 (0.0%)	3.82	2nd
14.	Training should be on going after employment.	2400 (100.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	4.00	1st

The response to the point that professional certificate is important for the job market to a very high extent (78.3%), ranked 4th with mean of 3.78 on the response scale. Also skill acquisition gives more confidence at work came 2nd with mean of 3.92 and very high extent (82.4%). Training should be on going after employment ranked 1st with mean of 4.00 and very high extent of 100%. The item, participation in industrial training is necessary for employment had ranked 5th, with mean score 3.02 and high extent of 71.9%.

Table 4 : The Benefits and Demands of an Organisation as Determinants of Access and Planning of Professional Training.

S/N	Items	Option					
		VHE	HE	ME	LE	$\overline{X}$	Rank
15.	Hard work attracts incentives in an organisation.	218 (9.1%)	453 (18.9%)	1509 (62.9%)	220 (9.2%)	2.28	5th
16.	Promotion should be done after residential requirements are met in the organisation.	232 (9.7%)	200 (8.3%)	1843 (76.8%)	125 (5.2%)	2.22	4th
17.	Training is necessary for the progress of the organisation.	2002 (83.4%)	398 (0.0%)	0 (0.0%)	0 (0.0%)	3.83	1st
18.	The job market requires ICT knowledge to be up to date to cope with changing technologies of the world.	2000 (83.3%)	240 (10.0%)	80 (3.3%)	80 (3.3%)	3.73	2nd
19.	Training should be given to confirmed staff only.	515 (21.5%)	25 (1.0%)	963 (40.1%)	897 (37.4%)	2.07	6th
20.	Training should be given in all sections of the organisation.	2000 (83.3%)	120 (5.0%)	200 (8.3%)	80 (3.3%)	3.68	3rd

Table 4 revealed that the possession of ICT knowledge to cope with changing technologies of the world and that training was necessary for the progress of the organization ranked highest (1st with mean score of 3.83 and very high extent of 83.4%) as determinants of access and planning of professional training. Hard work was not regarded as a likely determinant of access and planning of professional training as this item ranked 5th with mean score of 2.28 and extent of 62.9%. Training should be given to confirmed staff only had the least rating of 2.07 mean score.

Table 5 : Training Programmes as Determinants of Recruitment and information Dissemination.

S/N	Items	Option					
		VHE	HE	ME	LE	$\overline{X}$	Rank
21.	People answer to advertisements only in areas of training	1600 (66.7%)	800 (33.3%)	0 (0.0%)	0 (0.0%)	3.67	2nd
22.	Recruitments should be done at end of session.	1988 (82.8%)	412 (17.2%)	0 (0.0%)	0 (0.0%)	3.83	1st
23.	Recruitment can be done at anytime of the year.	655 (27.3%)	1000 (41.7%)	45 (1.9%)	700 (29.2%)	2.67	5th
24.	Information dissemination is better done in the dailies.	38 (1.6%)	300 (12.5%)	1842 (76.8%)	220 (9.2%)	2.07	6th
25.	Applicants react faster to advertisement on the web	1220 (50.8%)	908 (37.8%)	200 (8.3%)	72 (3.0%)	3.37	3rd
26.	The radio/television is a better option for advertisement on recruitment.	1085 (45.2%)	515 (21.5%)	400 (16.7%)	400 (16.7%)	2.95	4th

Table 5 revealed that people are, to a very high extent (82.8%) of the opinion recruitment should be done at the end of session (3.83 mean score in 1st position), Many people answer to advertisement only in the areas of training ranked 2nd with mean score 3.67 and very high extent of 66.7%. Some agreed, to some extent(41.7%) that recruitment could be done at anytime of the year.(5th with mean score of 2.67). Applicants react faster to advertisement on the web (3rd with a mean score of 3.37) more than on the radio(4th with a mean score of 2.95 and very high extent 45.2%) and the dailies (6th on the ranking with a mean score of 2.07and moderate extent of 76.8%)

Table 6 : Training Programmes as Determinants of Career Development and Appraisal System.

S/N	Items	Option					
		VHE	HE	ME	LE	$\overline{X}$	Rank
27.	Internal appraisal encourages progress at work.	1178 (49.1%)	611 (25.5%)	300 (12.5%)	311 (13.0%)	3.11	4th
28.	Internal appraisals are formative and spells out training needs of young staff.	2124 (88.5%)	276 (11.5%)	0 (0.0%	0 (0.0%)	3.89	1st
29.	External appraisal is summative and does not encourage career development planning.	1802 (75.1%)	530 (22.1%)	68 (2.8%)	0 (0.0%)	3.72	3rd
30.	Long years of appraisal period impedes training	2000 (83.3%)	313 (11.5%)	87 (0.0%)	0 (0.0%)	3.80	2nd
31.	Training programmes should be according to years of service.	480 (20.0%)	980 (40.8%)	940 (39.2%)	40 (1.7%)	2.83	5th

Table 6 showed Internal appraisals being formative and spelling out training needs of young staff ranked highest(88.5%) with mean score of 3.89. It was also highly rated that long years of appraisal period impedes training (3.80 mean score and ranking 2nd) to a very high extent of 83.3%. External appraisal was, to a high extent (75.1%), a determinant for career development planning (ranked 3rd with mean score 3.72). Most respondents disagreed that training programmes should be according to years of service with high extent of 40.8%, ranking 5th with mean score 2.83.

Table 7 : Trainees' Exposure to Experts' Skills as Determinants of Development of Resources.

S/N	Items	Option					
		VHE	HE	ME	LE	$\overline{X}$	Rank
32.	Short courses for expert's skills training programmes are necessary in the organisation.	2143 (89.3%)	257 (0.0%)	0 (10.7%)	0 (0.0%)	3.89	2nd
33.	Expert's training programme should be for supervisory jobs only.	87 (3.6%)	126 (5.3%)	2000 (83.3%)	87 (3.6%)	2.01	4th
34.	Leadership training in ones profession is necessary for development of resources and skills.	2200 (91.7%)	200 (8.3%)	0 (0.0%)	0 (0.0%)	3.92	1st
35.	Professional training is necessary for recruitment into the job market.	2000 (83.3%)	240 (10.0%)	0 (0.0%)	0 (0.0%)	3.63	3rd

Table 7 revealed that leadership training in ones profession, to a very high extent (91.7%), is necessary for development of resources and skills (mean score 3.92, ranking 1st). Respondents were also positive that short courses for expert's skills training programmes are necessary in the organization (mean score 3.89 ranking 2nd). Professional training, to a very high extent 83.3%, is necessary for recruitment into the job market (3rd with mean score of 3.63).

VIII. Discussion

People are likely to be employed into jobs related to their area of specialization. Definitely, employees prefer the comfort of having their place of work close to where they live. Many also agreed that personal choice of residence affects work choice. Many people agree sometimes the work they do is not related to their area of training. Additional degree of diploma is better qualification into the job market. Ebong (2006) observed that the better educated, that is, those with additional qualification to the first degree, start with higher salaries because of the social convention in employment policies. However the terminal degree of a Ph. D is not necessary for entry into the job market as indicated by it ranking last and having the lowest mean score. These findings are indicators to employers of labour in the job market.

People take up employment in their area of specialisation where they can confidently make use of their cognitive, affective and psychomotor skills which Bloom pointed out in his taxonomy. They apply or take up employment where they can maximize their profit in earning. They pay less for transporting themselves to work and also save time and energy. Some graduates take up jobs not related to their area of specialisation as a last resort to avoid the stress of unemployment. These group of employees have to benefit from on-the-job training programmes of the organisation to improve their skills. A Ph. D holder is not a beginner in the job market. The experience of this category of employee is that of a trainer.

Training should be on going after employment A professional certificate is important for job market. Also skill acquisition gives more confidence at work This is in conformity with the Neoclassic labour market theory as Hinchcliffe comments in Psacharopoulos (1987). This is also the reason why the demand for tertiary education in Nigeria keeps increasing.

The possession of ICT knowledge to cope with changing technologies of the world and that training was necessary for the progress of the organization. as determinants of access and planning of professional training. Information and Communication Technology(ICT) is important for dissemination and consumption of information as the world becomes virtual. Hard work was not regarded as a likely determinant of access and planning of professional training because it is not a direct indicator of need for improvement in the organization.

People are of the opinion recruitment should be done at the end of session, while some agreed it should take place at anytime of the year. Many people answer to advertisement only in the areas of training. Applicants react faster to advertisement on the web more than on the radio and the dailies. Information on the web is taken as being more authentic, easy and quick to assess and respond to. These are advantages over the radio and adverts in the dailies.

Internal appraisals being formative and spelling out training needs of young staff. This exercise can go a long way to make the new entrants into the job market gain confidence a s internal appraisals are generally taken to be formative. Training programmes determine career development and appraisal systems adopted. It is an ingredient for productivity Long years of appraisal period impedes training. Internal appraisal was a likely determinant for career development. This strategy slows down the progress of employees. Some people may be forgotten in the system. There is wastage because some of them may retire without having a chace for any form of training for improvement in their performance. Training programmes should be according to years of service.

Professional training is necessary for recruitment into the job market. Short courses for expert's skills training programmes are necessary in the organization as well as the option that leadership training in ones profession is necessary for development of resources and skills.

IX. Conclusion/Recommendations

Learning experiences in the classrooms are divorced from real world experiences and overloaded with abstract contents. The study has shown that professional training, in the opinion of those who have undergone tertiary education, have considerable influence in the job market. Many graduates face high unemployment and difficulties in getting established in the job market because some programmes offered in the institutions do not have direct relevance in the job market. Educational planners and policy makers should include courses with requisite skills needed in today's economic set up. In the formal sector, linking educational policies with industrialization and employment policies through education in entrepreneurship development would foster attitudes and value among students. On-the-job training should be a continuous process by suppliers and organisers of the job market to boost productivity and keep the workers abreast with the changing economic world.

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Effects of Innovative Teaching Strategies on Students' Performance

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Abstract - The purpose of this experiment was to investigate the effects of innovative teaching strategies on the performance of students of grade 1. The experiment was done on the teaching of science subject to the students of grade 1. A sample of 50 students (boys and girls) was selected randomlyout of the population of 100 students in grade 1 from anEnglish medium school of Islamabad. Two groups of 25 students each were made. Pre-test of General Science was given to both the groups and the results were recorded. One group was taken as a control group which was taught science by the teacher who used conventional method of teaching while the other i.e the experimental group was taught by the teacher who used innovative teaching techniques. After one month's time of teaching, a post-test was conducted.

Keywords : *Innovative Teaching Strategies,students' Performance, Experimental Group, Control Group.*

GJHSS-E Classification : *FOR Code: 130306, 130304*

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Effects of Innovative Teaching Strategies on Students'Performance

Dr.Fauzia Khurshid [α] & Urusa Ansari [σ]

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Keywords : Innovative Teaching Strategies,students' Performance, Experimental Group, Control Group.

I. Introduction

An enormous amount has been written in the last two decades about research on how people learn.Students actively learn by observing and performing activities, the process of learning is far more accelerated when a practical implementation is associated and the learner is benefited with the applied knowledge and skills and it also involves trial and error at times during self-exploration.

It's more effective if the students are made to perform rather just asked to remember some information. The applied and implicit knowledge should be the ultimate goal of the education system.A typical classroom environment with a presentation from the course teacher accompanied by a lecture does not promote learners to participate and does not build a required involvement level of the students. Most of the learners just copy the notes from lecture or board considering it part of their responsibility being in the class but it does not build their engagement level with the course being taught. This typical environment only promotes a fraction of students who start thinking at their own and try to raise questions taking initiatives.

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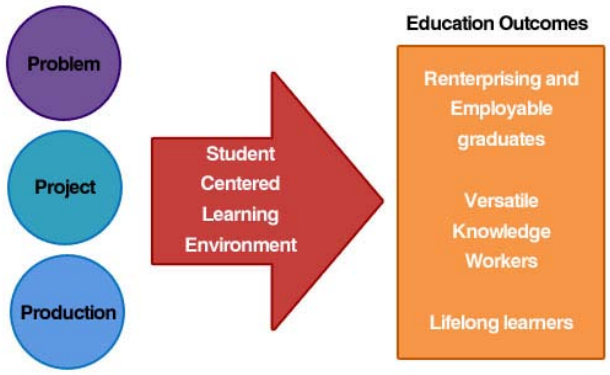
Before the advent of technology in the teaching methods, the instructor is the transmitter and the learners are the receivers of the knowledge being transferred.The typical medium can be imagined as a board, chalk and the lecture. The early twentieth century technique was followed for decades and still in practice at many places. The instructor is the center of this model delivering factual knowledge to the whole group of learners and having a complete authority in the classroom. The students have a minimum role to play here and the just at the receiving end of the transmission (Orlich et al. 1998).Educationists of today find this method limiting and less effective as the learners may lose their concentration within half an hour due to passive role and less participation. Some of the limiting factors can be summarized as:

1. This is a one way transmission of knowledge.
2. The knowledge is purely factual.
3. Students' feedback and queries are very limited or even non-existent at times.
4. Course material is limited to the pre-prepared lectures and text books.
5. Insufficient elements of interest and engagement for the learners.
6. Applied and real life knowledge is least discussed and focus is purely based theory.
7. The system promotes memorizing skills of student and least concerned with the understanding.

As this approach is least practical and applied and more theoretical and memorizing (Teo & Wong, 2000), activity based learning encourages student to learn real life problems based on applied knowledge and keep the interest and understanding of the students at its highest level.

(Boud & Feletti, 1999).

Today is the era of science and technology and there is a great need to improve quality of education specifically of science education. This can be possible by brining fundamental changes through innovates techniques through which teachers can provide students centered learning environment that can make learning process interesting and understandable to the young learners.



At a primary level there are so many children who get bored in the classrooms and some of them even refuse to go to school. Most of them are highly intellectual and they feel boredom and monotony in the class due to same usual teaching patterns of the teachers. These children sometimes produce alarmingly poor results in the exams.

The researchersanticipated to determine the effects of innovative teaching techniques on students' achievement. This was an experimental research conducted on the students of grade 1 to analyze the psychological effects of teacher's behavior and teaching styles on students' learning.

There was a research conducted on elementary classrooms in 1974 by Jane Stallings and her associates to study relationship between teacher behaviors and student achievement (Stallings & Kaskowitz, 1974). The behaviors of teachers were observed in 166 classrooms and their students were tested for achievement gains in mathematics and reading. Along with many other findings it was discovered that the teachers who were more business-like and had pre-planned activities in structured classrooms produced better results as compared to those with informal classrooms and routine methods.

Steven McGee and Bruce Howard in their work compare conventional method of teaching with the Horse Race and emphasis that the conventional methods are no good for the overall growth of the class rather they create only a competing environment.

Doyle studied the impact of academic learning through indirect tasks in 1983 where the learners were redirected to focus their attention to alternate tasks rather direct study of the curriculum. He concluded that learning can is influenced by targeting and applying different ways of processing information and focusing the attention towards a particular task.

Croker and Algina 1986 assert in their work the individual needs of the students that cannot be fulfilled with one standard teaching method as every student comes from different background and possess different questions about the things being taught and have a different focus towards the environment around him or her. So until and unless the things get cleared in the mind of students, the learning cannot be gauged, rather conventional methods are mostly measuring the memorizing skills of the students instead of bringing clarity in their minds.

II. Method

The objective of this experiment was to uncover the effects of innovative teaching techniques used by the grade 1 science teacher. The techniques the researcher used during this one month of experiment were:

- Team projects
- Individual projects
- Field trip
- Flash cards
- Real objects
- Audio- visual aids
- Internet access
- Computer assisted instructions
- Role play
- Work sheets
- Smart Boards
- Group discussions
- Quizzes
- Mind Maps

This experiment was conducted after the final exams of class 1 with the consent of their parents.

a) Population

50 students were selected on random sampling out of the total population of 100 students of class1. These children were average students. Out of these 50 students again systematic random sampling was done to divide them into two groups of 25 students each. Pre-test was taken. Now one group is said to be the control group and other one is the experimental group.

b) Control Group

The control group was kept as constant and was taught by the teacher who did not use the above mentioned techniques rather she taught with traditional (lecture and discussion) method.

c) Experimental Group

Experimental group was taught by the teacher using all the above mentioned techniques.

d) Intervening Variables

Class environment and arrangement were initially kept the same. The qualification and experience of both the teachers were exactly equal. Home assignments given to both the groups were exactly the same in order to avoid the intervening of the parents.

i. *Hypothesis*

1. There is no significant difference between mean scores of experimental group and controlled group on pretest.

2. Students taught by the teacher using innovative teaching strategies produce better results as compared to the other group of students taught with traditional/conventional method.
3. The under achievers or the students having below average scores perform well in experiment group and thereby collective achievement of the experiment is better than the control group.
4. The students of the experimental group have more clear concepts and they will be retained longer as compared to those taught with traditional method.
5. Students of the experimental group will attend the school happily and will take interest in the class.

III. Experiment

The duration of the experiment was one month starting from March 28th to April 27th 2012 after the final examination was over. The reason for conducting the experiment at this time of the year is that the regular classes would not be disturbed and the parents of any of the groups would have no objection.

According to the planner made by the researcher, four topics were taken from the General Sciencebooks which were not from the text book prescribed for that school. Namely; 'We are alive', 'Plants are alive', 'living and Non-living things' and 'We need food'. These four topics were divided into four weeks.Initially both the class rooms were set on the same standard pattern later the researcher rearranged the experimental classroom with modern equipment.Exactly after one month's time, post-test was conducted from those four topics. A remarkable difference was observed between the scores of the two groups.

IV. Results

a) Pre-Test Results

SNO	Control Group Scores	SNO	Experiment Group Scores
1	67	1	68
2	69	2	72
3	91	3	80
4	78	4	76
5	87	5	88
6	90	6	84
7	81	7	89
8	84	8	83
9	97	9	94
10	91	10	93
11	87	11	85
12	88	12	86
13	87	13	95
14	93	14	88
15	77	15	76
16	88	16	94
17	92	17	89
18	96	18	95
19	93	19	94
20	95	20	94
21	97	21	98
22	93	22	99
23	97	23	94
24	91	24	93
25	96	25	97

b) Statistics

	Control Group	Experiment Group
Mean Score	88.20	88.16
Standard Deviation	8.25	8.40
Variance	65.28	67.73

c) Distribution

Range of Scores	Control Group	Experiment Group
60-70	2	1
70-80	2	3
80-90	7	9
90-100	14	12

Pre-test results display a clear similarity between the control group and the experiment group. The mean scores are matching: i.e. 88.20 and 88.16. The standard deviation and variance shows that the scores are equally distributed in the two groups. And the frequencies of the various grades are also almost same with equal number of students: in the lower bands, 60 - 80 we have 4 students in each group and above 80 we have 21 in each. So there exists a symmetry and it was kept as per hypothesis, the experiment is supposed to evaluate the impact on students with a blend of different grades and different IQ and acceptance level.

d) Post-Test Results

SNO	Control Group Scores	SNO	Experiment Group Scores
1	64	1	75
2	86	2	89
3	71	3	79
4	83	4	94
5	91	5	97
6	73	6	89
7	83	7	99
8	79	8	89
9	65	9	78
10	63	10	79
11	76	11	99
12	77	12	97
13	84	13	94
14	86	14	96
15	71	15	93
16	75	16	99
17	85	17	97
18	73	18	94
19	63	19	99
20	62	20	94
21	75	21	95
22	54	22	94
23	63	23	93
24	71	24	91
25	68	25	94

e) Statistics

	Control Group	Experiment Group
Mean Score	73.64	91.88
Standard Deviation	9.46	6.99
variance	85.99	46.91

f) Distribution

Range of Scores	Control Group	Experiment Group
60-70	8	
70-80	10	4
80-90	6	3
90-100	1	18

The post-test results are completely different from the pre-test results. There exists a huge gap between the mean scores and the experiment group is a clear win. The mean score for the control group turned out to be 73.64 and the experiment group is much higher i.e. 91.88.The variance is half. The scores in the experiment group are more focused which shows a convergence in score bands and the transition is from lower to higher as the mean score is raised.

The analysis of the score bands shows a good shift in the higher band of the experiment group while the frequencies are distributed in the control group and no pattern can be observed.The lowest band is eliminated in the experiment group which is very positive indicator as it shows the achievement of students that may be referred as under-performers compared to the rest. Likewise the middle bands are moved to the high achievers and the result becomes over all improved.Hence the statistics show the both individual and collective achievement in the experiment group; improvements in underachievers, convergence towards the higher band of scores.

V. Analysis

Starting with same mean score in the pretest almost same distribution of grades, the post test results are totally different. There is noticeable difference in the mean scores of the two groups i.e. 91.88 of experiment group compared to 73.64 of the control group. Clearly the experiment group outperformed the control group. This is not the only measure. We have a reduced variance and standard deviation in our results showing the overall achievement of the group and similarity in the pattern of scores among the experiment group students. The results get further clarify if we observe the frequency of various ranges of scores. The mode of experiment group is 90-100 and while the control group is 70-80. Also the frequency is highest and concentrated in the high group. The ratio of under achievers is the minimum; there is not student found in the minimum band of scores.

VI. Conclusions

With the observed results the conclusion is very clear that the innovative teaching methodologies outperform the traditional classroom teaching. The impacts are found on both individual and group level. It satisfies the individual learning requirements and increases the interest level among the students. At the group level, more students are found scoring higher grades and with the special focus on the students who performed less in the pretest the frequencies of lower grades are remarkably reduced. The quantifiable hypothesis number 1, 2 and 3 are clearly proved through this experiment.

VII. Discussions and Suggestions

Education is a beacon for all mankind;it is the right direction to surge. We have to make education a learning process that generates interest in the students and motivate them to stay back in the institutions than to run away from it. Education should be entertaining and fun to students not boredom or just a duty.Teaching is also changing classroom experience. The researchers recommend that the teaching would be highly effective if the teacher starts to use innovative teaching techniques. Islam bestows a great importance to the acquisition of knowledge and education. "Iqra"; 'read' is the first word of our Holy Book Quran. Education is thus the beginning of every human activity.

To restrain the traditional approach of teaching; teachers must use innovative strategies to enhance the cognitive level of students.Students must be given the exposure to the science and technology to compete the outer world. The positive responses of the students also demonstrate that the new techniques are the effective means of reinforcing the learning process, particularly for those learners who are not getting benefited from the traditional (face-to-face) mode of delivery.

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Examining Correlates of Math Anxiety Among Single-Sex & Co-Educational Schools in Nigeria

By A. A. Arigbabu, S K. Balogun, S. E. Oladipo, O. A. Ojedokun, S. A. Opayemi, O. A. Enikanoselu, J. W. Owoyele, M.A. Owolabi-Gabriel, & O. J. Oluwafemi
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Abstract - A global view of Mathematics as a subject reveals that it is widely recognized as a problem area and most students have phobia for it. In view of this, the present study examined correlates of math anxiety among single-sex and co-educational schools in Nigeria. The study adopted an ex-post facto descriptive survey research design, and a total of 450 participants were randomly sampled for the study; 153 (34%) males and 297 (66%) females with their ages ranging between 16years and 24years. Mean age was 16.2years (SD = 1.8).Validated self-reported measures were used for data collection and three hypotheses were tested in the study. Gender correlated significantly negatively ($p<.001$, $r = -.216^{**}$); while conception about mathematics and age correlated significantly positively with math anxiety respectively ($p<.05$; $r = 103^{*}$; 114^{*}). Other variables of age, assertiveness, emotional intelligence, need achievement motivation, life satisfaction and self-esteem did not have significant correlation with math anxiety.

Keywords : *Single-sex; Co-educational; Math Anxiety; South-western.*

GJHSS-E Classification : *FOR Code: 130308, 130108*

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Examining Correlates of Math Anxiety Among Single-Sex & Co-Educational Schools in Nigeria

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Abstract - A global view of Mathematics as a subject reveals that it is widely recognized as a problem area and most students have phobia for it. In view of this, the present study examined correlates of math anxiety among single-sex and co-educational schools in Nigeria. The study adopted an ex-post facto descriptive survey research design, and a total of 450 participants were randomly sampled for the study; 153 (34%) males and 297 (66%) females with their ages ranging between 16years and 24years. Mean age was 16.2years (SD = 1.8).Validated self-reported measures were used for data collection and three hypotheses were tested in the study. Gender correlated significantly negatively ($p<.001$, $r = -.216^{**}$); while conception about mathematics and age correlated significantly positively with math anxiety respectively ($p<.05$; $r = 103^{*}$; 114^{*}). Other variables of age, assertiveness, emotional intelligence, need achievement motivation, life satisfaction and self-esteem did not have significant correlation with math anxiety. Hypothesis two showed a significant difference between male and female on math anxiety (mean = 75.38, 66.23; df =448, t=4.68, $p<.001$). Hypothesis three was also accepted as school type significantly predicted math anxiety F (8.87) =3.75, $p<0.001$. these variables must be put into consideration in order to help students overcome math anxiety.

Keywords : Single-sex; Co-educational; Math Anxiety; South-western.

I. Introduction

A global view of Mathematics as a subject will reveal that it is widely recognized as a problem area (Wagh, 2003) and most students have phobia for it (irrespective of age and or gender) Johnson, (2003). According to Marilyn Burns (1998), nearly two thirds of American adults have hatred for and deep fear of math. In 1992, researchers at the University of Florida circulated a questionnaire to 9,093 students and found that 25.9% had a moderate to high need of help with math anxiety (Jones 2001). Zaslavsky (1994) also posited that people of all races and economic backgrounds fear math. In the case of Nigeria, Bamidele, (2005) has said students' general impression is that mathematics is a dreadful subject, but ironically, it is the basis for scientific and technological advancement of any country and there is hardly any way of avoiding math in our day-to-day activities. In the words of Rossnan (2003), she asserted that 'the needs of society require a greater need for mathematics', and there is therefore no way of avoiding it.

That Math anxiety can be a great problem cannot be overemphasized; Rossnan (2003) has said math can greatly affect a child's success throughout their education and their adult life, the reason being that math is connected to so many professional and personal practices. Math anxiety can cause one to forget and loose one's self-confidence and has also been observed to have blocked millions of adults from professional and personal opportunities because they fear or perform poorly in mathematics (Tobias, 1993). For many, these negative experiences remain throughout their adult lives (Evans, 2000; FitzSimons, 1994; Civil 2003). Baroody and Costlick (1998) suggested that children who develop a math anxiety tend to fall into a self-defeating, self- perpetuating cycle, which may stay with them throughout life if not attended to. From the foregoing, it is of uttermost importance therefore that attention be paid to math anxiety, particularly among secondary school students in order to be able to assist the phobic to overcome their phobia for math and prepare better for their future career that may be negatively affected if the anxiety for math continues with them.

a) What is anxiety?

Anxiety has been defined by Noting, (2006) as stress and strain that is brought into one's body and mind. It can be described as an unpleasant emotion which is usually characterized by a feeling of vague, unspecified harm such as fear, and it can cause a state of physical disturbance; unlike fear, it is characterized by the absence of an apparent cause. It usually occurs that the circumstance that precipitates anxiety is hidden and unknown to the person. Evidence exists that some persons may be biochemically vulnerable to an extreme form of anxiety known as "panic attacks." Anxiety itself is a powerful physical experience that may involve rapid or pounding heartbeat, difficult breathing, tremulousness, sweating, dry mouth, tightness in the chest, sweaty palms, dizziness, weakness, nausea, diarrhea, cramps,

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insomnia, fatigue, headache, loss of appetite, and sexual disturbances. These symptoms may easily be mistaken for physical illness. In addition, anxiety results in a narrowing of one's time perspective so that only the present matters. It also results in an inability to attend to more than one task at a time or to organize thoughts and plans effectively. Low levels of anxiety may temporarily increase a person's ability to do a simple task, because of the greater vigilance and narrowing of attention associated with anxiety, but as anxiety increases, behavior becomes more disorganized and ineffective.

b) What is math anxiety?

Several definitions have been advanced for math anxiety; for example, Tobias and Weissbrod (1980) defined math anxiety as "the panic, helplessness, paralysis, and mental disorganization that arises among some people when they are required to solve a mathematical problem". It is both an emotional and cognitive dread of mathematics and it can happen on elementary school children, high school and college students (Tobias 1993). It needs be mentioned however, that, although some anxiety can be motivating or even exciting, too much anxiety can cause "downshifting" in which "the brain's normal processing mechanisms begin to change by narrowing perceptions, inhibiting short term memory and behaving in more primal reactions" (McKee 2002). The Merriam Webster dictionary defines anxiety as an abnormal and overwhelming sense of apprehension and fear often marked by physiological signs (as sweating, tension, and increased pulse), by doubt concerning the reality and nature of the threat, and by self-doubt about one's capacity to cope with it.

Mathematics anxiety according to Luo; Wang, and Luo, (2009) refers to such unhealthy mood responses which occur when some students come upon mathematics problems and manifest themselves as being panicky and losing one's head, depressed and helpless, nervous and fearful; at the same time, it is accompanied by some physiological reactions, such as perspiration of the palms, holding tight the fists, being sick, vomiting, dry lips, and pale face. Students experience a feeling of self-threat in mathematics learning, resulting in the loss of interest in mathematics and the loss of confidence in mathematics learning.

Researchers like Pries & Biggs (2001) have described a cycle of math avoidance, which they presented as having four phases. In the first phase one, the math-anxious person experiences negative reactions to math situations. This will lead to the second phase in which the person avoids math situations. This avoidance leads to phase three, poor mathematics preparation, which brings them to phase four, poor math performance. This generates more negative experiences with math and brings us back to phase one. This cycle can repeat so often that the math anxious person becomes convinced they cannot do math and the cycle is rarely broken.

Several causes have been advanced by researchers for math anxiety: Unrelated life events, trigger events in education and a lack of support (Zopp, 1999); Parents as well as teachers with math anxiety pass it along to their children and students respectively (Fiore 1999); gender bias, insensitive/uncaring instructors (Jackson et al 1999); Math myths" (Preis & Biggs 2001); "Student avoidance", Ashcraft (2002) for Norwood (1994) math anxiety does not appear to have single cause, but was, in fact, the result of many different factors such as truancy, poor self image, poor coping skills, teacher attitude and emphasis on learning math through drill without understanding. However, Greenwood (1984) further stated that the principal cause of mathematics anxiety has been in teaching methodologies. He said math classes did not encouraged reasoning and understanding. Butterworth (1999) believes that a lack of understanding is the cause of anxiety and avoidance and that understanding based learning is more effective than drill and practice. A lack of confidence when working in mathematical situations is described by Stuart (2000) as the cause of math anxiety. It is evident from the aforementioned that there are several variables that come to play in causing math anxiety among people in different categories. However, there seems to be a vacuum regarding the examination of demographic variables that may correlate with math anxiety among students (especially when one compares students in single sex and co-educational schools. Therefore, the justification for the present study.

Theoretical background

An eclectic approach has been adopted in the establishment of a theoretical background for this study. This approach has been deemed appropriate because the variables that may precipitate anxiety in an individual are numerous and may not be adequately explained by just one theory, hence the adoption of an eclectic approach.

c) Learning Theory

In learning theory, anxiety is seen both as a response to learned cues and as a drive, or motivator, of behavior. Most learning theorists maintain that anxiety is derived from reaction to pain. Anxiety can thus be reduced by removing or avoiding the source or sources of the situations that have produced pain. Avoidance may become firmly established and lead to constricted or bizarre behavior. In relation to math anxiety therefore, the anxiety manifested may therefore be a reaction to the learnt cues that math as a subject is a difficult one and it is only the genius that does well in it. Since many people will always want to avoid pain, most students therefore try to avoid perceived pain from taking math. It is therefore hypothesized that math anxiety, which is

manifested by most students is a function of what they have been able to learn from their immediate environment about mathematics. The criticism however is that, even in environment where positive cues are given about math as a subject; many students still manifest math anxiety. In some schools there are sufficient motivation for students to learn math with ease, many of such students still manifest phobic reaction to math. It thus follows that there are may be more factors than the learning from the environment that can precipitate math anxiety in students.

d) Cognitive Theory

In the control of anxiety, some psychologists have focused on the role of cognition as the origin of anxiety. Cognitive theories emphasize the process of appraisal and the often unnoticed internal dialogue that amplifies emotional response. Experiments have shown that the interpretation of a situation determines whether a person feels anxiety or some other emotion. In other words, many students already have this cognitive dissonance regarding mathematics as a subject. In fact many students have said frantically that they hate math as a subject and they can never pass it at any level. They seem to have concluded and close up their cognitive make up that they can never get to understand math, no matter the strategies, methods or motivation provided for teaching and understanding math as a subject. It thus follows that attention must be paid to cognitive restructuring in order to be able to assist those students.

e) Psychoanalytic Theory

Two types of anxiety are recognized in psychoanalysis. The first, traumatic anxiety, results from over stimulation. Events happen faster than the mind can comprehend them. This produces a feeling of crisis. Sigmund Freud believed that this feeling has a physical basis in the capacity of the nervous system and that birth throws every child into a state of traumatic anxiety. In his view, this birth trauma becomes the template for later episodes of anxiety. The second type of anxiety, signal anxiety, is believed to arise from a person's need to guard against traumatic anxiety. The ego appraises its ability to cope with external demands and the push of internal drives. When normal methods of coping with these pressures threaten to fail, the ego responds with anxiety, which then mobilizes the person to take new action. The small-scale discomfort of signal anxiety helps to avoid a more devastating experience. The second type of anxiety fits more in explaining math anxiety, in the sense that, the need to avoid traumatic experience makes the individual to react with anxiety as a defense mechanism.

f) Review of related literature

"There just aren't gender differences anymore in math performance," says University of Wisconsin-Madison psychology professor Janet Hyde, who gathered data from 7million students in order to challenge the stereotype and cultural beliefs that boys perform better in math than girls. The result of the study showed that there is no significant difference in boys performance in math compared to girls. Hyde and her colleagues; using data from more than 7 million students, they calculated the "effect size," a statistic that reports the degree of difference between girls' and boys' average math scores in standardized units. The effect sizes they found - ranging from 0.01 and 0.06 – were basically zero, indicating that average scores of girls and boys were the same. "Boys did a teeny bit better in some states, and girls did a teeny bit better in others," says Hyde. "But when you average them all, you essentially get no difference." Some critics argue, however, that even when average performance is equal, gender discrepancies may still exist at the highest levels of mathematical ability. So the team searched for those, as well. For example, they compared the variability in boys' and girls' math scores, the idea being that if more boys fell into the top scoring percentiles than girls, the variance in their scores would be greater. Again, the effort uncovered little difference, as did a comparison of how well boys and girls did on questions requiring complex problem solving. They thus concluded that there are no significant statistical difference in the performance of boys and girls in math. (Hyde, Lindberg, Ellis and Williams, 2008).

Some of the previous researches such as Betz (1978); Ma (1999); Woodard (2004) and Tapia (2004) who examined math anxiety and achievement have indicated that there is a relationship between mathematics anxiety and achievement; which indicates that as math anxiety scores increase, achievement scores decrease. The more recent findings of Effandi and Norazah (2008), have confirmed also that there is a relationship between math anxiety and motivation. Effandi and Norazah (2008), focused on examining such variables as math anxiety and motivation; sampling a total of 88 university undergraduates in one of the universities in Malaysia, the researchers found that the mean achievement scores and motivation scores of low, moderate and high anxiety groups were significantly different. Findings also revealed a low ($r=-0.32$) but significant ($p < 0.05$) negative correlation between mathematics anxiety and achievement and also a strong ($r=-0.72$) significant ($p<0.05$) negative correlation between mathematics anxiety and motivation. The study also revealed a significant low positive correlation ($r=0.31$) between motivation and achievement.

One of the first studies about math anxiety was by Richardson and Suinn (1972), whose work drew attention to the problem. Since then, the literature has included results of studies about math anxiety and its effect on math achievement (Betz, 1978; Hembree, 1990). Research has shown that females, as a group,

do not enjoy math and often see it as having little relationship to their lives or their futures (Fennema & Sherman, 1978). Females display more math anxiety than males in secondary school and college (Woodard, 2004). Mash, (2004) has noted that at various ages may have cultural or social pressures that help shape their attitudes about mathematics as a subject of study or an element in a future career, results with this sample of college-age students showed that the main effect of gender was insignificant. From these results, we conclude that feeling good about mathematics is not related to gender among this group of college students, but rather it is likely to be something related to individual, personal experiences. While the literature has reported a high relationship between math anxiety and gender, in this sample of students it is clear that math anxiety is unrelated to gender.

To explain the observed variance in test anxiety scores, individual difference variables must be taken into account (Zeidner, 1998). Gender and age differences in test anxiety have been reported in the literature (McDonald, 2001; Zeidner, 1998). Research has consistently found gender differences in test anxiety (McDonald, 2001; Zeidner, 1998), with female participants scoring higher than male participants on self-report measures of test anxiety (Seipp & Schwarzer, 1996; Wren & Benson, 2004; Zeidner & Schleyer, 1999). Seipp and Schwarzer conducted a meta-analysis on gender differences in test anxiety among 6,340 school-age students across 12 different cultures (China, Czechoslovakia, Germany, Holland, Hungary, India, Iran, Italy, Jordan, Korea, Turkey, and the United States). Cross-cultural adaptations of the Test Anxiety Inventory (TAI; Spielberger, 1980) were used in each of these independent studies. Seipp and Schwarzer found statistically significant gender differences in test anxiety in all countries except China. Girls scored statistically significantly higher than boys on the TAI, with a mean gender effect size reported of .29.

Although the pattern of gender differences reported in the test anxiety literature has been consistent, the pattern of age differences found in the test anxiety literature has been less consistent. Hembree (1988) examined test anxiety among students in Grades 2 through 12. Hembree conducted a meta-analysis of 78 studies involving 17,538 elementary and secondary school students. Hembree found that test anxiety increased in the early elementary school grades, stabilized near Grade 5, and remained constant throughout the junior high and high school years. In contrast, Wigfield and Eccles (1989) reported an increase in students' test anxiety scores in the junior high school years, and then the students' scores leveled off during the high school years. According to the literature, age and gender differences in evaluative situations do exist, and it is important to take these variables into account to explain the observed variance in students' scores on test anxiety measures (Zeidner, 1998).

g) Rationale for the Study

It is no longer news that, a credit grade is compulsory for any graduating secondary school student who is aiming at pursuing a higher degree in the higher institution (irrespective of the discipline he/she is pursuing). The irony however is that majority of these students dread mathematics as a subject. In desperate move to pass at all cost, many of these students have resulted to using dubious means to pass at all cost, which has grievous implication both for the students and the society at large later in life. This situation of course can be remedied by putting machineries in place to correct the wrong impression that mathematics is a difficult subject and must be dreaded. It is in the light of this that the present study set out to examine the demographic correlates of mathematics anxiety among secondary school students, with the intention of making useful recommendation based on the findings of the study.

Again, the general assumption by many people is that male students are usually better in mathematics compare to female students. The study also set out to find out the truth about this assumption (particularly in the Nigerian context), hence, the need to sample participants for the study from single-sex (male only and female only) and mixed schools (male and female together).

For the purpose of this study therefore, three hypotheses were tested:

1. There will be a significant positive correlation among the variables of interest in the study.
2. Male students will be significantly higher on maths anxiety than their female counterparts
3. School type will significantly influence students' mathematics anxiety level.

II. Method

a) Design

This study adopts the ex-post facto survey design. This was deemed suitable because the study went out to gather information that was already existing among the population understudy.

b) Population

The target population for the study was randomly selected from nine senior secondary schools in southwestern Nigeria. Secondary school students have been selected as the population of study because researchers like Lazarus (1974) and Jackson and Leffingwell (1999) have asserted that the roots of mathematics anxiety are in the elementary and secondary grades and have also linked mathematics anxiety to prior experience with formal instruction in

mathematics at the elementary and secondary level. If this is not attended to, it may be carried into higher levels of study in the university which may have negative effect on the students' career choice and academic performance.

c) Participants

Self-report measures were administered to a randomly selected sample of 450 senior secondary school students who were drawn from 9 different schools in southwestern Nigeria. Participation was voluntary and participants' anonymity was guaranteed. 153 (34%) males and 297 (66%) females participated in the study with their ages ranging between 16years and 24years. Mean age was 16.2years (SD = 1.8). All participants registered for mathematics since it is a compulsory subject for all students in the secondary school.

d) Sample and Sampling Procedure

This research adopted the simple random sampling (ballot technique) in selecting the 450 participants that participated in the study.

e) Instrument

Validated instrument was used for data collection. The instrument was made up of two sections 'A' and 'B'. section 'A' dealt with the demographic characteristics of the participants, while the section 'B' was the revised edition of the 24item Mathematics Anxiety Rating Scale, which was developed by Plake and Parker (1982). The Alpha reliability co-efficient of the scale as reported by Plake et al (1982) was .98, while the alpha reliability co-efficient of the scale for the present study is .90. The scale is in the likert format, with responses ranging from 1(no anxiety) to 5(high anxiety).

f) Procedure for data collection

The researchers went personally to administer the questionnaires in the different schools that were randomly selected to participate in the study (in southwestern Nigeria). After obtaining permission from the respective school's principal, researchers went to each of the schools on an agreed date and administered the instruments to the students that were randomly selected from the schools to respond to the questionnaires. The questionnaires were properly filled and collected back the same day.

g) Method of Data Analysis

Data was analyzed using correlation statistics, t-test for independent samples and one way analysis of variance.

III. Results

The correlation analysis that was done to establish the relationship that exists among the major variables of interest in the study showed that only gender and conception about mathematics had significant relationship with math anxiety. Gender correlated significantly negatively ($p<.001$, $r = -.216^{**}$); while conception about mathematics and age correlated significantly positively with math anxiety respectively ($p<.05$; $r = 103^{*}$; 114^{*}). Other variables such as age, assertiveness, emotional intelligence, need achievement motivation, life satisfaction and self-esteem did not have significant correlation with math anxiety.

For hypothesis two, the result of analysis is presented in table 1 below.

Table 1 : Summary of t-test of independent samples showing the difference between male and female on math anxiety.

Group Statistics								
	Gender	N	Mean	Std. Deviation	Std. Error Mean	Df	t	P
Math Anxiety	Male	153	75.38	18.96	1.533	448	4.68	<.001
	Female	297	66.23	19.97	1.159			

Table 1 show that there is a significant between math anxiety level of male and female students. Specifically, the mean difference shows that male students are higher on math anxiety compared to their female counterparts (mean = 75.38, 66.23; df =448, t=4.68, $p<.001$).

For hypothesis 3, the result of analysis is presented below.

Table 2 a : Mean comparison on math anxiety score.

	N	Mean	Std. Deviation	Std. Error
female only	200	66.35	21.386	1.512
mixed school	200	69.82	17.914	1.267
male only	50	79.42	19.912	2.816
Total	450	69.34	20.090	.947

Table 2 b : Result of the ANOVA for Math anxiety scores.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6919.450	2	3459.725	8.873	.000
Within Groups	174299.53	447	389.932		

The ANOVA results as shown in Table 2b, revealed that there is a significant difference in the level of anxiety of the students based on their school type. F (8.87) =3.75, $p<0.001$. School type significantly predicted math anxiety score as shown by the result. Students in single sex school (male only) were significantly higher on math anxiety (X=79.42), followed by those in the mixed schools (X=69.82), while the students in single sex school (female only) seems to be significantly lower compare to their counterparts (X=66.35).

IV. Discussion

The result of data analysis revealed that there is a significant relationship among the variables of, gender, age, conception about mathematics and math anxiety. This seems to be in line with previous works of Hembree, (1988); McDonald, (2001) and Zeidner, (1998) who have reported gender and age difference in math anxiety. In furtherance, the relationship between class level and math anxiety cannot be far fetched, since the higher a student moves in his/her academic level, the more he/she becomes aware of what lies ahead of him/her regarding his/her life goals, it follows that, at the lower classes, the students may not have understood the essence of being in school and may not have been very serious with their studies, whereas at the higher classes, when they must have realized that math is one of the compulsory subjects that must be passed in order to be able to take courses in the higher institution, they may develop anxiety and may eventually device different unacceptable mechanisms of attending to their anxiety.

Although the pattern of gender differences reported in the test anxiety literature has been consistent, the pattern of age differences found in the test anxiety literature has been less consistent. For instance, Hembree (1988) examined test anxiety among students in Grades 2 through 12 and found that test anxiety increased in the early elementary school grades, stabilized near Grade 5, and remained constant throughout the junior high and high school years. In contrast, Wigfield and Eccles (1989) reported an increase in students' test anxiety scores in the junior high school years, and then the students' scores leveled off during the high school years. According to the literature, age and gender differences in evaluative situations do exist, which has also been established with the significant relationship that we found in our study also. It is therefore important to take these variables into account to explain the observed variance in students' scores on test anxiety measures (Zeidner, 1998).

It needs be mentioned that there seems to be a dearth of literature regarding students' conception about mathematics in relation to math anxiety. This we found in this study that there is a relationship between the two variables. It follows that a student who has a negative conception of the subject will have manifest anxiety for it, which is most likely going to be as a result of the wrong or negative perception he has for the subject. With wrong or negative conception, there might not be sufficient inner motivation to study the subject. It also follows that the person who has a positive conception of mathematics will not have anxiety for the course as he may have sufficient motivation to continue with the subject. It is of utmost importance that teachers and educators should work towards helping students to have the right conception of mathematics so that they

may be able to overcome the anxiety for the subject. If there is a change in the conception of students about mathematics, the possibilities are that they will have reduced anxiety and possibly no anxiety for mathematics.

More specific analysis was done to ascertain the gender difference in math anxiety. The t- test for independence sample that was conducted revealed that boys were higher on math anxiety than girls ($p<.001$.) of course there are several conflicting research reports along this line, some researchers have reported that girls are higher on math anxiety while a host of others have reported that boys are higher. For this research, we found that boys are significantly higher on math anxiety compared to girls. The most probable explanation for this of course will be the fact that in the most recent times there has been aggressive in awareness creation regarding the education of the girl child as well as several programs and propaganda to motivate girls into taking courses that are ordinarily regarded as men's. Nigeria in the most recent times has experienced more aggressiveness on the emancipation of women and the education of the girl child more than never before and this must have started to yield its dividends with the result being observed in this study.

The possibility is also that boys might have been looking at themselves as the 'head' the strong; believing that there are certain fields of study that are supposedly male dominated and may therefore see no need to make efforts towards improving themselves in such areas. They have the perception that come rain come shine, they will excel in such areas. However, they are being proved wrong as it were.

The third hypothesis also affirmed that boys have significantly higher level of math anxiety than girls since the mean difference showed that student in male only and mixed schools were significantly higher in math anxiety than students in female only school. This is particularly interesting because, for decades, the presumption was that co-ed schools provided a more equitable environment for learning than single education schools, but in recent years a number of researchers have built an increasingly persuasive case that this is not so. A leading role in highlighting the problems faced by girls has been played by the American Association of University Women (AAUW), in a series of studies published throughout the 1990s. A national poll commissioned by AAUW, *Shortchanging Girls, Short-changing America* (1991), highlighted that girls aged 9-15 suffered from lower self esteem, less willingness to stand up for their views with teachers, and lower interest in science and mathematics. The report *How Schools Shortchange Girls* (1992), also published by the American Association of University Women, sparked an intense national debate with its findings that girls were disadvantaged in classrooms by being called upon less frequently and encouraged less than male students. American University professors Myra Sadker and David Sadker added to the debate with the publication of *Failing at Fairness: How America's Schools Cheat Girls* (1994). The report, based on a three-year study involving structured visits to more than 100 classrooms in several states, asserted that girls were called upon less than boys, that boys received more attention when answering questions, and that boys received more encouragement to work through problems. In 1995, the AAUW, in its report *Growing Smart: What's Working for Girls in School*, took the next step and endorsed single-sex schooling as a response, while urging for changes in existing co-ed schools. Specifically, the report noted: "Single-sex programs deserve consideration as a vehicle to address specific needs or remedy existing inequities" (Valerie and Helen, 1990). By that point, substantial research confirmed the benefits of single-sex education for girls. Similarly positive results were found in secondary schools, too. The same seems applicable in the present study where students in female school were found to have less math anxiety compared to their male counterparts from male only schools.

V. Conclusion

From the foregoing, it is clear that there is gender difference in math anxiety among secondary school students, school type also showed significant influence on the manifestation of math anxiety among students. This should therefore guide teachers, educators and counselors in guiding and counseling students and parents.

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What They Can See, They Can Write, Right?

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Abstract - Is writing an inborn or learned art? Currently, we can see that majority of undergraduates in higher learning institutions are rather handicapped in this area. Purportedly, this study proposed a teaching model to investigate the four main learning objectives: (1) to generate ideas with visual aids; (2) to write grammatically correct sentences using a model of sentence patterns; (3) to evaluate students' ability to write systematically using the writing process approach in cooperative learning groups; and (4) to develop a teaching model that can prompt students to speak and write confidently and proficiently. A teaching model based on the writing process approach and cooperative learning skills was implemented using the purposive writing technique. It was conducted on a class of Business communication students for fifty-four hours of face-to-face interaction.

Keywords : *Process writing, cooperative learning, sentence patterns, visual aids, and purposive writing.*

GJHSS-E Classification : *FOR Code: 130303, 130313*

Strictly as per the compliance and regulations of:

What They Can See, They Can Write, Right?

Mariam Mohamed Nor [α], Ng Yu Jin, Lee Yi Ling [σ], Chong Seng Tong [ρ] & Mohd Ariff Ahmad Tarmizi [ω]

Abstract - Is writing an inborn or learned art? Currently, we can see that majority of undergraduates in higher learning institutions are rather handicapped in this area. Purportedly, this study proposed a teaching model to investigate the four main learning objectives: (1) to generate ideas with visual aids; (2) to write grammatically correct sentences using a model of sentence patterns; (3) to evaluate students' ability to write systematically using the writing process approach in cooperative learning groups; and (4) to develop a teaching model that can prompt students to speak and write confidently and proficiently. A teaching model based on the writing process approach and cooperative learning skills was implemented using the purposive writing technique. It was conducted on a class of Business communication students for fifty-four hours of face-to-face interaction. Findings showed that the teaching model implemented was effective for the students had improved significantly in both their public speaking skills as well as writing skills. More importantly, they were more confident and extrovert in their communication skills.

Keywords : Process writing, cooperative learning, sentence patterns, visual aids, and purposive writing.

I. Introduction

The participants of this study are a group of first year Business Communication English students who struggled to speak and write. In helping them to improve, it was decided that the students should he equipped with authentic and meaningful experiences with the language. Activities that enabled students to create and present language issues from their own texts were proposed. These activities were not focused on skills in isolation and word drills disconnected from real world needs, but things that students were familiar with. In this study, the students were instructed to work in pairs and then to identify one product and one service, which they had to discuss and present to the class. Simultaneously, these activities required them to speak and write a description of the product and service proposed, within a process writing approach. At the end of the program, they were noted to be extroverts in speaking and writing.

Similarly, this perspective was echoed by the Deputy Prime Minister and Education Minister, Tan Sri Muhyiddin Yassin who emphasized that the transformation of the school curriculum should be based on creativity and innovation, and learning should be fun and not exam-oriented (New Straits Times. 24. Feb 2010. p.1). He stressed that the learning process should no longer be dominated by teachers. In fact, the learning process should give priority to interaction between students and teachers as well as their classmates. Concurrently, his interaction would nurture creativity and innovative ideas. The transformation is significant as it will involve not only the curriculum, but also approaches to the teaching and learning. On the same note, teachers have to move away from the traditional classroom to student-centered teaching methods.

With this view in mind, the researchers had embarked on a study that carried the following four Objectives.

a) Research Objectives

1. To provide insights and understandings of students' ability in generating ideas using visual aids.
2. To write grammatically correct sentences using a model of sentence patterns.
3. To evaluate students' ability to organize systematically using the writing process approach.
4. To develop a teaching model that can prompt students to speak and write confidently and proficiently.

b) Research Questions

This study was to answer the following research questions:

1. Can visual aids assist students to generate ideas in their speaking and writing?
2. Can sentence patterns act as a model in guiding students to write grammatically correct sentences?
3. Can the writing process approach guide students to write systematically?
4. Do students learn from their mistakes when writing using the writing process approach?

Expected Outcomes

1. To develop human capital, in specific, workforce who can communicate proficiently and confidently in English.
2. To construct a model of teaching that will facilitate students' speaking and writing in English.
3. To foster students to work cooperatively as a team in project work.
4. To develop a teaching model that can prompt students to speak fluently and write competently in English.

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5. To create a work force that has the ability to work in groups and this can lead to more efficient outcomes.

II. Literature Review

Writing is one of the four language skills that all language learners are required to master in order to communicate ideas, thoughts and feelings in written form. However, writing can be difficult for students who have vague idea of what to write and to those who lack confidence in their writing abilities (Davis, 1997). Thus, writing activities are often described as ill-defined problem-solving tasks (Wenger, 2009). The dilemma these students faced can be overcome with the help of visual images which they can use as a tool to generate ideas based on prior knowledge, interest and the five senses – sight, smell, touch, hearing and taste. Visual aids can assist students to think with clear ideas and provide a sense of direction; in addition, group writing can be used to assist students in their writing process. Rogoff (1990) defines the writing process as the engagement among students during group writing session in a naturalistic social context that shifts the writing methodology from product to process. Group writing in this study is conducted using the process writing approach (PWA) as proposed by Flower and Hayes (1981) and cooperative learning skills (Chiang, 2002).

a) Definition of Terms as being used in this study

i. *Visual Aids*

Visual aids are still photographs, power point slides, charts, pictures, and other devices involving the sense of sight (other than books), used in teaching, and illustrating lectures.

ii. *Sentence Patterns*

The five basic sentence patterns are:

i. Subject + Verb, Subject + Verb + Object
ii. Subject + Verb + Complement
iii. Subject + Verb + Indirect Object + Direct Object
iv. Subject + Verb + Object + Complement

iii. *Group Writing*

Comprise of two learners (pair) as group members, who interact with each other in a way that one influences and be influenced by the other, and vice versa. Group members are interdependent on each other to achieve a common goal, that is, members of the group are responsible and accountable to the success and failure of the group's purpose.

iv. *Process Writing*

These are stages of activities such as brainstorming, group discussion, and rewriting of drafts, to promote and develop the use of grammatically correct target language.

v. *Cooperative Learning*

It is group learning whereby learning takes place in socially structured environment when learners work together in exchanging information, and each learner is held accountable for his/her own learning and is motivated to increase the learning of others.

vi. *English as a Second Language (ESL)*

Ovando et al. (2003) defines ESL as "…a system of instruction that enables students who are not proficient in English (ELLs) to acquire academic proficiency in spoken and written English." (p. 6).

b) Participants

Table 1: Participants' Demographic Profile.

Race	Percentage
Malays	69.4% (27)
Chinese	5.6% (2)
Indians	5.6% (2)
International students from Iraq	13.9% (5)
International students from Bangladesh	2.8% (1)
International students from Sudan	2.8% (1)
TOTAL	100% (38)

The participants of the study were 40 first year students from the college of Information Technology and Engineering. They were mostly in their early twenties, and have completed nine years of formal English Language education in government sponsored schools. Majority of the participants were Malay students with 69.4% (27), followed by international students from Iraq with 13.9% (5), Chinese and Indian with 5.6% (2) each, and international students from Bangladesh and Sudan each with 2.8% (1). Two of the participants dropped from the course, resulting in only a total of thirty eight respondents.

c) Purpose and Description of Project

This project was initiated by implementing a package of public speaking presentation skills and writing process, for a class project in a Business Communication course class. Two goals were delineated for this project; (1) to improve students' writing by incorporating pictures from product and service promotions designed to inspire more varied and creative perspectives, and (2) to enhance students' public presentation skills.

First, students were randomly paired up to discuss on products and services promotions. Concurrently, each pair wrote an essay using the writing process approach focusing on the visual and verbal elements in the product and service they were promoting. In addition, they were taught basic sentence pattern techniques. The features that our strategy shared with cooperative learning included the organizing

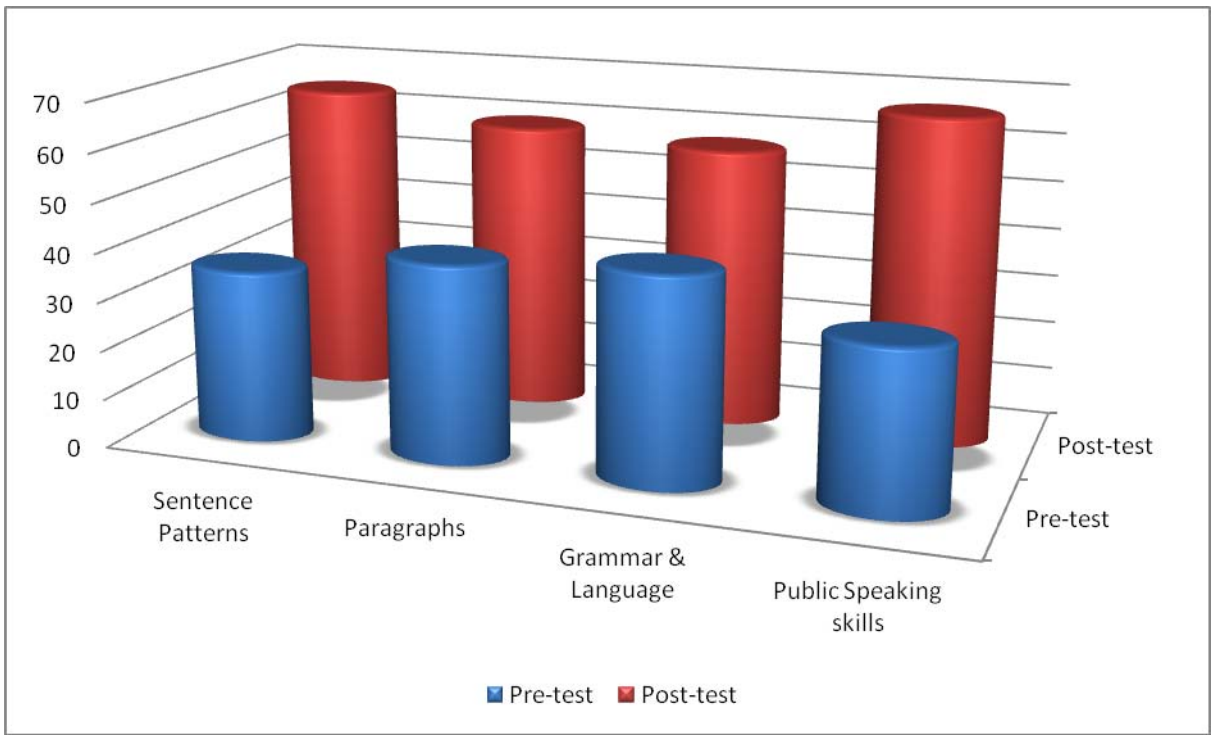
of pair interaction to support learning and the change in the lecturer's role to that of facilitator. However, our illustration of the teaching method relates specifically to a speaking and writing subject, not an entire context of support across a curriculum, so we would not expect our teaching model, by itself, to radically influence students' entire cognitive and social development.

III. Research Findings

a) Pre and Post Tests

A pretest was conducted at the beginning of the training based on the teaching model proposed and it was to analyze the respondents' competencies in the area of sentence patterns, paragraph skills, grammar and language, and public speaking skills. Then, after the training session, a post-test was conducted to evaluate the effectiveness of the teaching model. With reference to Figure 1, it is shown that there is an overall improvement in the students' performance with regards to sentence patterns writing; paragraph writing skills, grammar and language, and public speaking skills.

Figure 1: Students' Pre and Post-test Results.



b) Interviews

A few students were randomly selected for an interview based on the four Research questions. The following were their feedback.

Research Question 1

Do visual aids assist students to generate ideas in their speaking and writing? This is reflected in one student's comment.

Feedback: Sabiha (Bangladesh)

"To be honest, at the beginning of the semester we didn't know how to present something in front of the class or audiences. I can remember very well that at the first day some of my friends came to present but they didn't use the power point for the slide and they started to read their notes. So, Madam Mariam taught us how to make slides by using the power point, how to stand, how to dress up during presentation and how to present smartly. During presentation, she stopped us several times when we did mistakes and she tried her best to improve us. Sometimes some of my friends got angry with her because she always tried to correct our tiniest mistakes. After two months, I noticed that there was a miracle change among us. For example, we have improved our speaking style, we have corrected our pronunciations and we all are very confident. Now I have no problem to establish eye contact with the audiences which is the most important achievement from my Business English class. I want to thank my lecturer because she gave me a chance to present about a very important topic in front the students from Kazakhstan which was a chance to prove myself. After that presentation, I was surprised because I was very confident. That day I understand that our lecturer

madam Mariam did a great and this presentation skill will help us through our life."

Also, the following are the remarks from the interviews.

Feedback: Nuranashatul

"The course has taught me many things especially when do the presentation and writing process. It helps me in the terms of confidence, communication and writing skills. In the class, I have presented about products, services and also topic covered in the text book. The presentations help me improve the confidence level in myself. Before this, I am really nervous when come out and standing in front of people to talk. I afraid if I said something wrong and can't face with the audiences. However, when I continue to present and present in the class, I became braver and not feel too nervous to talk in front of people anymore. In communication skill, I think I have know now how to begin and what to say when communicate such as use simple word and how to control our voice when speak."

Feedback: Dinesh

"I think the presentations that I have done in the class are really good, because it helps me to gain experience in giving speech in front of many people. I manage to overcome my fear that is fear of talking in front of many people, by doing a lot of presentations in the class. This technique is really effective, and I really enjoyed it. My lecturer has done a great job. Even my friends in other classes, are still scared to talk in front of many people, because their lecturers didn't ask them to do presentations. More than that, my confidence level has increased after I gave speech in front of Kazakhstan students.

Feedback: Hani Safinaz

"About the presentation that you asked us to do at the beginning of this semester, at first I feel scared and nervous. Because I'm not really good in gaining confidence when talking in front a lot of people. Besides that, I have a very tiny voice, so I'm afraid that people can't hear the words I say. When I stand in front of the class for the first time to present about the product, I was really nervous. But then, after a few weeks listen to your feedback about the other student's presentation, I started to feel more relax and try to apply all the tips that you said about the voice projection and such. It is a good practice. When I have to do the presentation in front of the Kazakhstan students, I don't feel nervous anymore."

Feedback: Tibenval Murugesan

"I feel that getting the students to go up on stage in front of the entire class and present is conducive to the learning of the students themselves. I have always believed in proactive styles of both teaching and learning, and involving the students directly is the best way to go when it comes to this. When students prepare for the presentations, they will take the initiative to actually 'know' their facts on the related topics. If they were to simply read it off a white board in class, chances are they would forget very easily. Giving constructive criticism on their presentation skills also helps build confidence and communication skills in preparation for the future."

Feedback: Joanne

"I think the many presentations that you have asked us to do has helped us in reading the textbook I do believe that not many of us would actually start to read or own the textbook if it's not for the presentations. It has improve my communication skills such as establishing eye contact, knowing the body language of my audience when I presented in front of the class, and it has also exposed me to know something about the business life, the formality and such.
I feel that the presentations had helped us to build our self confidence and also improve our way of presenting. These skills are very important to every student to be able to express ourselves better."

Feedback: Nor Liana

"First of all I would like to thank you for giving such a good experience for this semester. From my point of view, I think the presentation that we do in class is a very helpful for me as it raise my confidence level to talk in public. Before this, I feel very shy to talk in front of the class and it is very difficult to me. But, after so many practices in this class, I think it is not as hard as I think."

Most noticeable, based on the students' feedback, the presentations conducted using visual aids (product and services presentations) had assisted in making the students more confident to speak in public. For instance, it was proven that the use of visual aids had assist students to generate ideas in their speaking and writing.

Research Question 2

Can sentence patterns act as a model in guiding students to write grammatically correct sentences?

The students' feedback recognized that the teaching model works to the benefit of the students.

Feedback: Sabiha

"During special semester usually the students are very lazy to study. Madam Mariam used a unique method to keep us busy with homework and assignments. It has really improved our writing skill. We had to write about many products, services, news release and various kinds of letters. It is not only useful to improve writing skill, it also increases general knowledge. For example, when we did our assignment about product, we did a lot of research about the recent and new products. In

addition, Business English is a subject which is directly related to our daily life and the way madam Mariam taught us is unique. In my future life, when I will write or present something I will follow her tips. Above all, I will never forget her."

Feedback: Maisarah

"About writing, at first after seeing so many grammatical errors on my essay I feel a bit down. I know my writing was a bit messed up here and there because sometimes I just ramble on all point and did not follow the techniques given. But then, day by day after doing all the correction, I learned from mistakes. I cannot just take everything for granted. Before writing, I must plan and follow all the techniques given. I think you can just continue all this method on your next classes. It did work!"

Feedback: Joanne

"The writing process had also helped me to improve my writing skills. It taught me that I have to follow a certain format so that my essay would sound interesting. It had improved my grammar and I now know better on my grammar weaknesses."

Research Question 3

Can the writing process approach guide students to write systematically?

Figure 2 : Effects of the Writing Process Approach on students' writing.

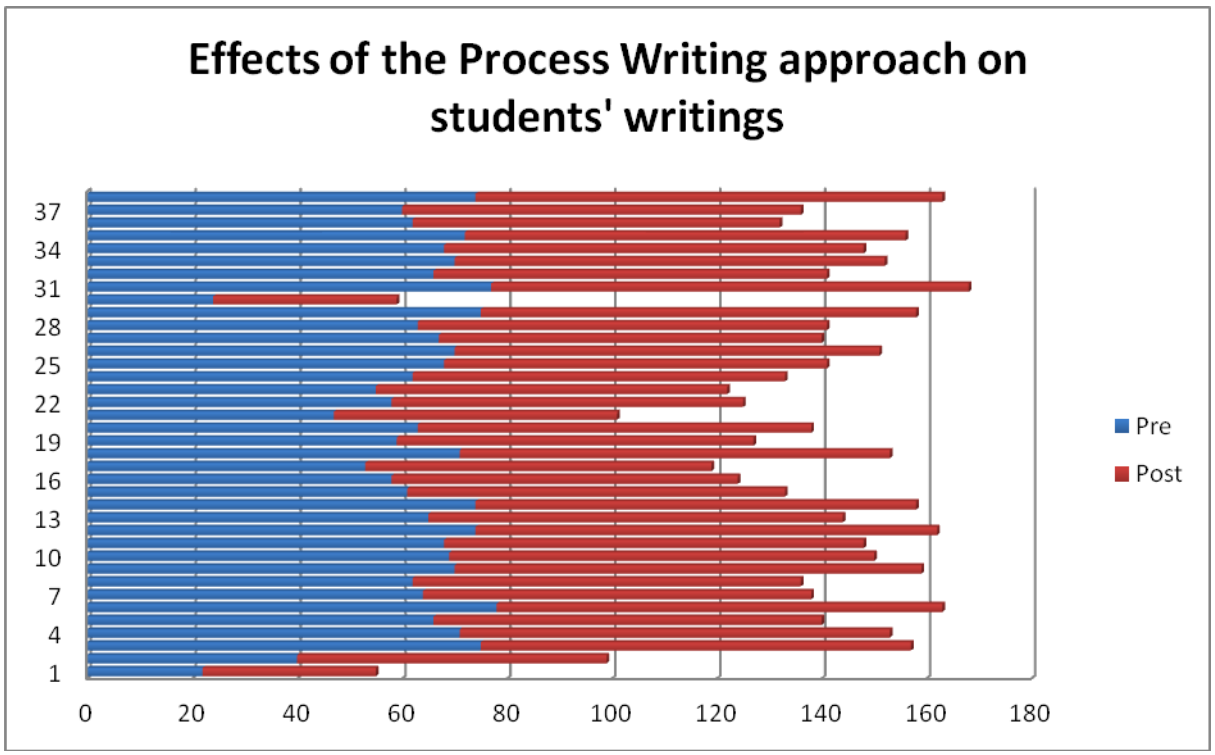


Figure 2 shows a significant improvement in the students' writing performance after undergoing the process writing approach. This is reflected in the students' responses.

Feedback: Toh Seng Lee.

"I feel that writing process is a way to let me have more improvement. Through writing process in class, I knew mistake that I make and how is the correct ways that I *should write for my article. Writing process improve my skills to prepare a script for a presentation, talk and also speech. Practice more in writing ensures I improve more."*

Feedback: Hani Safinaz

"About the essay and the writing process, I think it is also a good practice. The way that you wanted us to write several drafts and returned it back to us, we can see where we made mistakes and try to correct it. Also what I got from this exercises is to identify the 5WH which really useful to mostly all writing types. "

Research Question 4

Do students learn from their mistakes when writing using the writing process approach?

Feedback: Dinesh

"The writing process that I have to do in my class is really good. I think it is the best way to improve our writing skills This is because we can know the mistakes that we have done when we write some essays for many times. My lecturer will mark our writings, and will

ask us to write the same thing again, and this makes us learn from our mistakes. Therefore, our skills will become better. So, whenever I write a new essay or any letters, I will always think about the mistakes that I have done before this, so that I won't repeat the same mistakes again. Therefore, I feel that the writing process in my class is really effective. I don't know what the other students think about it, but for me, it is really helpful. All the lecturers should follow this technique."

Feedback: Tibennal Murugesan

"As for the writing, it is indeed a very good way to teach. Letting the students make their mistakes, and then correcting them again and again will surely make them remember the mistakes. This way, they will know the correct ways of writing as they have made mistakes before and would not want to repeat the same mistake."

On analyzing the students' writings, the researchers found that many of their writing errors were beyond the structures found in the native language. For instance, Malay second language learners of English have the following fossilization in their target language.

1. Tense aspects- regular and irregular verbs
   He played tennis.
   He goed to school.
   He putted the bag in the car.
   He taked the pencil just now.
   They catched the thief.
2. Confusion in using the present, past and future tense.
3. Omission and insertion of the articles a, an or the
   i. We are from ↑ Drum Circle community.
   ii. Additionally, we provide first class tutors graduated from establish English schools with an experience in ↑ music industry.
4. Confusion on when to use who and that
   Some of our students that had graduated officially working as music tutors.
5. The use of '…ing' after the auxillary is, are, was and were.
   One of the courses that we are offers is Young courses for children.
6. The verb forms after infinitive 'to'
   You have the ability to be able to playing a musical instrument.
7. The word form after the 'would and could'
   Music book would be providing to the students.
8. The use of verb forms after singular and plural nouns.
   The studio provide a musical lessons.

Another notion that should be introduced at this point is that fossilization, which, according to Ellis (1997), is the cessation of the language learning process somewhere short of target language competence. In fact, Keshavarz (1997) maintains that an error-based analysis can give reliable results upon which remedial materials can be constructed. In other words, analysis of second language learners' errors can help identify learners' linguistic difficulties and needs at a particular stage of language learning. It is essential for a syllabus to provide with the training for learning appropriately and errors are important evidence for that. Gass & Selinker (1994, p. 67) provide a model for error analysis of students' writing errors:

1. Data needs to be collected. This is typically done with written data.
2. Identifying errors. (Into word classes etc.).
3. Classify errors (Overgeneralization, tense etc).
4. Quantifying errors (how many overgeneralization errors occur? How many tense errors occur?).
5. Analyzing source of error. (Interlingual, intralingual due to a certain teaching method).
6. Remediating for errors. (Pedagogical intervention).

There are two main types within an error analysis framework: Interlingual and intralingual. Interlingual are those that can be attributed to the L1 (they involve cross-linguistic comparisons). Intralingual errors are those which are due to the language being learned, independent of the L1. One would therefore expect similar intralingual errors to occur from speakers from a wide variety of languages.

The types of errors can be categorized into two: Descriptive and surface structures.

Types of Errors

	Error Categories
A	Descriptive
	1 Noun phrase
	2 Verb phrase
	(a) subject-verb agreement
	(b) Simple Past Tense
	3 Complex sentence
B	Surface Structure
	1 Omission
	2 Addition
	3 Misinformation
	4 Misordering
	5 Blends

One example of a semantic error, which is also commonly made by Malaysians in speech and writing, is due to a lack of understanding of the distinction between the verbs *borrow* and *lend:*

Ask your friend to *borrow* you money.
Ask your friend to *lend* you money.

In English, the word *borrow* contains the meaning '+*take*' and the word lend contains the meaning '+*give*'. In BM, however, both meanings are covered by the verb *pinjam* and the distinction in meaning can be created by word order.

Thus, this is clearly an interlingual error, and is caused by the interference of Bahasa Malaysia (BM). The use of unmarked forms instead of marked forms is far more frequent, as can be seen in the examples below:

I had so much fun talking to my dad last night as he *pack* the computer into the boxes.
I had so much fun talking to my dad last night as he *packed* the computer into the boxes.
I knew I *need* to settle my credit card problem immediately.
I knew I *needed* to settle my credit card problem immediately.

In the past, to use the MAS Golden Lounge, we *have* to go to the Satellite terminal after the train.
In the past, to use the MAS Golden Lounge, we *had* to go to the Satellite terminal after the train.

One possible cause of these errors is the fact that in BM verbs are not marked for tense. Tense is indicated by addition of *sudah* (already).

Intralingual causes can also be posited as the source of verbal errors. Verbs undergo more subtle variation (tense, agreement) than the other word classes in English. This makes their acquisition by all learners, regardless of native language a difficult task.

Subjects also exhibited errors in subject-verb agreement as is shown in the examples below:

It all depends on how a person *perceive* "sexy".
It all depends on how a person *perceives* "sexy".

The omission of the third person "-s" can be attributed to the fact that BM does not require verbs to agree with subjects. However, as indicated by Dusková (1984), the ending free form is generalized for all persons to make the learning task easier and this is a common intralingual made by people with diverse native languages.

Some errors, like the one below, cannot be attributed to interference:

Error Categories	
A	Descriptive
	1 Noun phrase
	2 Verb phrase
	(a) subject-verb agreement
	(b) Simple Past Tense
	3 Complex sentence
B	Surface Structure
	1 Omission
	2 Addition
	3 Misinformation
	4 Misordering
	5 Blends

This is an intralingual error where the learner uses the communicative strategy of creating a term he is not familiar with by using terms he already knows.

Some of the errors involving prepositions are due to omission:

They are searching solution from the web.
They are searching for solutions from the web).

Once a while we buy groceries from the supermarket.
Once in a whilewe buy groceries from the supermarket.

The omission of prepositions as shown in the examples above cannot be explained by examining the structure of BM as similar structures (prepositions) exist in the language. However omission is often used as a simplification strategy by learners to lessen the learning load.

Articles too, were omitted often by the subjects:

We waited for few minutes.
We waited *a* few minutes.
If I'm late I can't go to gym.
If I'm late I can't go to *the* gym.

These omissions, unlike the ones involving prepositions can be attributed to the fact that BM doesn't use articles like those used in English. Along with the influence of the tendency of learners to simplify the learning task, interference from the L1 can account for the higher frequency of article-omission errors as opposed to preposition omission-errors.

Most of the errors concerning nouns involve an error in the distinction of 'mass nouns' and 'count nouns':

The PTA seeks to raise *fund* for the poor students.
The PTA seeks to raise *funds* for the poor students.

In the example above the subject fails to realize that 'fund' is a count noun unlike water. The distinction between mass and count words does not exist in BM. Thus this can be treated as an interlingual error.

c) Causes and Sources of writing Errors

Interlingual errors are the result of mother tongue influences. Learners transfer/borrow some forms but not others due to two factors such as proto-typicality and language distance (Kellerman, 1979). Malay learners of English commonly make errors in negative sentences.

For example :

Adryna no coming today.[Adryna tak datang hari ini].

Such errors are common in pre-verbal negation using no, the same negative construction as in their L1.

In order to determine whether transfer is the cause for the occurrence of errors, James (1998) demonstrates that learners with a particular L1 make an error that those with a different L1 do not. He provides a useful summary of these strategies:

1. False analogy.
2. Misanalysis.
3. Incomplete rule application exploiting redundancy.
4. Overlooking co-occurrence restrictions.
5. System-simplification.

It is not clear which strategy is responsible for a particular error. Errors can also be viewed as 'natural' or as 'induced'. For example:

He *played* football yesterday.
He *goed* home at six.
He *drinked* milk.
He *eated* dinner.
He *sleeped* at eight.

At the end of the one semester study, it was noted that the students' explanations and actions reflected increased insights for they began to see pictures as speech-making prompts, as well as to see the analogies between pictures and verbal expression. Ultimately, that understanding expanded their concept of literacy and encouraged them to explore new possibilities in their writings. To conclude, learners' errors are noted by noticing how they have simplified, added, misinformed or disordered elements in their utterances and writings. The teaching model implemented has proven to be effective in enhancing the students' public speaking and writing skills.

To conclude, we suggest that the Teaching Model proposed be implemented in the teaching and learning of English for foundation courses so as to upgrade the students' speaking and writing competency.

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Language Shift
An Analysis of Factors Involved in Language Shift

By Ms. Sana Nawaz (M. Phil) , Ms. Ayesha Umer (M. Phil) , Fatima Anjum (M.A.) , & Muhammad Ramzan (M.A.)
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Abstract - This research is intended to ascertain the factors that are responsible for banishing Punjabi language and a corresponding adoption of English language, though apparently the panoramic milieu is hostile to this shift. Language shift is a societal trend and society formation is based on collaborative work of certain factors, by following this line of reasoning, a hypothesis is formed that language shift is burgeoned, motivated and accelerated by an implicit working of historical, cultural, social, economic and psychological factors. In order to examine the validity of hypothesis, data was collected through a self-administered questionnaire with a sample size of hundred people. The result shows that these factors are involved, though at varying degree, in this germinating trend of shift from Punjabi to English language.

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Language Shift
An Analysis of Factors Involved in Language Shift

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I. Introduction

The incubating globalization has established English language as a standard of communication, inciting the entire world to the extent of leaving no chance of immunity to adopt this standard for better survival and utilitarian benefits in this global community .To cope with this need of hour an ever growing trend of abandoning native languages in favor of English language sprouts.In such a bilingual speech community,the speakers retract their allegiance to the second language.And whenever "a big and a powerful language such as English appears in foreign territory, small, indigenous languages will die"(Jan Blammaert).This language shift so far becomes the initial step of the course of language death.

Language death occurs in unstable bilingual or multilingual speech communities as a result of language shift from regressive minority language to dominant majority language. "A language is said to be dead when no one speaks it any more. It may continue to have existence in recorded form, of course--traditionally in writing, more recently as part of a sound or video archive (and it does in a sense 'live on' in this way)--but unless it has fluent speakers one would not talk of it as a 'living language'(David Crystal).It is the speakers who determine the future of native language. Owing to the genesis of speakers' outlook and value system, the main determinant of language shift—the attitude towards the mother or native tongue, is evolved. This attitude speaks of speakers' choice of and their aptitude towards their own native tongue, ultimately dictates the future of the language.

Pakistan in lieu of all language diversity is facing this extinction threat to many native languages;this uncertain future of the vernaculars is by dint of language shift. In case of Punjabi the case is severe. It is not just a threat to this language but also to the process of enculturation, the growing of an individual in native linguistic perception, the participation in the history of language production and they know-how of the knowledge and values embedded in it.

II. Problem Statement

Despite the facts that both languages are poles apart from each other in respect of their scripts, sentence structure, and lexicological items, and, as our data shows, majority of the people is not in the favour of this shift, people are heading towards English. Poor result in English at every level also demonstrates the level of difficulty in learning English language but the problem is that this trend is taking rest at nowhere.

III. Theoretical Consideration

Language-shifting is a complex and affected phenomenon, motivated and stimulated by accumulative force of historical, cultural, economic, social and psychological factors. All these factors are interrelated and cannot be analyzed in isolation.

a) Historio-cultural factors:

The imperative impact of colonization in our land, decades ago, did identify the frolicsome notion of inferiority complex, the genesis of our sociopolitical, economic and educational setup and the traces of such impact still persist in our culture institution. "The

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linguistic relation between the center and periphery has been and continues to be one of dominant and dominated languages. English was originally imposed on a number of countries in the periphery and has through deliberate contrivance, successfully displaced, or replaced some of the indigenous languages of these countries. The dominance of English has also resulted in the imposition of the Anglo-Saxon Judeo-Christian culture that goes with it so that indigenous cultures have been undervalued and marginalized " (Bisong– Language choice and culture Imperialism). This was Language Imperialism leading to culture imperialism; Lord Macaulay, when announced the English structure of education, the planning was to create a mixed breed, sub continental in skin but English in thought, blood and appearance. This colonial implication did contrive a room for its rule in cultural and social structure of the subcontinent. English became a language of the upper strata of society; a kind of modernized and civilized air was associated with it. This marginalization of the native tongues in the hegemony system of rule and power devised the concept of "linguistic imperialism", which ran parallel to the cultural and geographic imperialism." The study of linguistic imperialism can help to clarify whether the winning of political independence led to a linguistic liberation of Third World countries, and if not, why not. Are the former colonial languages a useful bond with the international community and necessary for state formation and national unity internally? Or are they a bridge head for Western interests, permitting the continuation of a global system of marginalization and exploitation? What is the relationship between linguistic dependence (continued use of a European language in a former non-European colony) and economic dependence (the export of raw materials and import of technology and know-how)?" (Robert Phillipson, "Linguistic Imperialism." Concise Encyclopedia of Applied Linguistics, ed. by Margie Berns. Elsevier, 2010)

In the historical background of Punjab, in colonial era when English culture interacted with indigenous culture and this interaction created a notion of superior and inferior culture owing to their relation with superior colonizer and inferior colonized.

b) Socio-cultural factors:

Besides this, the British constructed a social structure in which an English speaking person enjoyed a privileged position and the others were marginalized. Because nobody wants to be away from center and to be marginalized, so it became a compulsion for Punjabi-speaking masses to venerate English language and consequently to ignore Punjabi language. Our present social structure is a replica of that social structure that was delineated by the British so we see that same treatment with both languages.

Language is an integral part of a culture. We cannot separate a language from its respective culture and vice versa. The British knew this fact so they intentionally portrayed and presented Punjabi culture as uncivilized, crude, unsophisticated and inferior. They made their waiters and servants to wear the dress of Sardars, Chaudharies and Nawabs, specially the turban that is an emblem of prestige. This systematic and organized portrayal of Punjabi culture as inferior left a permanent impact on our collective unconscious and we, quite unconsciously, started to unrelate ourselves with our culture, including language. That imperial experience influenced our collective thinking and made it extremely difficult for us to be out of this influence. We have assumed them, unconsciously but firmly, as superior to ourselves. Did you ever think that why we call Faisalabad as Manchester or Bhalwal as California of Pakistan? Why do we say that Waris Shah is Shakespeare of Punjabi? Why not we say Shakespeare is Waris Shah of English? Think about it.

This urge to disassociate ourselves with our native culture throws some light on the reason behind current popularity of Western dress, food and etiquettes.

c) Economic factors:

According to Marxist point of view, economical factors are the basis for overall social patterns. English language promised and promises financial security. You can get high level jobs only if you know English language. The importance of English for success in any field can hardly be emphasized because it is the language of financial activities. While Punjabi language does not promise you any financial assistance. Karl Marx would argue that this shift from Punjabi to English is totally driven by economic factors.

d) Psychological factors:

As we know that this region, known as Punjab, a homeland of Punjabi people and the birthplace of Punjabi language, had been under the rule of British Empire. This historical fact has cultural, psychological and social consequences which are present here even today and are responsible for this shift from vernacular to foreign language. The British, speakers of English language, were the ruler of the Punjabis, speaker of Punjabi language. This relation of master and slave and analogous relation of master language and slave language and a strong desire on the part of slave to relate himself or herself with masters is a considerable factor in this shift from Punjabi to English among the people of Punjab.

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That imperial experience influenced our collective thinking and made it extremely difficult for us to be out of this influence. We have assumed them, unconsciously but firmly, as superior to ourselves.

IV. Literature Review

Dr. Tariq Rehman in his research named "Language policy, Multilingualism and Language Vitality in Pakistan" states the fact of elite's and government's patronage of English language at the cost of native tongues but in the name of efficiency and modernization. "It is understandable that members of this elite had a stake in the continuation of English because it differentiated them from the masses; gave them a competitive edge over those with Urdu-medium or traditional (madrassa) education; and, above all, was the kind of cultural capital which had snob value and constituted a class-identity marker."

The psyche of the native speech communities, he relates to the social hierarchical system where the culture capital of the natives is associated with shame and inferior legacy by the elite, resultantly the natives are embarrassed about their languages. Dr. Saiqa Imtiaz Asif also propounds the synonymous view on the point of language and culture shame in a bilingual or multilingual society in "Shame - A Cause of Language Desertion".

Languages in Pakistan are losing their large reservoir on account of less transfer of this knowledge to the new generation. Language maintenance occurs at two inter linked level ;where Parents adapt their own language use in order to promote desired linguistic competencies in their children and secondly Parents learn new language varieties, or elements thereof, from their children, who have greater access to the new varieties and eventually start to use them at home. This is the type of child-parent language socialization (Childrenas Socializing Agent)

"Every 14 days a language dies .By 2100 more than half of the more than 7000 languages spoken on Earth--many of them yet not recorded – many disappear, taking with them the wealth of knowledge about history, culture, the natural environment, and the human brain." This deduction of the research "Educating Voices Project ", conducted by The National Geographic Society is the consequence of shifting trend among the speech communities.

V. Data Collection

a) Instrument

Instrument used to collect data was a questionnaire comprising ten questions about the causes, nature and consequences of this shifting phenomenon, along with some space for the respondents of comment freely. This questionnaire was distributed among the people of varying age group with different educational and social background. Our respondents were mainly from University of Sargodha, including both students and teachers, and then common people from Sargodha, Faisalabad and Lahore.

The sample questionnaire is given here :

Department of English,

University of Sargodha, Sargodha, Punjab, Pakistan.

Dear fellows.
We are conducting a survey to find out the reasons of language shift from Punjabi to English. Please make it authentic by your honest participation. Thank you.

Gender: ---------- Age: ----------
Education: ----------

1. English language is very necessary for survival in contemporary global community.
   a) Strongly agree
   b) Agree
   c) Neutral
   d) Disagree
   e) Strongly Disagree

2. This shift from Punjabi language to English language will lead to a cultural shift, from Punjabi culture to English culture.
   a) Strongly agree
   b) Agree
   c) Neutral
   d) Disagree
   e) Strongly disagree

3. Do you think English proficiency ensures better economic security?
   a) Strongly agree
   b) Agree
   c) Neutral
   d) Disagree
   e) Strongly agree

4. Can students develop a better understanding of modern scientific concepts in English language?
   a) Strongly agree
   b) Agree
   c) Neutral
   d) Disagree
   e) Strongly disagree

5. Do you speak your native language in your informal gatherings?
   a) Strongly agree
   b) Agree
   c) Neutral
   d) Disagree
   e) Strongly disagree

6. When you see a person speaking English, do you think that he or she is a very learned, civilized and well-mannered person?
   a) Strongly agree
   b) Agree
   c) Neutral
   d) Disagree
   e) Strongly disagree

7. Do you think that English dress code is elegant, comfortable and a symbol of social superiority?
   a) Strongly agree
   b) Agree
   c) Neutral
   d) Disagree
   e) Strongly disagree

8. Do you think that language shift is positive and for good?
   a) Strongly agree
   b) Agree
   c) Neutral
   d) Disagree
   e) Strongly disagree

9. English language is very easy to learn for a Punjabi speaking person.
   a) Strongly agree
   b) Agree
   c) Neutral
   d) Disagree
   e) Strongly disagree

10. This desertion of Punjabi language will destroy our identity and the knowledge of Punjabi literature.
   a) Strongly agree
   b) Agree
   c) Neutral
   d) Disagree
   e) Strongly disagree

What, according to you, are the reasons of this shifting from Punjabi language to English language? Comment.

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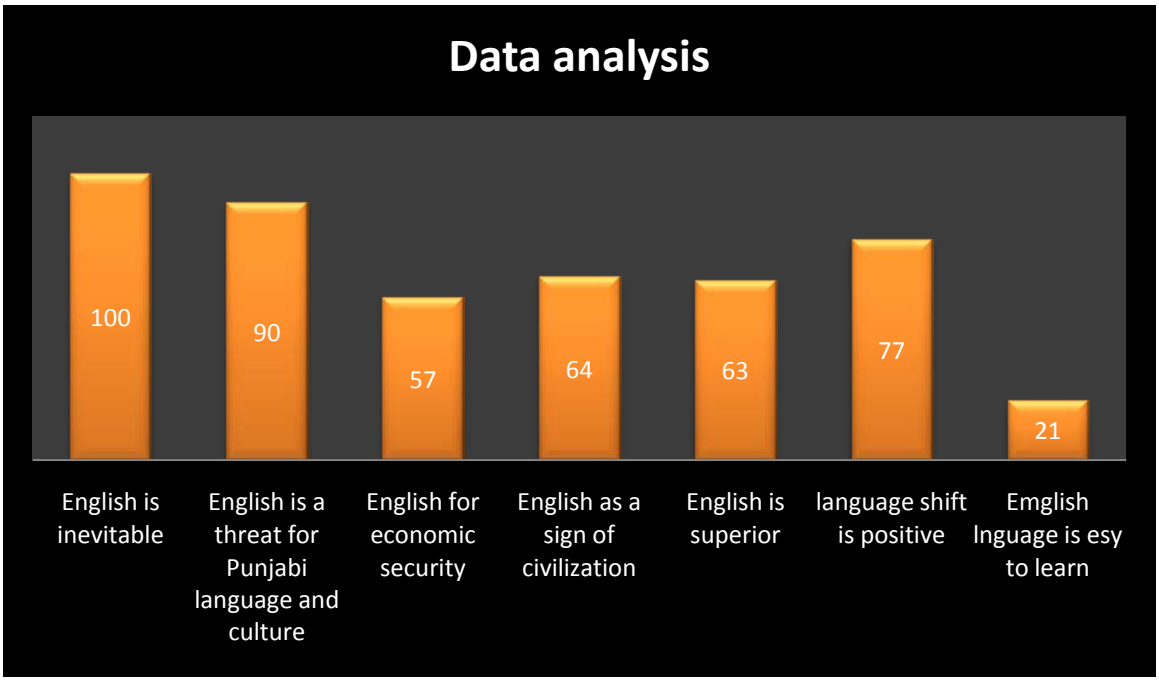
b) Data Analysis



The objective of our questionnaire was to ascertain the rationale of language shift. It was designed in such a way as to probe the impetus for abandoning and adopting Punjabi and English respectively.

The findings are very interesting, cementing our hypothesis, and in some cases contradictory.

Our first question was about the inevitability of English language for survival in this global village, both at individual and collective level. And, as was expected, everyone is agreed about its inevitability. As illustrated in the graph, 100% people think that there is no other way to compete in modern world except to equip ourselves with this modern lingual-weapon, English language. What is noticeable in this result is that those who are totally illiterate (certainly we had to explain our questions to them in Punjabi), they are aware with the sheer importance of English.

The response for question No. 2 is in conflict with that of first question in the sense that, although all think that we cannot thrive without English, 90% respondents consider English language as a threat for their indigenous culture. Question No. 2 and question 10 are thematically identical, so response for both is also same, that is 90%.

Question No. 3 relates economic security with English and 57% people opine in affirmation, that English secure economic security in an insecure world.

63% respondents are of the view that speaking English gives one a superior social position. Question No. 6 of the questionnaire probes the relation between English language and notion of civilization. As people usually, in this area, equate English language with knowledge, civilization, mannerism, sophistication and etiquettes.

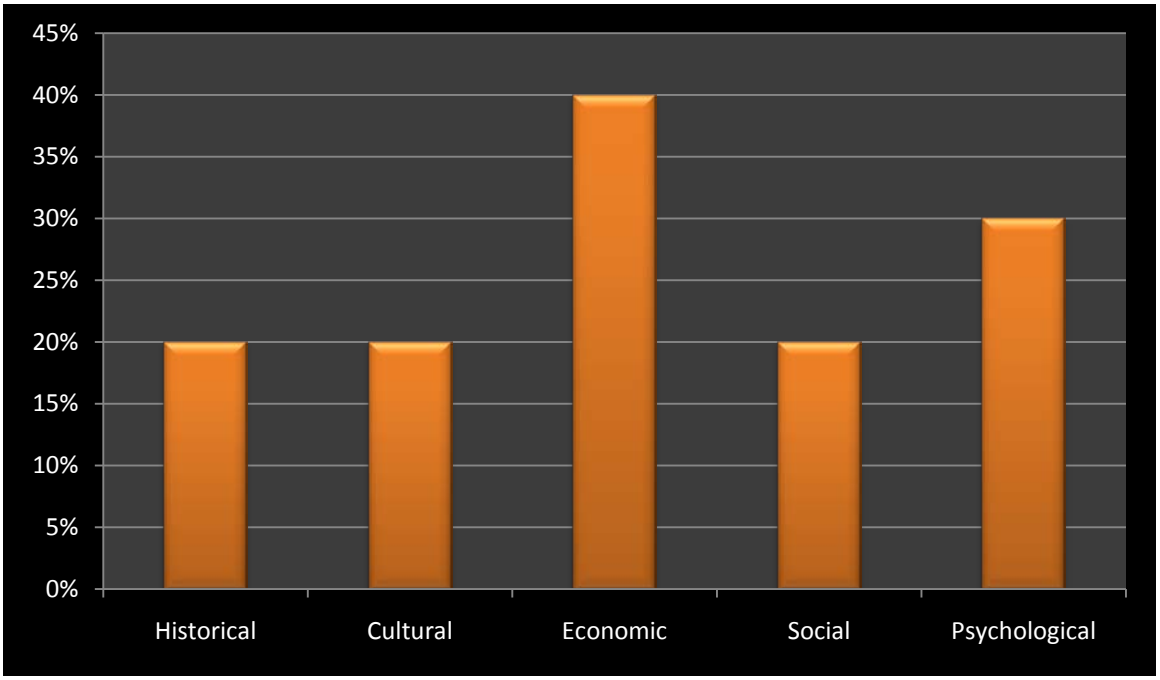
Question No. 7 is intended to check people's view about English culture in general and English dress in particular. 56% people consider English dress code as a symbol of social superiority.

Question No. 8 directly asks the people that whether this shift is positive or negative and interestingly, 77% people are against this shift. When a substantial quantity of people is not in favour of this transference, why is it taking place rapidly? This queer observation throws some light on the complexity and intricacy of this phenomenon.

In response to Question No. 9, 79% people take English as a difficult language to learn for a Punjabi speaking person.

It seems paradoxical that 77% people are against this lingual conversion and according to 79 %, it is not easy to learn but, despite of all this, language shift is gaining momentum day by day.

c) Analysis of comments



As we provided space for our respondents to comment and to say something about language shift if they think that these questions do not give ample opportunity to express their views about matter in hand. In accordance with our hypothesis, we asked unambiguously our worthy respondents to name the reasons for their opting of English. The results shown in above graph are actually simplified deduction of our respondent's comments, as they did not mention these factors clearly.

The analysis of the comment section of our questionnaire holds economic factor primarily responsible for lingual conversion. 40% of our respondents see this shift from a Marxist perspective, asserting that it is backed by the fact that English language ensures economic security, opening a wider horizon of well-prospective jobs. This result strengthens the Marxist interpretation of language shift.

Economy's role in language shift is comparatively obvious, but what is striking in this data is the fact that next to economy, comes psychological considerations. According to 30% respondents, speaking English language, reading English literature and newspapers, watching English movies, listening English songs, wearing English dress and behaving in an English manner exerts a psychological effect on others. One of our respondents shared a personal experience with us, telling us that he has never been stopped by security personnels and by traffic police when he is in English dress. But whenever he is in indigenous dress, he is often stopped and interrogated by police. It is because our long experience of subjugation, not only physically but also culturally and mentally, has affected our collective unconscious, as in Jungian psychology.

The other three factors i.e. historical, cultural and social share equal contribution in promoting English and a corresponding demoting of Punjabi language.

VII. Results

The result of our research is, to some extent, in agreement with Marxist assumption about the formation and function of social mechanismthat assumes that infrastructure of society is economy and society creates, shapes, and develops its superstructures according to its economical milieu. The growing social trend of heading towards English can be comprehended by taking economy as shaping agent of social behavior. This line of reasoning leads us to another point that English is not an end in itself. It is, rather, a means towards another end; economic security and this economic security is intricately linked with social prestige, cultural superiority and psychological satisfaction.

VIII. Conclusion

The present lingual scenario of Punjab is very complicated. On the one hand, there is a consensus that native language should be saved by giving it its due position because English is a foreign language, endangering our native language and culture. And also it is causing problems for our students as they have to, coercively, learn it. For this, there are seminars, symposiums, discussions, forums and articles, urging the masses to do their part for their language. But, on the other hand, English is escalating in all direction,

taking no notice of the concerns of the natives. In short, when majority is against it, then why is it so popular?

The answer, deducted by our research, is that language shift is a social phenomenon and social phenomena are the result of cumulative work of historical, cultural, social, economic and psychological factors. At present, these shaping elements of society are in such an arrangement that is auspicious for English. Religion is also one of the major shaping elements of a society but on an overall social canvas, its influence is relatively feeble. As we can see that Arabic is religiously sacred language for Punjabis, but Arabic is not enjoying the same position as that of English. Reason is that Arabic fulfills spiritual needs while English can fulfill physical and material needs, and as Maslow propounds in his 'Hierarchy of Needs', physical needs are our immediate concerns. Any language that has economic considerations attached with it, will enjoy superior position.

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Standard Usage, Abbreviations, and Units: Spelling and hyphenation should be conventional to The Concise Oxford English Dictionary. Statistics and measurements should at all times be given in figures, e.g. 16 min, except for when the number begins a sentence. When the number does not refer to a unit of measurement it should be spelt in full unless, it is 160 or greater.

Abbreviations supposed to be used carefully. The abbreviated name or expression is supposed to be cited in full at first usage, followed by the conventional abbreviation in parentheses.

Metric SI units are supposed to generally be used excluding where they conflict with current practice or are confusing. For illustration, 1.4 l rather than 1.4 × 10-3 m3, or 4 mm somewhat than 4 × 10-3 m. Chemical formula and solutions must identify the form used, e.g. anhydrous or hydrated, and the concentration must be in clearly defined units. Common species names should be followed by underlines at the first mention. For following use the generic name should be constricted to a single letter, if it is clear.

Structure

All manuscripts submitted to Global Journals Inc. (US), ought to include:

Title: The title page must carry an instructive title that reflects the content, a running title (less than 45 characters together with spaces), names of the authors and co-authors, and the place(s) wherever the work was carried out. The full postal address in addition with the e-mail address of related author must be given. Up to eleven keywords or very brief phrases have to be given to help data retrieval, mining and indexing.

Abstract, used in Original Papers and Reviews:

Optimizing Abstract for Search Engines

Many researchers searching for information online will use search engines such as Google, Yahoo or similar. By optimizing your paper for search engines, you will amplify the chance of someone finding it. This in turn will make it more likely to be viewed and/or cited in a further work. Global Journals Inc. (US) have compiled these guidelines to facilitate you to maximize the web-friendliness of the most public part of your paper.

Key Words

A major linchpin in research work for the writing research paper is the keyword search, which one will employ to find both library and Internet resources.

One must be persistent and creative in using keywords. An effective keyword search requires a strategy and planning a list of possible keywords and phrases to try.

Search engines for most searches, use Boolean searching, which is somewhat different from Internet searches. The Boolean search uses "operators," words (and, or, not, and near) that enable you to expand or narrow your affords. Tips for research paper while preparing research paper are very helpful guideline of research paper.

Choice of key words is first tool of tips to write research paper. Research paper writing is an art.A few tips for deciding as strategically as possible about keyword search:

- One should start brainstorming lists of possible keywords before even begin searching. Think about the most important concepts related to research work. Ask, "What words would a source have to include to be truly valuable in research paper?" Then consider synonyms for the important words.
- It may take the discovery of only one relevant paper to let steer in the right keyword direction because in most databases, the keywords under which a research paper is abstracted are listed with the paper.
- One should avoid outdated words.

Keywords are the key that opens a door to research work sources. Keyword searching is an art in which researcher's skills are bound to improve with experience and time.

Numerical Methods: Numerical methods used should be clear and, where appropriate, supported by references.

Acknowledgements: Please make these as concise as possible.

References

References follow the Harvard scheme of referencing. References in the text should cite the authors' names followed by the time of their publication, unless there are three or more authors when simply the first author's name is quoted followed by et al. unpublished work has to only be cited where necessary, and only in the text. Copies of references in press in other journals have to be supplied with submitted typescripts. It is necessary that all citations and references be carefully checked before submission, as mistakes or omissions will cause delays.

References to information on the World Wide Web can be given, but only if the information is available without charge to readers on an official site. Wikipedia and Similar websites are not allowed where anyone can change the information. Authors will be asked to make available electronic copies of the cited information for inclusion on the Global Journals Inc. (US) homepage at the judgment of the Editorial Board.

The Editorial Board and Global Journals Inc. (US) recommend that, citation of online-published papers and other material should be done via a DOI (digital object identifier). If an author cites anything, which does not have a DOI, they run the risk of the cited material not being noticeable.

The Editorial Board and Global Journals Inc. (US) recommend the use of a tool such as Reference Manager for reference management and formatting.

Tables, Figures and Figure Legends

Tables: Tables should be few in number, cautiously designed, uncrowned, and include only essential data. Each must have an Arabic number, e.g. Table 4, a self-explanatory caption and be on a separate sheet. Vertical lines should not be used.

Figures: Figures are supposed to be submitted as separate files. Always take in a citation in the text for each figure using Arabic numbers, e.g. Fig. 4. Artwork must be submitted online in electronic form by e-mailing them.

Preparation of Electronic Figures for Publication

Even though low quality images are sufficient for review purposes, print publication requires high quality images to prevent the final product being blurred or fuzzy. Submit (or e-mail) EPS (line art) or TIFF (halftone/photographs) files only. MS PowerPoint and Word Graphics are unsuitable for printed pictures. Do not use pixel-oriented software. Scans (TIFF only) should have a resolution of at least 350 dpi (halftone) or 700 to 1100 dpi (line drawings) in relation to the imitation size. Please give the data for figures in black and white or submit a Color Work Agreement Form. EPS files must be saved with fonts embedded (and with a TIFF preview, if possible).

For scanned images, the scanning resolution (at final image size) ought to be as follows to ensure good reproduction: line art: >650 dpi; halftones (including gel photographs) : >350 dpi; figures containing both halftone and line images: >650 dpi.

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Figure Legends: Self-explanatory legends of all figures should be incorporated separately under the heading 'Legends to Figures'. In the full-text online edition of the journal, figure legends may possibly be truncated in abbreviated links to the full screen version. Therefore, the first 100 characters of any legend should notify the reader, about the key aspects of the figure.

6. AFTER ACCEPTANCE

Upon approval of a paper for publication, the manuscript will be forwarded to the dean, who is responsible for the publication of the Global Journals Inc. (US).

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(Free of charge) from the following website:

www.adobe.com/products/acrobat/readstep2.html. This will facilitate the file to be opened, read on screen, and printed out in order for any corrections to be added. Further instructions will be sent with the proof.

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the search? Will I be able to find all information in this field area? If the answer of these types of questions will be "Yes" then you can choose that topic. In most of the cases, you may have to conduct the surveys and have to visit several places because this field is related to Computer Science and Information Technology. Also, you may have to do a lot of work to find all rise and falls regarding the various data of that subject. Sometimes, detailed information plays a vital role, instead of short information.

2. Evaluators are human: First thing to remember that evaluators are also human being. They are not only meant for rejecting a paper. They are here to evaluate your paper. So, present your Best.

3. Think Like Evaluators: If you are in a confusion or getting demotivated that your paper will be accepted by evaluators or not, then think and try to evaluate your paper like an Evaluator. Try to understand that what an evaluator wants in your research paper and automatically you will have your answer.

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9. Use and get big pictures: Always use encyclopedias, Wikipedia to get pictures so that you can go into the depth.

10. Bookmarks are useful: When you read any book or magazine, you generally use bookmarks, right! It is a good habit, which helps to not to lose your continuity. You should always use bookmarks while searching on Internet also, which will make your search easier.

11. Revise what you wrote: When you write anything, always read it, summarize it and then finalize it.

12. Make all efforts: Make all efforts to mention what you are going to write in your paper. That means always have a good start. Try to mention everything in introduction, that what is the need of a particular research paper. Polish your work by good skill of writing and always give an evaluator, what he wants.

13. Have backups: When you are going to do any important thing like making research paper, you should always have backup copies of it either in your computer or in paper. This will help you to not to lose any of your important.

14. Produce good diagrams of your own: Always try to include good charts or diagrams in your paper to improve quality. Using several and unnecessary diagrams will degrade the quality of your paper by creating "hotchpotch." So always, try to make and include those diagrams, which are made by your own to improve readability and understandability of your paper.

15. Use of direct quotes: When you do research relevant to literature, history or current affairs then use of quotes become essential but if study is relevant to science then use of quotes is not preferable.

16. Use proper verb tense: Use proper verb tenses in your paper. Use past tense, to present those events that happened. Use present tense to indicate events that are going on. Use future tense to indicate future happening events. Use of improper and wrong tenses will confuse the evaluator. Avoid the sentences that are incomplete.

17. Never use online paper: If you are getting any paper on Internet, then never use it as your research paper because it might be possible that evaluator has already seen it or maybe it is outdated version.

18. **Pick a good study spot:** To do your research studies always try to pick a spot, which is quiet. Every spot is not for studies. Spot that suits you choose it and proceed further.

19. Know what you know: Always try to know, what you know by making objectives. Else, you will be confused and cannot achieve your target.

20. Use good quality grammar: Always use a good quality grammar and use words that will throw positive impact on evaluator. Use of good quality grammar does not mean to use tough words, that for each word the evaluator has to go through dictionary. Do not start sentence with a conjunction. Do not fragment sentences. Eliminate one-word sentences. Ignore passive voice. Do not ever use a big word when a diminutive one would suffice. Verbs have to be in agreement with their subjects. Prepositions are not expressions to finish sentences with. It is incorrect to ever divide an infinitive. Avoid clichés like the disease. Also, always shun irritating alliteration. Use language that is simple and straight forward. put together a neat summary.

21. Arrangement of information: Each section of the main body should start with an opening sentence and there should be a changeover at the end of the section. Give only valid and powerful arguments to your topic. You may also maintain your arguments with records.

22. Never start in last minute: Always start at right time and give enough time to research work. Leaving everything to the last minute will degrade your paper and spoil your work.

23. Multitasking in research is not good: Doing several things at the same time proves bad habit in case of research activity. Research is an area, where everything has a particular time slot. Divide your research work in parts and do particular part in particular time slot.

24. Never copy others' work: Never copy others' work and give it your name because if evaluator has seen it anywhere you will be in trouble.

25. Take proper rest and food: No matter how many hours you spend for your research activity, if you are not taking care of your health then all your efforts will be in vain. For a quality research, study is must, and this can be done by taking proper rest and food.

26. Go for seminars: Attend seminars if the topic is relevant to your research area. Utilize all your resources.

27. Refresh your mind after intervals: Try to give rest to your mind by listening to soft music or by sleeping in intervals. This will also improve your memory.

28. Make colleagues: Always try to make colleagues. No matter how sharper or intelligent you are, if you make colleagues you can have several ideas, which will be helpful for your research.

29. **Think technically:** Always think technically. If anything happens, then search its reasons, its benefits, and demerits.

30. Think and then print: When you will go to print your paper, notice that tables are not be split, headings are not detached from their descriptions, and page sequence is maintained.

31. Adding unnecessary information: Do not add unnecessary information, like, I have used MS Excel to draw graph. Do not add irrelevant and inappropriate material. These all will create superfluous. Foreign terminology and phrases are not apropos. One should NEVER take a broad view. Analogy in script is like feathers on a snake. Not at all use a large word when a very small one would be

sufficient. Use words properly, regardless of how others use them. Remove quotations. Puns are for kids, not grunt readers. Amplification is a billion times of inferior quality than sarcasm.

32. Never oversimplify everything: To add material in your research paper, never go for oversimplification. This will definitely irritate the evaluator. Be more or less specific. Also too, by no means, ever use rhythmic redundancies. Contractions aren't essential and shouldn't be there used. Comparisons are as terrible as clichés. Give up ampersands and abbreviations, and so on. Remove commas, that are, not necessary. Parenthetical words however should be together with this in commas. Understatement is all the time the complete best way to put onward earth-shaking thoughts. Give a detailed literary review.

33. Report concluded results: Use concluded results. From raw data, filter the results and then conclude your studies based on measurements and observations taken. Significant figures and appropriate number of decimal places should be used. Parenthetical remarks are prohibitive. Proofread carefully at final stage. In the end give outline to your arguments. Spot out perspectives of further study of this subject. Justify your conclusion by at the bottom of them with sufficient justifications and examples.

34. After conclusion: Once you have concluded your research, the next most important step is to present your findings. Presentation is extremely important as it is the definite medium though which your research is going to be in print to the rest of the crowd. Care should be taken to categorize your thoughts well and present them in a logical and neat manner. A good quality research paper format is essential because it serves to highlight your research paper and bring to light all necessary aspects in your research.

Informal Guidelines of Research Paper Writing

Key points to remember:

- Submit all work in its final form.
- Write your paper in the form, which is presented in the guidelines using the template.
- Please note the criterion for grading the final paper by peer-reviewers.

Final Points:

A purpose of organizing a research paper is to let people to interpret your effort selectively. The journal requires the following sections, submitted in the order listed, each section to start on a new page.

The introduction will be compiled from reference matter and will reflect the design processes or outline of basis that direct you to make study. As you will carry out the process of study, the method and process section will be constructed as like that. The result segment will show related statistics in nearly sequential order and will direct the reviewers next to the similar intellectual paths throughout the data that you took to carry out your study. The discussion section will provide understanding of the data and projections as to the implication of the results. The use of good quality references all through the paper will give the effort trustworthiness by representing an alertness of prior workings.

Writing a research paper is not an easy job no matter how trouble-free the actual research or concept. Practice, excellent preparation, and controlled record keeping are the only means to make straightforward the progression.

General style:

Specific editorial column necessities for compliance of a manuscript will always take over from directions in these general guidelines.

To make a paper clear

· Adhere to recommended page limits

Mistakes to evade

- Insertion a title at the foot of a page with the subsequent text on the next page

- Separating a table/chart or figure - impound each figure/table to a single page
- Submitting a manuscript with pages out of sequence

In every sections of your document

· Use standard writing style including articles ("a", "the," etc.)

· Keep on paying attention on the research topic of the paper

· Use paragraphs to split each significant point (excluding for the abstract)

· Align the primary line of each section

· Present your points in sound order

· Use present tense to report well accepted

· Use past tense to describe specific results

· Shun familiar wording, don't address the reviewer directly, and don't use slang, slang language, or superlatives

· Shun use of extra pictures - include only those figures essential to presenting results

Title Page:

Choose a revealing title. It should be short. It should not have non-standard acronyms or abbreviations. It should not exceed two printed lines. It should include the name(s) and address (es) of all authors.

Abstract:

The summary should be two hundred words or less. It should briefly and clearly explain the key findings reported in the manuscript--must have precise statistics. It should not have abnormal acronyms or abbreviations. It should be logical in itself. Shun citing references at this point.

An abstract is a brief distinct paragraph summary of finished work or work in development. In a minute or less a reviewer can be taught the foundation behind the study, common approach to the problem, relevant results, and significant conclusions or new questions.

Write your summary when your paper is completed because how can you write the summary of anything which is not yet written? Wealth of terminology is very essential in abstract. Yet, use comprehensive sentences and do not let go readability for briefness. You can maintain it succinct by phrasing sentences so that they provide more than lone rationale. The author can at this moment go straight to

shortening the outcome. Sum up the study, with the subsequent elements in any summary. Try to maintain the initial two items to no more than one ruling each.

- Reason of the study - theory, overall issue, purpose
- Fundamental goal
- To the point depiction of the research
- Consequences, including definite statistics - if the consequences are quantitative in nature, account quantitative data; results of any numerical analysis should be reported
- Significant conclusions or questions that track from the research(es)

Approach:

- Single section, and succinct
- As a outline of job done, it is always written in past tense
- A conceptual should situate on its own, and not submit to any other part of the paper such as a form or table
- Center on shortening results - bound background information to a verdict or two, if completely necessary
- What you account in an conceptual must be regular with what you reported in the manuscript
- Exact spelling, clearness of sentences and phrases, and appropriate reporting of quantities (proper units, important statistics) are just as significant in an abstract as they are anywhere else

Introduction:

The **Introduction** should "introduce" the manuscript. The reviewer should be presented with sufficient background information to be capable to comprehend and calculate the purpose of your study without having to submit to other works. The basis for the study should be offered. Give most important references but shun difficult to make a comprehensive appraisal of the topic. In the introduction, describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will have no attention in your result. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here. Following approach can create a valuable beginning:

- Explain the value (significance) of the study
- Shield the model - why did you employ this particular system or method? What is its compensation? You strength remark on its appropriateness from a abstract point of vision as well as point out sensible reasons for using it.
- Present a justification. Status your particular theory (es) or aim(s), and describe the logic that led you to choose them.
- Very for a short time explain the tentative propose and how it skilled the declared objectives.

Approach:

- Use past tense except for when referring to recognized facts. After all, the manuscript will be submitted after the entire job is done.
- Sort out your thoughts; manufacture one key point with every section. If you make the four points listed above, you will need a least of four paragraphs.
- Present surroundings information only as desirable in order hold up a situation. The reviewer does not desire to read the whole thing you know about a topic.
- Shape the theory/purpose specifically - do not take a broad view.
- As always, give awareness to spelling, simplicity and correctness of sentences and phrases.

Procedures (Methods and Materials):

This part is supposed to be the easiest to carve if you have good skills. A sound written Procedures segment allows a capable scientist to replacement your results. Present precise information about your supplies. The suppliers and clarity of reagents can be helpful bits of information. Present methods in sequential order but linked methodologies can be grouped as a segment. Be concise when relating the protocols. Attempt for the least amount of information that would permit another capable scientist to spare your outcome but be cautious that vital information is integrated. The use of subheadings is suggested and ought to be synchronized with the results section. When a technique is used that has been well described in another object, mention the specific item describing a way but draw the basic

principle while stating the situation. The purpose is to text all particular resources and broad procedures, so that another person may use some or all of the methods in one more study or referee the scientific value of your work. It is not to be a step by step report of the whole thing you did, nor is a methods section a set of orders.

Materials:

- Explain materials individually only if the study is so complex that it saves liberty this way.
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- Do not take in frequently found.
- If use of a definite type of tools.
- Materials may be reported in a part section or else they may be recognized along with your measures.

Methods:

- Report the method (not particulars of each process that engaged the same methodology)
- Describe the method entirely
- To be succinct, present methods under headings dedicated to specific dealings or groups of measures
- Simplify - details how procedures were completed not how they were exclusively performed on a particular day.
- If well known procedures were used, account the procedure by name, possibly with reference, and that's all.

Approach:

- It is embarrassed or not possible to use vigorous voice when documenting methods with no using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result when script up the methods most authors use third person passive voice.
- Use standard style in this and in every other part of the paper - avoid familiar lists, and use full sentences.

What to keep away from

- Resources and methods are not a set of information.
- Skip all descriptive information and surroundings - save it for the argument.
- Leave out information that is immaterial to a third party.

Results:

The principle of a results segment is to present and demonstrate your conclusion. Create this part a entirely objective details of the outcome, and save all understanding for the discussion.

The page length of this segment is set by the sum and types of data to be reported. Carry on to be to the point, by means of statistics and tables, if suitable, to present consequences most efficiently.You must obviously differentiate material that would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matter should not be submitted at all except requested by the instructor.

Content

- Sum up your conclusion in text and demonstrate them, if suitable, with figures and tables.
- In manuscript, explain each of your consequences, point the reader to remarks that are most appropriate.
- Present a background, such as by describing the question that was addressed by creation an exacting study.
- Explain results of control experiments and comprise remarks that are not accessible in a prescribed figure or table, if appropriate.
- Examine your data, then prepare the analyzed (transformed) data in the form of a figure (graph), table, or in manuscript form.

What to stay away from

- Do not discuss or infer your outcome, report surroundings information, or try to explain anything.
- Not at all, take in raw data or intermediate calculations in a research manuscript.

- Do not present the similar data more than once.
- Manuscript should complement any figures or tables, not duplicate the identical information.
- Never confuse figures with tables - there is a difference.

Approach

- As forever, use past tense when you submit to your results, and put the whole thing in a reasonable order.
- Put figures and tables, appropriately numbered, in order at the end of the report
- If you desire, you may place your figures and tables properly within the text of your results part.

Figures and tables

- If you put figures and tables at the end of the details, make certain that they are visibly distinguished from any attach appendix materials, such as raw facts
- Despite of position, each figure must be numbered one after the other and complete with subtitle
- In spite of position, each table must be titled, numbered one after the other and complete with heading
- All figure and table must be adequately complete that it could situate on its own, divide from text

Discussion:

The Discussion is expected the trickiest segment to write and describe. A lot of papers submitted for journal are discarded based on problems with the Discussion. There is no head of state for how long a argument should be. Position your understanding of the outcome visibly to lead the reviewer through your conclusions, and then finish the paper with a summing up of the implication of the study. The purpose here is to offer an understanding of your results and hold up for all of your conclusions, using facts from your research and generally accepted information, if suitable. The implication of result should be visibly described. Infer your data in the conversation in suitable depth. This means that when you clarify an observable fact you must explain mechanisms that may account for the observation. If your results vary from your prospect, make clear why that may have happened. If your results agree, then explain the theory that the proof supported. It is never suitable to just state that the data approved with prospect, and let it drop at that.

- Make a decision if each premise is supported, discarded, or if you cannot make a conclusion with assurance. Do not just dismiss a study or part of a study as "uncertain."
- Research papers are not acknowledged if the work is imperfect. Draw what conclusions you can based upon the results that you have, and take care of the study as a finished work
- You may propose future guidelines, such as how the experiment might be personalized to accomplish a new idea.
- Give details all of your remarks as much as possible, focus on mechanisms.
- Make a decision if the tentative design sufficiently addressed the theory, and whether or not it was correctly restricted.
- Try to present substitute explanations if sensible alternatives be present.
- One research will not counter an overall question, so maintain the large picture in mind, where do you go next? The best studies unlock new avenues of study. What questions remain?
- Recommendations for detailed papers will offer supplementary suggestions.

Approach:

- When you refer to information, differentiate data generated by your own studies from available information
- Submit to work done by specific persons (including you) in past tense.
- Submit to generally acknowledged facts and main beliefs in present tense.

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- Do not give permission to anyone else to "PROOFREAD" your manuscript.

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- To guard yourself and others from possible illegal use please do not permit anyone right to use to your paper and files.

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	Grades		
	A-B	**C-D**	**E-F**
Abstract	Clear and concise with appropriate content, Correct format. 200 words or below	Unclear summary and no specific data, Incorrect form Above 200 words	No specific data with ambiguous information Above 250 words
Introduction	Containing all background details with clear goal and appropriate details, flow specification, no grammar and spelling mistake, well organized sentence and paragraph, reference cited	Unclear and confusing data, appropriate format, grammar and spelling errors with unorganized matter	Out of place depth and content, hazy format
Methods and Procedures	Clear and to the point with well arranged paragraph, precision and accuracy of facts and figures, well organized subheads	Difficult to comprehend with embarrassed text, too much explanation but completed	Incorrect and unorganized structure with hazy meaning
Result	Well organized, Clear and specific, Correct units with precision, correct data, well structuring of paragraph, no grammar and spelling mistake	Complete and embarrassed text, difficult to comprehend	Irregular format with wrong facts and figures
Discussion	Well organized, meaningful specification, sound conclusion, logical and concise explanation, highly structured paragraph reference cited	Wordy, unclear conclusion, spurious	Conclusion is not cited, unorganized, difficult to comprehend
References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

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