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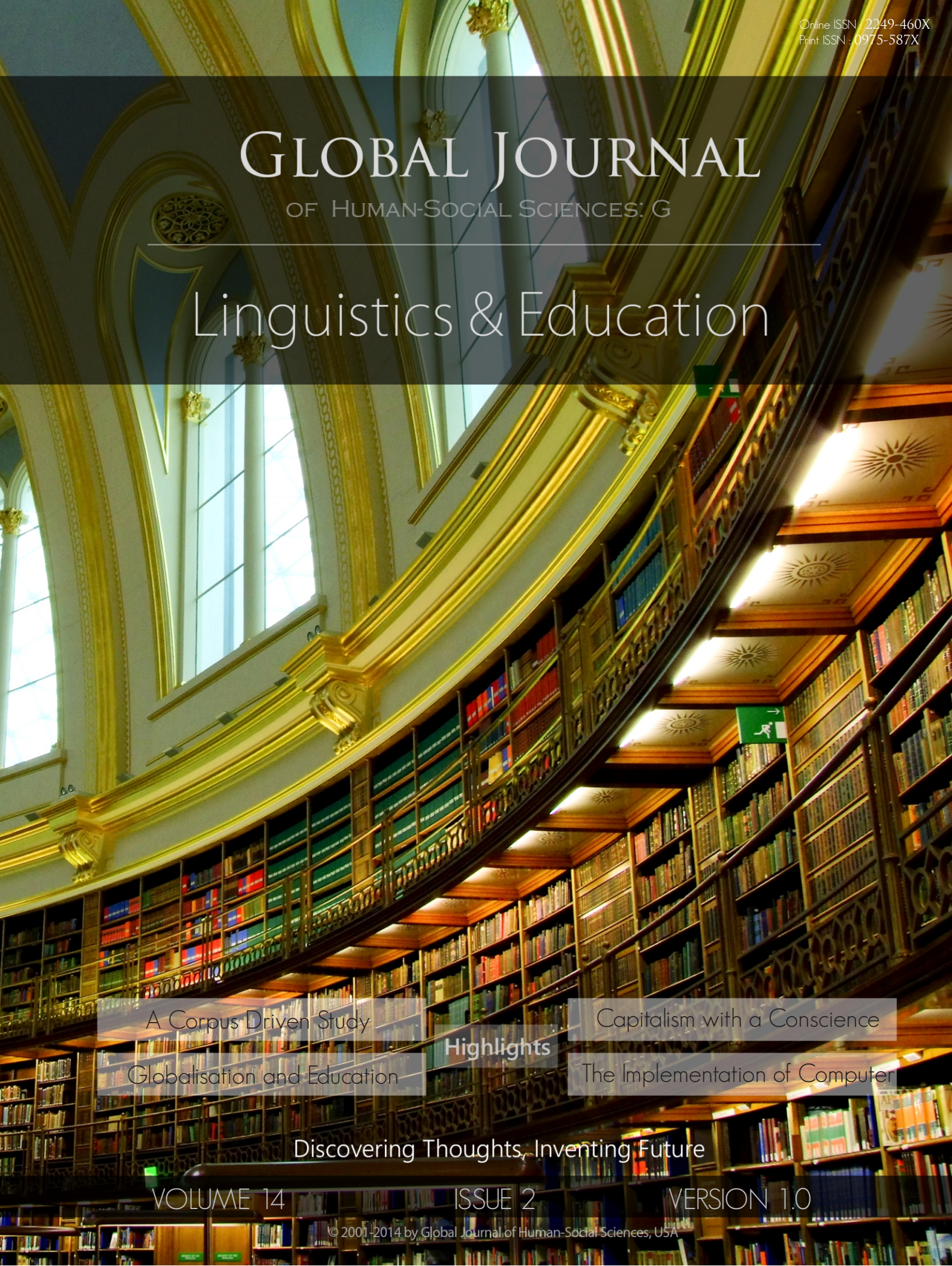

A Corpus Driven Study

Globalisation and Education

Highlights

Capitalism with a Conscience

The Implementation of Computer

Discovering Thoughts, Inventing Future

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# The Effects of a Modified Cover, Copy, Compare on Spelling Third Grade Core Words for a Student with Autism

By Chelsea Barberio-Kitts, T.F. McLaughlin, Jennifer Neyman, Lauren Worcester & Holly Cartmell

*Gonzaga University, United States*

*Abstract-* Since cover, copy, compare (CCC) has not been widely implemented for students with autism, one purpose of this study was to evaluate the effectiveness of modified (CCC) on spelling third grade core words for an elementary school student with autism (ASD). This study adds to the literature by having the participant trace the first time she wrote a word using CCC, the form on which the student wrote her words was modified so she could not view her previous performance. The present case report provides a replication of employing CCC with a student with autism. This intervention required the student to trace the spelling word, copy it, cover it, write it from memory, then compare the copied word to the original correct model. The effectiveness of CCC was assessed using a non-concurrent multiple-baseline across word sets. The results indicated that the intervention was successful for teaching spelling words to a single student with autism in a self-contained special education classroom setting. The use of a modified CCC with students with autism was discussed.

*Keywords: autism, cover, copy, compare, spelling, self-contained classroom, non-concurrent multiple baseline design, elementary student.*

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THEEFFECTSOFAMODIFIEDCOVERCOPYCOMPAREONSPELLINGTHIRDGRADECOREWORDSFORASTUDENTWITHAUTISM

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# The Effects of a Modified Cover, Copy, Compare on Spelling Third Grade Core Words for a Student with Autism

Chelsea Barberio-Kitts [α], T.F. McLaughlin [σ], Jennifer Neyman [ρ], Lauren Worcester [ω] & Holly Cartmell [¥]

*Abstract-* Since cover, copy, compare (CCC) has not been widely implemented for students with autism, one purpose of this study was to evaluate the effectiveness of modified (CCC) on spelling third grade core words for an elementary school student with autism (ASD). This study adds to the literature by having the participant trace the first time she wrote a word using CCC, the form on which the student wrote her words was modified so she could not view her previous performance. The present case report provides a replication of employing CCC with a student with autism. This intervention required the student to trace the spelling word, copy it, cover it, write it from memory, then compare the copied word to the original correct model. The effectiveness of CCC was assessed using a non-concurrent multiple-baseline across word sets. The results indicated that the intervention was successful for teaching spelling words to a single student with autism in a self-contained special education classroom setting. The use of a modified CCC with students with autism was discussed.

*Keywords: autism, cover, copy, compare, spelling, self-contained classroom, non-concurrent multiple baseline design, elementary student.*

## I. Introduction

Spelling is an important skill taught early on because it is building block for higher level thinking skills and teaches skills that can increase students' overall academic success (Graham, 1999; Graham, Harris, & Fink-Chorzempa, 2002; Graham, Harris, Fink-Chorzempa, & Adkins, 2004; McLaughlin, Weber, & Barretto, 2004; McLaughlin, Weber, & Derby, 2013). Spelling helps increase a student's ability to read texts and comprehend passages, and also increases skills in written communication (Graham et al., 2002, 2004). Spelling is a complicated and difficult subject to effectively teach students (Wanzek, Vaughn, Wexler, Swanson, Edmonds, & Kim, 2006). Since spelling is an essential skill for academic success, it is important that teachers use tools and methodologies that have been empirically shown to help children in school (Graham, Harris, Fink-Chorzempa, & Adkins, 2004).

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Cover, copy, compare (CCC) requires a student to (1) copy the word from a sample (2) cover the sample and write the word from memory (3) check the work for correct spelling and if spelled correctly move on to the next word or (4) if an error was made the student is to copy the word multiple times from a sample. This is an evidence-based self-managed spelling intervention that is inexpensive, does not require intensive teacher training, and is easy to implement and evaluate in a classroom (Joseph, Konrad, Cates, Vajcner, Eveleigh, & Fisheye, 2012; McLaughlin & Skinner, 1996; Neis & Belfiore, 2006; Skinner, McLaughlin, & Logan, 1997).

CCC has been shown to be an effective intervention with students in special education classrooms to teach spelling and other academic skills (Cates, Dunne, Erkfritz, Kivisto, Lee, & Wierzbicki, 2007; Codding, Eckert, Fanning, Shiyko, & Solomon, 2007; Joseph et al., 2012; McLaughlin et al., 2004; McLaughlin, Mabee, Reiter, & Byram, 1991; Murphy, Hern, Williams, & McLaughlin, 1990; Nies & Belfiore, 2006; Ozaki, Williams, & McLaughlin, 1996).CCC procedures have been implemented in elementary school classrooms (Darrow, McLaughlin, Derby, & Johnson, 2012; Niles & Belfiore, 2006; Skarr, McLaughlin, Derby, Meade, & Williams, 2012), middle school classrooms (McLaughlin et al., 1991), and high school settings (Carter, McLaughlin, Derby, Schuler, & Everman, 2011; Cieslar, McLaughlin, & Derby, 2008). CCC has been effective for improving a wide range of basic skills to students with learning disabilities (Murphy et al., 1990; Nies & Belfiore, 2006), behavior disorders (Carter et al., 2011; Darrow et al., 2012; Skinner, Belfiore, & Pierce, 1992; Weber, McLaughlin, Cozza, & Millersmith, 2013), at-risk for school failure (Merritt, McLaughlin, Weber, Derby, & Barretto, 2012), typically developing students (Merritt et al., 2012; Skarr et al., 2012) and students with multiple disabilities (Membrey, McLaughlin, Derby, & Antcliff, 2011). A recent meta-analysis (Joseph et al., 2012) found that CCC was a very effective intervention for teaching spelling and other basic skills. Also, Joseph et al. reported that spelling was the most frequent classroom behavior employed with CCC.

With the large increase in the number of children identified with autism (Heward, 2013), educators need effective teaching procedures to



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increase their basic academic skills. Unfortunately, there is little research on how children with autism can be taught literacy skills (Mirenda, 2003). There is little research on how to teach spelling to students with autism. Recently, Ivicek-Cordes, McLaughlin, and Higgins, (2012) implemented CCC with a single elementary student with autism to teach him to spell words from the Dolch list. They employed oral prompting and the participant was allowed to write these words after verbal prompting. After the 10 words had been copied and written, the student took a test in a spiral notebook. They found CCC increased the participant's correct spelling of Dolch sight words and the participant was able to progress to an additional list of words. By the end of data collection, the participant was able to improve his spelling of words from the Dolch list. Kagohara, Sigafoos, Achmadi, O'Reilly, and Lancioni (2012) successfully taught two students with autism with video modeling to correctly use the spelling checker. Using a multiple baseline design across students, when video modeling was implemented, student skills in using a spelling check improved and were maintained at follow up. However, many classrooms may not have the necessary technological equipment to implement such procedures. In addition, no data on the actual spelling performance of their two participants were presented.

CCC has been modified in recent classroom research. For example, (Erion, Davenport, Rodax, Scholl, & Hardy, 2010) completed an analysis of the rewriting component of the intervention. The impact of varying the number of times a student copied a word following an error was examined with four elementary age students. During training student performance in both versions of CCC was greater than that found in baseline. Also, there was not a great difference between versions of CCC, and retention over time was similar for CCC1 and CCC3. In the present analysis, we modified the procedures employed by Ivicek-Cordes et al. by having our participant trace the correct spelling of the word in addition to writing the correct word. Second, we employed a different form when the student copied the word. She was allowed to trace the first word and then this was covered and she had to write the word without being able to view the correct spelling. Folding her written work with after she attempted to spell the word from memory was the second modification of CCC.

The purpose of this case study was to evaluate the effects CCC with an older elementary school student with autism. An additional purpose of this study was to replicate (Kazdin, 2011; Jasny, Chin, Chong, & Vignieri, 2011) and extend previous research with CCC including that of Skinner and his colleagues (Neis & Belfiore, 2006; Skinner, Belfiore, & Pierce, 1992; Skinner, Turco, Beatty, & Rasavage, 1989; Smith, Dittmer & Skinner, 2002) for a student with autism. Another goal was to possibly extend the efficacy of CCC to a new student population with a more rigorous design that was employed by Ivicek-Cortes et al. (2012). The final goal was to begin to examine how to teach a student with autism, literacy skills.

## II. Method

### a) *Participant and Setting*

The student in this study was a 12-year-old female enrolled in the sixth grade. She was diagnosed with autism (ASD) by a school psychologist and the school district's intervention specialist when she was 5-years old. She qualified for special education with IEP goals in reading, writing, math, behavior/social, and adaptive skills. Woodcock Johnson III (Woodcock, McGrew, Mather, 2008) scores placed her at a 2.4 grade level in academic skills, pre-kindergarten level in writing fluency, and 1.2 grade level in academic applications.

The student was selected for this study based on a recommendation from her classroom teacher because our student's IEP stated that she had not meet grade level standards in writing and requires specially designed instruction to make progress. Her IEP goal in writing stated that when given 3rd grade level high frequency spelling words, the student will be able to spell the words, increasing her accuracy from 0% to 80% over 3 consecutive trials, onteacher created data sheets. At the beginning of the study, the student was able to spell 68 out of 100 words correctly.

The study took place in a separate empty classroom located near a self-contained special education classroom for students with developmental disabilities. The classroom was in a middle income public elementary school in the Pacific Northwest. The classroom consisted of 11students from fourth to sixth grade, two instructional assistants, one master teacher, and one student teacher. The classroom population included students diagnosed Intellectual Disabilities, Autism Spectrum Disorder, and Health Impairments. Eight students in the classroom were eligible for free or reduced lunches. None of the students in the classroom were English Language Learners.

Data were gathered and evaluated by a university student teacher (first author) as part of a requirement for her academic major and instructor certification in special education from the State of Washington and the local private university. The student teacher worked with the student individually three to five times a week in the morning. The study took place in an afterschool daycare room that was unoccupied during the school day to limit distractions. The student instructor sat at a round table facing the student during the sessions.

### b) *Materials*

The study used instructor-created spelling tests for the pre-assessments and data collection after each



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session (see Appendix A). The intervention usedincluded a modified CCC worksheet created by the instructor (see Appendix B). Rather than having the student write on a single sheet of paper, we employed a folded piece of paper. This was carried out to meet the physical requirements for our student. The first authoremployed three sets of 10 words per set. The total 30 words were chosen from a list of third grade high frequency words created by the local school district.

*c) Dependent Variable and Measurement*

The behavior measured in this study was the accuracy of spelling words on a written test. A correct response was writing all the letters in the word in appropriate order. Incorrect responses were defined as omitting a letter, adding an extra letter, substituting a letter, or writing the letters in the wrong order.

Before intervention, the student was given pre-assessment spelling tests of the 100 words from third grade high frequency list to determine unknown words. Data were collected and scored by marking the correct and incorrect words on a master list (see Appendix C).

At the end of a baseline or CCC session, the student was tested on the 10 words in the set taught that day. Baseline data were collected for other sets on random school days. This was done to keep the instruction and evaluation within the attention span of the student. The instructor read the word orally and instructed the student to write the word. The student was given no time limit for responding.

The first author corrected the spelling tests after the session. A correct response was recorded with a "C" and an incorrect response was recorded with a "X" next to the corresponding word (see Appendix D). Data were counted and transferred to another sheet that recorded the total number of correct responses for each set (see Appendix E).

*d) Experimental Design and Conditions*

A non-current multiple baseline probe design across three sets of words (Kazdin, 2011) was used to evaluate the effectiveness of CCC for spelling the target words. Decisions were made to move on to the next set based upon improving data trends, the social behavior of the student, and or the classroom schedule for that particular school day. Implementing the multiple baseline probe design allowed for some flexibility and reduced the requirement for collecting data each day.

*Pre-assessment :* The student was given spelling tests of all 100 third grade high frequency words to determine unknown words. The spelling tests consisted of 10 words each and administered on different days. The student was praised for effort and on-task behavior, but not given feedback about response accuracy during the spelling tests.

*Baseline :* During baseline, the instructor read the words orally and the student wrote them on paper. The student was praised for effort and on-task behavior, but not given feedback about response accuracy during the spelling tests. The number of sessions for baseline varied from 2 to 12 sessions. The number of days between sessions varied from one to ten days.

*CCC :* The student was given sheets of paper with the spelling words in the intervention set. Each sheet of paper included one word from that set. First, she traced the word. Next, she copied the word from the model by tracing it. Then, the instructor folded the sheet of paper to cover the word and the student wrote the word again from memory. This modification was carried out to keep the participant from simply copying the word after the correct spelling had been written. Another modification was when our student compared the spelling words to check for accuracy he had to spell the correct spelling aloud. If the student misspelled the word, she wrote it five times from a model on a separate piece of paper. This process was repeated for all 10 words in the set. At the end of each session, a spelling test was given.

*e) Reliability of Measurement and Fidelity of the Experimental Conditions.*

Inter-observer agreement was collected on 6 of the 13 sessions, or 46% of all sessions. Inter-observer data were collected on a separate sheet using the same procedures listed above. The instructor compared the marks made by each observer to record agreements and disagreements. Mean agreement for this study was 100%.

Fidelity of the intervention was gathered for two sessions. The second author came to the classroom and observed the first author implement either CCC or baseline conditions for the three sets. A simple checklist was employed and used to determine which condition was being employed with which words. Overall agreement for the fidelity of implementing either baseline or CCC was 100%. These data were gathered on only two occasions due to scheduling conflicts with the second author.

## III. Results

*a) Baseline*

The results for correct responses for each set are displayed in Figure 1. For Set 1, the mean number of words correct was 1.5 words. The student spelled 0 to 3 words correctly during days of baseline. For Set 2, the mean number of words correct was 1.5 words for baseline. For Set 3, the mean words correct during baseline 1.0 words. The overall mean in baseline was 1.33 words correct across all three sets.

*b) CCC*

Intervention began on Session 3 for Set 1. Correct responses increased from 7 to 10. CCC was employed beginning with Session 9 for Set 2. Correct words ranged from 9 to 10 with an overall mean of 9.3 words. CCC began on Session 13 for Set 3 words. The



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student spelled 8 words correctly on Session 13. As our data show, 100% of the outcomes with CCC. Finally, the participant reached 100% mastery for Sets 1 and 2.

## IV. Discussion

The CCC method improved the spelling performanceof a single student with autism. These outcomes begin to add to the literature on teaching spelling to students with autism. Also, our overall outcomes replicate the effects of Ivicek-Cordes et al., (2012). However, in the present case report, a more rigorous single case research design was employed. The results also provide an additional replication regarding the efficacy of CCC to teach spelling (Joseph et al., 2012). Also, we were able to modify the CCC form just as others have done so with CCC in math (Grafman & Cates, 2010). However, since only a single participant was employed, our outcomes need to be viewed with caution.

A strengthin the present study was it required no additional cost for the teacher. The materials were constructed by the first author and are found in most classroom settings. No special curricula or technology needed to be purchased. Another strength was that the cover, copy, compare method improved the spelling skills for our participant. It was an straight-forwardintervention to implement in a classroom that required little time. Our participant appeared to like being taught withCCC. In the view of the classroom teacher, CCC drew upon her strengths of memorization and learning by repetition. Finally,the participant was very willing to work with the first author on most occasions.

There were also limitations to this study. The implementing and employing CCC required one-on-one instruction. We were never able to fade out prompts to have the student use the method independently as a self-tutoring strategy. Another limitation of this study is the short intervention time period. The time constraint was due to absences, half-days, and winter break. Although the intervention only lasted for 1.5 months, the outcomes would have been stronger if a longer duration of assessing the CCC portion of the study as well as having more data points in the baseline than that used in the present analysis. Also, it would be been more rigorous to have gathered fidelity of implementation of various experimental conditions more frequently. We only gathered these data twice. However, as Harn, Parisi and Stoolmiller (2013), have lamented, two is much better than one measure of treatment fidelity. Clearly a larger number of evaluations should have taken place. In addition, as Horner, Carr, Halle, McGee, Odom, & Wolery, 2005) have indicated, having more than a single participant is needed to make decisions regarding the efficacy of CCC for spelling with children with autism.

However, even with the various limitations of this research, the present case study provides some documentation for the utility of employing CCC for teaching spelling words to an elementary student with autism. It also provides a partial replication of the research of Ivicek-Cordes et al. (2012) and adds to the growing literature as to the efficacy of employing CCC with students with moderate to severe academic issues. Lastly, implementing CCC to improve spelling performance replicates and adds to our confidence regarding the use of CCC in both general and special education classroom settings (Copper et al., 2007; Kazdin, 2011). Cleary, with continuing need to provide data-based and effective instruction to students with autism, CCC appears to have merit for teaching students with autism to spell. The use of CCC with a student with autism remains novel, and additional research is needed with this population.

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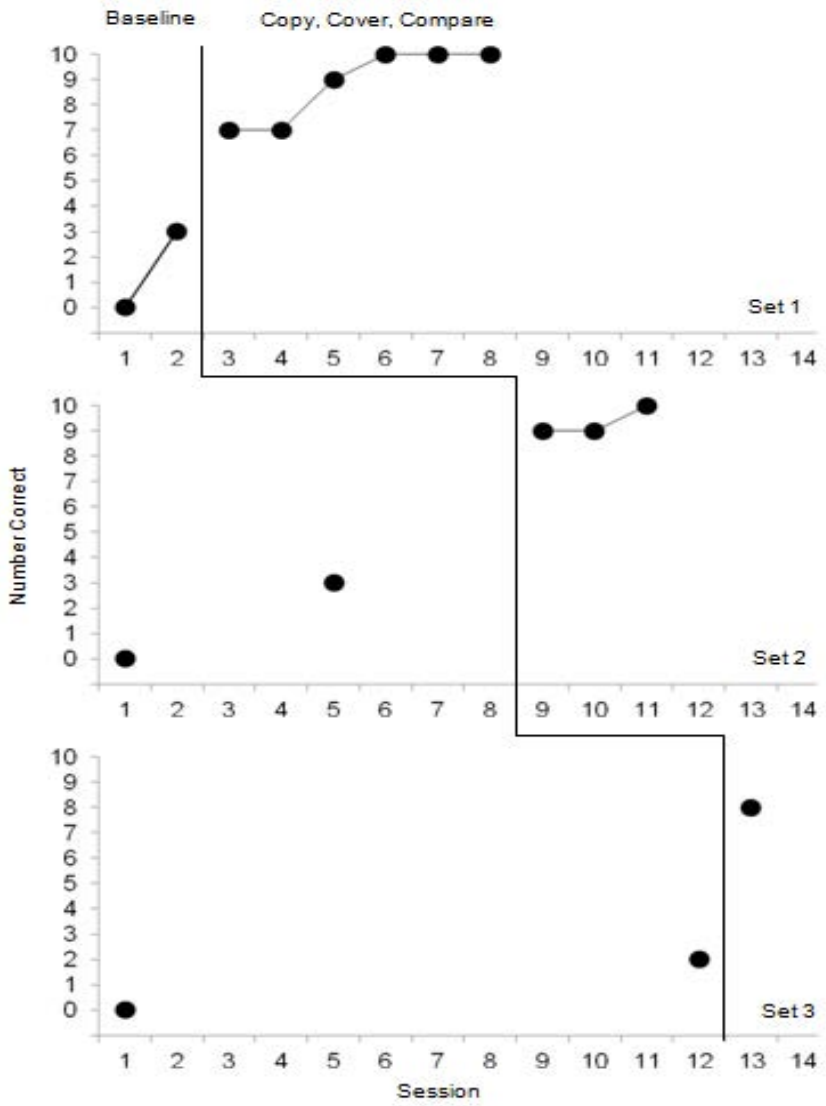


*Figure 1 :* Results indicating number of words spelled correctly per session. Open data points indicate data were not gathered for that session.



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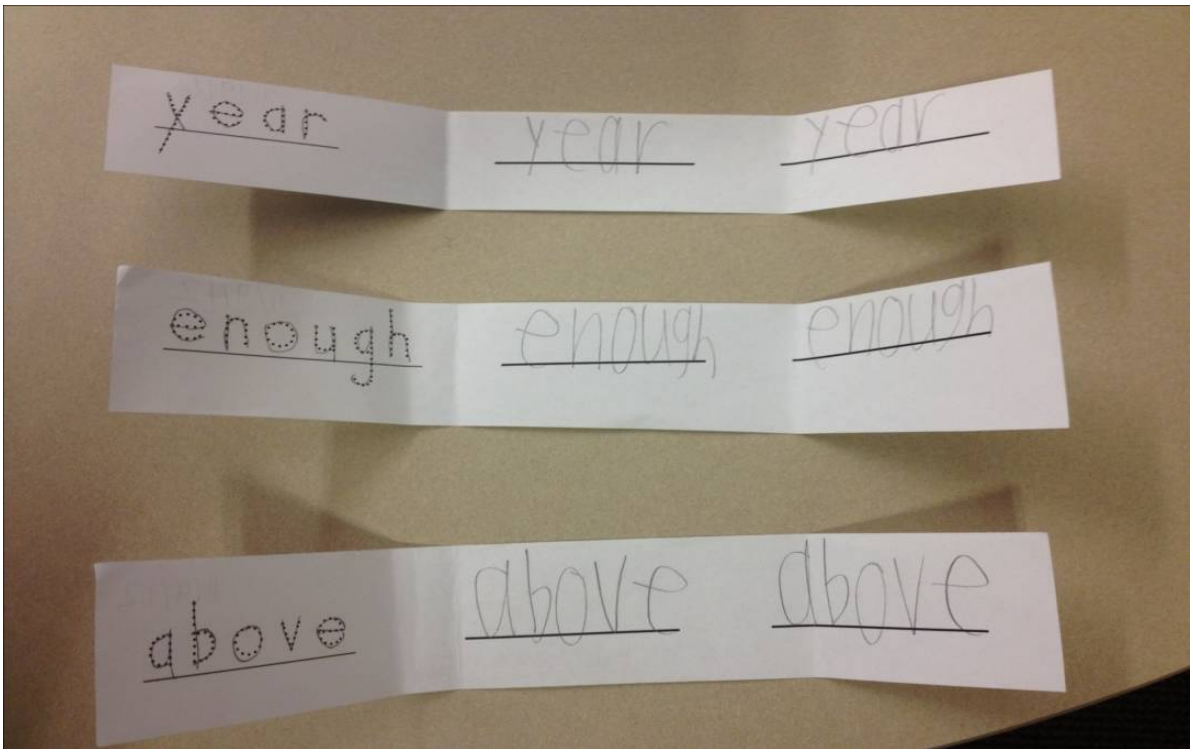
## Appendix A

Name:_____ Date:_____

Spelling Test

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

## Appendix B



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## Appendix C

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## Appendix D

Set 1

| session | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| date | | | | | | | | | | | | | | | | | | | | |
| above | | | | | | | | | | | | | | | | | | | | |
| being | | | | | | | | | | | | | | | | | | | | |
| enough | | | | | | | | | | | | | | | | | | | | |
| form | | | | | | | | | | | | | | | | | | | | |
| however | | | | | | | | | | | | | | | | | | | | |
| often | | | | | | | | | | | | | | | | | | | | |
| page | | | | | | | | | | | | | | | | | | | | |
| set | | | | | | | | | | | | | | | | | | | | |
| thought | | | | | | | | | | | | | | | | | | | | |
| year | | | | | | | | | | | | | | | | | | | | |

Set 2

| session | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| date | | | | | | | | | | | | | | | | | | | | |
| asked | | | | | | | | | | | | | | | | | | | | |
| below | | | | | | | | | | | | | | | | | | | | |
| children | | | | | | | | | | | | | | | | | | | | |
| ever | | | | | | | | | | | | | | | | | | | | |
| give | | | | | | | | | | | | | | | | | | | | |
| important | | | | | | | | | | | | | | | | | | | | |
| once | | | | | | | | | | | | | | | | | | | | |
| saw | | | | | | | | | | | | | | | | | | | | |
| should | | | | | | | | | | | | | | | | | | | | |
| until | | | | | | | | | | | | | | | | | | | | |

Set 3

| session | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| date | | | | | | | | | | | | | | | | | | | | |
| began | | | | | | | | | | | | | | | | | | | | |
| better | | | | | | | | | | | | | | | | | | | | |
| end | | | | | | | | | | | | | | | | | | | | |
| every | | | | | | | | | | | | | | | | | | | | |
| going | | | | | | | | | | | | | | | | | | | | |
| live | | | | | | | | | | | | | | | | | | | | |
| own | | | | | | | | | | | | | | | | | | | | |
| sentence | | | | | | | | | | | | | | | | | | | | |
| since | | | | | | | | | | | | | | | | | | | | |
| while | | | | | | | | | | | | | | | | | | | | |

## Appendix E

Spelling Words Data Collection Sheet

| Session | Date | IOA | Condition | | | Set 1 | Set 2 | Set 3 |
|---|---|---|---|---|---|---|---|---|
| 1 | | Y N | B1 I1 | B2 I2 | B3 I3 | | | |
| 2 | | Y N | B1 I1 | B2 I2 | B3 I3 | | | |
| 3 | | Y N | B1 I1 | B2 I2 | B3 I3 | | | |
| 4 | | Y N | B1 I1 | B2 I2 | B3 I3 | | | |



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| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 5 | | Y N | B1 I1 | B2 I2 | B3 I3 | | | |
| 6 | | Y N | B1 I1 | B2 I2 | B3 I3 | | | |
| 7 | | Y N | B1 I1 | B2 I2 | B3 I3 | | | |
| 8 | | Y N | B1 I1 | B2 I2 | B3 I3 | | | |
| 9 | | Y N | B1 I1 | B2 I2 | B3 I3 | | | |
| 10 | | Y N | B1 I1 | B2 I2 | B3 I3 | | | |
| 11 | | Y N | B1 I1 | B2 I2 | B3 I3 | | | |



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# Identity Assertion by the Bodos of North East India: Exploring the Role of the Educated Middle Class

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*Abstract-* The paper examines the different phases of identity assertion by the Bodos, the largest plains tribe of Assam, a state situated in Northeast India. Available evidence indicates that the emerging educated middle class has been playing a catalytic role in articulation of Bodo identity in various phases. It observes that the Assam movement against foreign nationals failed to accommodate the aspirations of smaller nationalities like Bodos and argues that as the Bodo middle class has been apprehensive of Assamese middle class hegemony, it sought to carve out its own political space by transforming and consolidating Bodo ethnic and regional identity into a distinct national identity and by raising the demand for a separate homeland for protection of its class interests. The paper proposes to examine the dynamics of this phenomenon.

*GJHSS-G Classification :* *FOR Code: 930501*

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# Identity Assertion by the Bodos of North East India: Exploring the Role of the Educated Middle Class

Susmita Sen Gupta

*Abstract-* The paper examines the different phases of identity assertion by the Bodos, the largest plains tribe of Assam, a state situated in Northeast India. Available evidence indicates that the emerging educated middle class has been playing a catalytic role in articulation of Bodo identity in various phases. It observes that the Assam movement against foreign nationals failed to accommodate the aspirations of smaller nationalities like Bodos and argues that as the Bodo middle class has been apprehensive of Assamese middle class hegemony, it sought to carve out its own political space by transforming and consolidating Bodo ethnic and regional identity into a distinct national identity and by raising the demand for a separate homeland for protection of its class interests. The paper proposes to examine the dynamics of this phenomenon.

## I. Introduction

The paper proposes to examine the different stages of identity articulation among the Bodos who constitute the largest plains tribe of Assam, a state of North-East India. An attempt will be made to explore the role of the educated middle class as a catalyst in the process of transformation and consolidation of Bodo national identity. The paper has been divided into five sections. The first section deals with the conceptual framework. The next section seeks to trace the emergence of the Bodo middle class and focuses on its class interests. The third section identifies a few middle class organizations and examines their demands which got reflected in different stages of Bodo identity assertion. The fourth section will enquire into the role of the middle class in the transformation and consolidation of Bodo identity. The fifth and the final section will summarize the main observation of the paper.

## II. Conceptual Framework

The key concepts of the paper are – 'ethnicity', 'nationality' and 'middle class'. At the very outset, it needs to be pointed out that although the term 'ethnic' is commonly used in the Northeast to refer to groups of people with distinct cultural characteristics, such an usage does not reflect the reality that these groups are in different stages of nationality formation [1]. In the first stage of ethnicity, a cultural group differentiates itself from other groups, but remains politically insignificant. In the second stage, political consciousness of cultural identity evolves leading to the pursuit and protection of community interests. In the ultimate stage of nationality formation, right to self-determination is sought to be asserted through political action and political mobilization [2]. Baruah [3] argues in this connection that the Asomiyas, the Bengalis, the Khasis, the Bodos, the Mizos, the Nagas and even the Karbis appear to have become nationalities demanding the political right to control their own affairs. In fact, all nationalities in the contemporary world have been demanding homelands of their own where they can protect their cultural, political and economic interests and this reflects the political dimension of nationality. Nationalities in the Northeast are no exception to this worldwide trend. However, political aspirations of nationalities in this part of India have assumed different forms, ranging from the demand for sovereign independent homeland to the demand for separate statehood within India, in their quest for self-fulfillment and self-determination.

It is interesting to note in the context of the above that the nature of identity assertion in the North East is determined, to a large extent, by the varying stages of nationality formation [4]. For example, the recognised nationalities seem to focus more on the demand for greater autonomy vis-à-vis the Union Government. Integral to such demands is the process of bargaining with the Indian State and central political authorities for a better deal than what the existing scheme of things offer to them [5]. As far as the emerging nationalities are concerned, however, their self-assertion assumes a different dimension altogether. Their struggle is twofold, viz., at a core- periphery level in which a protest movement is launched by the peripheral nationality against the real or perceived exploitation by the dominant nationality of the region [6]. At another level, even an autonomy movement by such aspiring nationalities may exhibit signs of secession in the hands of a militant section of its leadership.

Another key concept to be used in the paper is 'middle class'. It may be noted that the term 'middle class/es' was in common use in some parts of the world by the 1840s when it came to be viewed as basically consisting of various social groups which occupy an intermediary position between the proletariat and the

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bourgeoisie [7]. The term 'petty bourgeoisie' was more familiar than 'middle class' in Marxist literature. Non-Marxist scholars have been using the term in the Weberian sense. Marxists have been arguing that the term 'middle class' as used by bourgeoisie social scientists was unscientific because it was based on an unscientific concept of class in the sense that it was not defined in terms of the position occupied in the system of production. Rather it looks at class as an economic position in a society, based on individual achievement and birth. Though these two different approaches to the use of the term middle class has important distinguishable consequences for social and political analyses, yet the term is commonly used in social science literature to refer to social forces [8].

## III. Emergence of Bodo Middle Class and its Interests

Keen observers of the Bodo movement for socio-political assertion tend to believe that this phenomenon is not a new development and seek to trace its origin historically from the first quarter of the twentieth century. Sharma for example, observes that this period was marked by the emergence of a nascent middle class among the Bodos of Western Assam. He accounts for this phenomenon in terms of two important factors, viz., the advent of cash economy in the Bodo society and its proliferation during the colonial period which transformed the tribal social and economic structure and the emergence of a religious reform movement among the Bodos led by Kalicharan Brahma which transcended the domain of religion and extended itself into the realms of society, polity and economy. The impact of this 'renaissance' on the sphere of education facilitated the entry of many Bodo youths into the colonial job market, thereby triggering the advent of a middle class among the Bodos. [9]

Sharma (2000) argues that this essentially job-centric Bodo middle class had a vested interest in land as their forefathers belonged to the landed gentry. [10] An interesting point that emerges from this formulation is that on the one hand, the world view of the emerging middle class was different from its predecessors because securing government jobs and availing new socio-political opportunities took precedence over landed interest, but on the other, its role as a liberating force was restricted because of its sustained interest in land. Such contradictions in its class character led to the exclusion of issues like land reform from the agenda of the movements launched by the emerging Bodo middle class [11].

## IV. Middle Class Organisations and Different Stages of Bodo Identity Assertion

It appears that the Tribal League, the Bodo Sahitya Sabha, the Plains Tribal Council of Assam (PTCA), the All Bodo Students' Union (ABSU) etc. were some of the prominent middle class organizations which were instrumental in the assertion of Bodo identity in different phases [12]. The Tribal League, a pioneer socio-political organization of the Bodos, was formed in 1932. However, this organization sought to fulfill the interests of the middle class alone, as reflected in its demands like reservation of jobs, reservation of seats in the Assam Legislative Council and so on. Not being a mass organization, the Tribal League played no role in mobilizing the masses on issues of poverty and socio-economic backwardness. It was also apathetic to the plight of the Bodo peasantry who were displaced from their lands on a massive scale due immigration from East Bengal. These developments further alienated the Tribal League from the masses and after India's independence in 1947 all its leaders joined the Congress en masse.

During 1952-1967, the Bodo Sahitya Sabha, the most important literary organization of the Bodos, played a significant role in the assertion of Bodo identity and the issues of language and script were integral to such assertion. This period was marked by the articulation of demands like introduction of Bodo language in the Bodo-dominated areas and the replacement of the Assamese script by the Roman script. This phase of identity assertion was marked by the active involvement of the masses unlike in the previous phase. However, a major limitation of the politics of identity assertion during this phase was that the middle class leadership hardly made any radical demands for the improvement of the lot of the common man.

On January 13, 1967, Prime Minister Mrs Indira Gandhi made an important declaration regarding the reorganization of Assam on a federal basis. This enhanced the prospects for the fulfillment of the political aspirations of the Bodo middle class which was reflected in the demand for a union territory to be called "Udayachal" for the plains tribes of Assam. A new political organization, viz., Plains Tribal Council of Assam (PTCA) was formed to spearhead this territorial demand. The PTCA was, in essence, a Bodo political party although its name suggested a common political platform for all plains tribes of Assam. In this context, it has been argued by some scholars that the initiative to construct a pan-tribal identity of the plains-tribes of Assam always came from the Bodo middle class leadership which was not only more organized, but was also likely to play a key role in any future power



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alignments. It appears that the Bodo political assertion during this period was accompanied by the emergence of a mass movement around the issue of territorial autonomy.

Territoriality continued to dominate the political agenda of the Bodo middle class in the next phase of identity assertion as well. The prevailing trends signalled towards the emergence and consolidation of the Bodo regional identity which manifested itself in the demand for a separate Bodoland State. The leadership during this phase was assumed by a student organization, viz., All Bodo Students' Union (ABSU). Unlike the earlier phases, this phase saw a resort to violence by the armed wing of the ABSU, especially on those who were perceived to be pro-PTCA. However, the ABSU-led movement lost popularity due to the lack of meaningful socio-economic programmes in its agenda which would have improved the lot of the Bodo peasantry, an active component of the movement. The most significant parallel political development during this period was the articulation of the demand for sovereignty by an underground militant outfit, viz., Bodo Security Force (BdSF). In its anxiety to prevent the movement from being hijacked by militants, the ABSU became a signatory to the Bodo Accord on February 20, 1993, which led to the formation of Bodo Autonomous Council (BAC). Meanwhile the ABSU floated Bodo People's Party (BPP) to capture power in the BAC. But an intense struggle for power and internal squabbling among the Bodo leadership for primacy within the BAC reduced the Bodo Accord to a political farce.

The present, contemporary phase of identity assertion by the Bodos is marked by almost total marginalization of the Bodo regional identity by the secessionist agenda of a number of militant outfits which has radically transformed the character and substance of the Bodo movement from autonomy to secession. However, the Bodo Liberation Tiger Force (BLTF), a militant outfit which has been alleged to be a beneficiary of state patronage eventually gave up its demand for a separate Bodoland state and reconciled itself to autonomy under the Sixth Schedule of the Constitution of India. This led to the creation of the Bodo Territorial Council (BTC) on February 10, 2003 as an autonomous self-governing body within the State of Assam in order to fulfill economic, educational and linguistic aspirations as well as to safeguard the socio-cultural and ethnic identity of the Bodos. On the other hand, the BdSF was rechristened as the National Democratic Front of Bodoland (NDFB) and it has been persistently advocating a sovereign independent state of Bodoland.

## V. Transformation of Bodo Identity and the Role of the Middle Class

A critical look into the different stages of identity assertion of the Bodos reveals some interesting trends. The middle class which has been instrumental in articulating demands of the Bodos in these various phases seem to have played an important role in transforming the Bodo identity. Since the issues of language and script were integral to identity assertion of the Bodos in the initial phase, the middle class was apparently articulating the Bodo ethno-linguistic identity as distinct from the larger Assamese linguistic identity. The subsequent phases which focused more on territorial autonomy signaled towards the emergence of a distinct Bodo regional identity. The demand for a territorial unit of all plains tribes of Assam was supposed to be an inclusive political arrangement, but the Bodos, being numerically larger and its middle class leadership being more organized than its counterparts among other tribal groups, were likely to assume a predominant role within such an arrangement. This was followed by a more aggressive assertion of Bodo exclusivity which centered on the demand for a separate Bodoland, thereby indicating the transformation of Bodo ethnic, linguistic and regional identity into a distinct national identity. The advocacy by militant outfits of a sovereign independent Bodoland as a homeland for safeguarding the political, cultural and economic interests of the Bodos is nothing but an endorsement and reassertion of the Bodo national identity. In reality, however, the middle class is likely to pursue its own class interests in the proposed homeland of its own.

## VI. Concluding Observations

For a deeper understanding of the Bodo identity assertion, it is necessary to relate this assertion with the nationality question in India. The Indian State has always viewed this issue as a problem of all-India national integration and has considered nationality aspirations as anti-national. This has further alienated smaller nationalities like the Bodos of Assam. Ironically, the Assam movement against foreign nationals had initially drawn the Bodos and other plains tribes under its banner, but it failed to accommodate the aspirations of these nationalities. Moreover, the Assamese middle class hegemony generated a sense of insecurity among the Bodo middle class and pushed it towards a path of self-determination for consolidation of the Bodo national identity.

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# The Interplay between Gender and Learning Styles: Implications for Second Language Teaching

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*Abstract-* Learning styles refer to the variation that exists in the ability of people to accumulate interpret and assimilate information. A learning style is an individual's preferred way of learning and scholars (Reid (1995), Wagaman (2008), Montgomery and Groat (1998) to mention a few) have established that when a teacher's style matches the student's learning styles then learning will occur. Research evidences (Howe 1997), Burham (2008) and Sax Leonard (2008)) support that gender plays a unique role in the way we learn. This paper thus seeks to investigate the relationship (if any) between gender and learning styles with its' possible implications for language teaching. The paper draws conclusions that majority of females' preferred learning style is the diverging and assimilating (thinkers than doers) while a greater percentage of the males fall under converging and accommodating learning styles (doers than thinkers). Girls are motivated by the desire to impress adults while boys are motivated by the object or material to be learnt. This of course has serious implications for language teaching. Lastly, language teachers are encouraged to develop their instructional packages to cater for the differences in the students' gender and learning styles. Other stakeholders in the education industry are to accommodate the knowledge of different genders and learning styles in educational planning.

*Keywords: gender, learning styles, language teaching, implications for teaching and commensalism.*

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# The Interplay between Gender and Learning Styles: Implications for Second Language Teaching

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*Abstract-* Learning styles refer to the variation that exists in the ability of people to accumulate interpret and assimilate information. A learning style is an individual's preferred way of learning and scholars (Reid (1995), Wagaman (2008), Montgomery and Groat (1998) to mention a few) have established that when a teacher's style matches the student's learning styles then learning will occur. Research evidences (Howe 1997), Burham (2008) and Sax Leonard (2008)) support that gender plays a unique role in the way we learn. This paper thus seeks to investigate the relationship (if any) between gender and learning styles with its' possible implications for language teaching. The paper draws conclusions that majority of females' preferred learning style is the diverging and assimilating (thinkers than doers) while a greater percentage of the males fall under converging and accommodating learning styles (doers than thinkers). Girls are motivated by the desire to impress adults while boys are motivated by the object or material to be learnt. This of course has serious implications for language teaching. Lastly, language teachers are encouraged to develop their instructional packages to cater for the differences in the students' gender and learning styles. Other stakeholders in the education industry are to accommodate the knowledge of different genders and learning styles in educational planning.

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## I. Introduction

Several studies have been conducted in the field of education for the primary purpose of improving teaching and learning. It is also a known fact that so many other factors outside the teacher's competence or knowledge of the subject matter are responsible for effective teaching and learning to occur in a classroom. Some of the other factors include: the language of instruction employed, the gender of the learner, the learning styles of the different learners in class and so on. Gender as it is used here goes beyond differences in sex; it extends to other physiological differences between the male and the female gender.

Interestingly, apart from the differences in the genital configuration of both the male and female, the two sexes have differences in their strength and weaknesses are a result of the way their brain functions. Each student has a peculiar way of learning and interpreting whatever information is being presented to him or her, this peculiarity in learners is know as learning styles. Learning styles and gender have a commensalisms-like relationship because one seems to influence the other.

Some of the researchers in the field of learning styles (Kolb 1984, Montgomery and Groat (1998), Honey and Mumford (1992), Cezair (2005), O' Neill (2003)) have been able to link certain learning characteristics or styles to gender. A number of learning styles model, from Kolb's experiential learning to Gardner's VAK (Visual – Auditory - Kinesthetic) learning styles model confirms that gender has a major role to play in the way students learn. For example, majority of male learners tend towards having the kinesthetic style as their dominant learning style and that is why by implication, boys will learn better in a activity - based lesson.

On the contrary, a greater percentage of girls are dominant in the area of the auditory learning style. In essence, a teacher needs to plan his or her instruction with the aim of meeting the learning styles of individual students in the classroom. Also, language instructors need to consider the gender differences in the class as going beyond the genital differences. The gender of a leaner has serious implication on the way his or her brain works – either dependent on the left or the right hemisphere that of course has serious implications for learning in general and language teaching in particular. This study will delve into the numerous areas of relationship between learning styles and gender; implications will also be drawn for language teaching.

## II. Gender and Learning Styles: A Commensalisms - Relationship

Students have specific ways by which they learn best. These are technically referred to as learning styles or preferences. An understanding of a students learning style is very important when a teacher is planning his/ her lesson. Slater et.al (2007) opines, 'one of the many characteristics that make up a student's learning style is the sensory modality by which the student prefers to take in new information'. Other factors influence the choice of a student's learning style and these include: gender, age, culture, academic achievement, socio-economic background and so on. The focus of this work

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will be on the relationship between gender and learning and the implication of same for language teaching.

According to information posted on www.en.wikipedia.org/plearningstyles, "learning styles are simply put, various approaches or ways of learning. They involve educating methods, particularly to an individual, that are presumed to allow that individual to learn best". There are so many models of learning styles but notable amongst them include: David Kolb's Model, Anthony Gregorc Model and Sudbury Model of Democratic Education, Gardner's Multiple Intelligences and VAK learning styles Models. The focus of this paper will be on Kolb's Model.

Kolb's experiential learning theory (ELT) and learning styles inventory (LST) are strongly linked with the work of Dewey, Lewin and Piaget. Kolb's experiential learning theory emphasizes the point that experience plays an important role in the learning process. Kolb (1984) explains experiential learning theory as a holistic integrative perspective on learning that combines experience, perception, cognition and behaviour. Kolb presented a model, which works on a four- stage cycle namely:

(i) Concrete Experience (CE) abilities
(ii) Reflective Observation (RO) abilities
(iii) Abstract Conceptualization (AC) abilities
(iv) Active Experimentation (AE) abilities

Kolb (1984) states that the different abilities listed above must be in a student's learning style if such is to be effective and learners are capable of combining at least two abilities to form their learning styles. Kolb (1976) presented four types of learning styles' that are:

(a) Diverging Styles (CE/ RO)
(b) Assimilating (AC/ RO)
(c) Converging (AC/ AE)
(d) Accommodating (CE/ AE)

Diverging learning Style- combines feeling and watching (CE/ RO), learners in this category are sensitive, and they prefer to watch rather than do, the gather information and use imagination to solve problems. Kolb (1984) refers to this style as diverging because these learners have their strength in situations that require ideas- generation, brainstorming imagination and so on. They tend to be strong in the arts and they are good listeners.

Assimilating learning style- (AC/ RO) combines the ability to watch and think. Learners in this category prefer concise and logical approach to instruction. Honey and Mumford (1992) as cited by O' Neill (2003) classify learners with this style as theorist because they require good and clear explanation rather than practical opportunity. They are more interested in ideas and abstract concepts. They excel at understanding wide-ranging information and organizing it in a clear and logical format.

Converging learning style (AC/ AE)- combines the abilities of doing and thinking. Learners in this category are capable of solving problems and transferring their knowledge to finding solutions to practical knowledge. They thrive on technical tasks and they like to experiment with new ideas, to stimulate and to work with practical applications.

Accommodating learning style (CE and AE)- combines the abilities of doing and feeling. Learners in this category rely on intuition rather than logic. They use other people's analysis and prefer to take a practical, experiential approach. They are attracted to new challenges and experiences and to carry out plans. They prefer to rely on others for information than carry out their own analysis.

Cezair (2005) carries out a comparism of the different learning styles. Cezair opines that the knowledge of the learner who prefers the converging learning style (AC/ AE) is organized in such a way that, through hypothetical- deductive reasoning, he can focus it on specific problems. The learner who prefers the Diverging learning Style (CE/ RO) has learning strengths opposite to those of the converging style. This style performs better in situations that call for generation of ideas, such as "brainstorming".

On the other hand, learners with the Assimilating style (AC/RO) possess the ability to create theoretical models and such learners lay emphasis on logic and conciseness. The Assimilating learning style focuses on doing things, carrying out plans or experiments and involving him/ herself in new experiences.

Information posted on www.brainbox.co.uk/ a3_aspects/pages/LSgender.htm states, 'Although there are differences in the way in which boys and girls generally prefer to process information, we should nevertheless remind ourselves that this is the minimalist approach, in that it identifies only two categories'. Howe (1997) reported his findings in a research carried out on "Gender and Classroom interaction". The study observed young children working on a jigsaw puzzle; it was observed that girls were three times as likely as boys to ask for help from the supervising adult. In the absence of an adult, girls directed their pleas for assistance to boys. This strengthens the argument that majority of female learners possess diverging and assimilating learning styles while boys have convergent and accommodating learning styles.

Barton (1996) after conducting a research in 3 schools experimenting with single- sex teaching of modern languages concludes, 'All three heads of languages are keenly aware that segregation alone is not an answer but have done much to identify the learning styles, interests and needs of the boys they teach. Perhaps it is this that has led the boys at Madaley to thrive in what they describe as a "happier environment".



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Geoff Hannan (cited on www.brainboxx.co. ukla3_aspects/pages/Lsgender.htm) points out the differences between the learning styles of both genders. Hannan states, "Girls tend to be brought up to have relationships with people, to be responsible for themselves and others, with a strong emphasis on communication. They are brought up as "the talkers". Boys on the other hand, are brought up to have relationships with objects. They are 'the doers'. Below is a table showing the salient features and differences between the male and the female brains:

| |
|---|
| *Note: The above applies to the majority of right-handed people. In left-handed and ambidextrous people the functional specialisation is different: sometimes this is simply a swap-over - but may also be a more complex sharing of functions.* |
| Males generally have more-developed right hemispheres - which disposes them towards spatial tasks such as map-reading or interpreting technical drawings. Females generally have more-developed left hemispheres - which is probably why they learn to speak earlier than males and are often more adept at languages. Females are also better at fine motor control, which probably accounts for their generally superior handwriting skills. |

*Source: Learning Styles and Gender*
www.brainbox.co.uk/a3_aspects/pages/LSgender.htm

While analyzing the table above, Hannan opines that the predominance of right- brain thinking in males could imply that a boy's oral skills are weaker as well as his literacy, organizational and analytical skills. Consequently, "his lack of competence (and interest) in analyzing, sequencing and prioritizing are central to his academic under- achievement". He thus concludes by stating that boys do first and then (hopefully) thinks while girls think first then (hopefully) does.

| MALE AND FEMALE BRAINS<br>The different sides of the brain have different functions. | |
|---|---|
| LEFT BRAIN | RIGHT BRAIN |
| language | visual |
| logic | perspective |
| mathematics | spatial awareness |
| analytical thinking | creative & imaginative functions |
| shaping of ideas | emotions |
| sequencing | tone |
| fine motor skills | quality of sound |
| timing | facial recognition |

This of course has a dive implication for learning because the male has a trial and error, experiential learning style rooted in confidence, competence and interest in the manipulation of objects and systems while the female has a language- centred, sequential learning style with a strong based in association and relationship. The male is a speculative thinker while the female is a reflective thinker.

Burman (2008) conducted a research to clarify gender differences in language processing. The children that participated in the study were between ages 9- 15 years and the findings are listed below:

* Girls had greater brain activity in three known language areas than boys of their brain when completing reading comprehension or word meaning tasks.
  - Inferior frontal gyrus- an area involved in word meaning and other language functions
  - Superior temporal gyrus on both sides of the brain- involved in sounds of words
  - Fusiform gyrus on the left side of the brain- area involve in the spelling of words and their visual identification.
* Girls used both the left and right sides of their brains for language- related activities whereas boys primarily used the left side.
* Girls' language ability was dominated by auditory/ listening areas of the brain for accessing and processing information related to spelling and rhyming.
* Boys' language ability was dominated by visual areas of the brain for accessing and processing information related to spelling and rhyming.

The submission of Salem (2006) that there is no significant gender differences in overall motivation and that the result did not show a significant role for gender in EFL proficiency seem to water down the role of gender in language learning. Interestingly, research by the NASSPE and posted on www.singlesexschools.rog/ esearch states that the differences (in male and female) appear to be greatest among the YOUNGEST children.

From the foregoing, it is obvious that gender plays an important role in the learning needs of language learners. Therefore, language teachers must be conversant with a knowledge of these learning styles in order to meet the need (s) of their learners.



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Commenting on gender, Davies (1989) states that masculinity and femininity are structural properties of our society, not necessarily of the individuals. Therefore, our social environments- particularly educational contexts- condition and reinforce gender-specific discursive patterns.

Most females tend to listen well in class while the males are hyperactive during lesson. By implication, girls will respond favourably to an auditory- centred teaching approach in a language class unlike the males that would function effectively in a visual or tactile (Kinaesthetic) - centred teaching approach. Language teachers must be weary of planning a one- size- fits- all instruction in a mixed- sex class. Instructions in a language class must be planned in such a way that it will cater for all the learners.

The best way to get at a learner is by passing instructions to him or her in the style or manner that most suites him or her. Gardner (1993) suggested a learning style model effective for teaching young people. This he called the Visual- Auditory- Kinaesthetic learning style and it is very good for diverging and assimilating learners (that is, a person's whose dominant learning style is thinking and learning). V stands for seeing and reading, A- listening and speaking and K- touching and doing.

Wagaman (2008) opined that there are all kinds of learners: those who learn by seeing something that is being written, those who learn by listening to something being said and those who learn by actually doing something. Wagaman explains that these types of learners have technical names of visual learners, audio learners and Knesthetic learners. He conducts by stating that the best learning situation includes a strong mixture of all three of these learning types.

Reid (1995) was of the view that learning styles are internally based. Some learners rely on visual presentations; others are comfortable with spoken language while some may respond better to hands- on activities. People learn differently and these differences in learning are found in ESL/ EFL settings. When teaching styles are matched with the students learning styles then all the learners will have an equal chance in the classroom.

## III. Implication for Language Teaching

The National Association of Single- Sex Public Education (NASSPE) in an article on Single- sex Education published on www.singlesexschools.org/ home.php states, "The brains of girls and boys develop along different trajectories. Some differences are genetically programmed and are present at birth; other differences are manifested later in childhood. "Girls and boys learn in subtly different ways, in part because of those differences in the developmental trajectory of the brain". The statement goes further to say that all girls do not learn the same way and the same applies for boys.

In a situation when the teacher's instructional style and the learner's style do not match, learning will definitely not take place. However, teachers who include all the learning styles in their lessons will be more effective and have more engaged students. It is therefore important that language teachers (both in-service and pre- service teachers) should acquire the knowledge of learning styles and inculcate it into their lesson plan.

Language teachers also need to know that gender (sex differences) in learning may derive in part from basic physiological differences, such as differences in the ability to hear and also from differences in learner's ability to comport themselves in the classroom. Sax (2008) stated, 'Girls have a sense of hearing which is subtly better than boys (depending on the frequency tested). For example, Erik Berninger of the Karolinska Institute in Stockholm, Sweden, demonstrated in 2007, in a study of more than 30,000 newborn babies, that girl babies have an ability to hear which is slightly but significantly better than boys—and those were newborn babies. Differences in the ability to hear get bigger as kids get older.

The implication of the above gender difference is that language teachers should bear this in mind and so, endeavour to reach every learner in the class even if it means raising his or her voice in order to carry the boys along. Sax also states that educational psychologists have consistently found that girls tend to have higher standards in the classroom, and evaluate their own performance more critically. Girls also out perform boys in school (as measured by students' grades), in all subjects and in all age groups.

The implication of the above gender difference is that language teachers need to include kinesthetic approaches into their lesson plan and delivery so as to actively involve the male learners or hyperactive individuals in the classroom.

Max (2008) observed that there are differences in the factors that motivate girls and boys. Researchers (Pomerantz, Altermatt, and Saxon (2002)) have consistently found that "girls are more concerned than boys are with pleasing adults, such as parents and teachers". Most boys, on the other hand, will be less motivated to study unless the material itself interests them. The implication of this is that language teachers should seek to motivate the learners by being models and developing materials that can stimulate learning in boys.

Montgomery and Groat (1998) explained some of the reasons why learning styles have serious implications of learning styles for teaching and they include:



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(1) Making Teaching and Learning a Dialogue: Montgomery and Groat admitted that the basic assumption of most of the teaching practices is that students are "empty vessels" that had to be filled with knowledge by the teachers. The incorporation or awareness of learning styles will give birth to a more robust approach to teaching. For example, the interactive, cooperative or collaborative teaching and learning strategies.

(2) Responding to a more Diverse Student Body- Learning styles will make the teacher aware of individual differences in learning and thus, plan his instruction in such a way that everyone in the class will benefit.

(3) Communicating our message- learning styles offer a teacher the rare opportunity to package and deliver his or her instruction in a multi- faceted way across the range of students' learning style. It also offers the students options on a range of instructional modes that best meets their needs.

(4) Making teaching more Rewarding: the knowledge and application of learning styles to teaching will boost or increase students' performance or achievement.

(5) Ensuring the future of our discipline: They argued that by raising a generation or group of learners that are knowledgeable in the theory of learning styles, then continuity is sure and safe guarded.

Possessing the knowledge of learning style does not mean that the teacher should plan instruction for individual students separately rather; the teacher should strive to provide a variety of learning experiences in order to cater for the needs of the different learners in the classroom.

Inculcating all the different learning styles (at least the major ones: Visual- Audio- Kinesthetic (VAK)) in a lesson will serve a dual purpose of meeting the learning needs of the different students in the class as well as developing other areas of learning styles in the class. For example Language teachers can introduce a combination of individual assignment and group work.

Juris, Ramos and Castaneda (2009) suggested that teachers should identify their own teaching style as well as learning styles in order to obtain a better result in the Class. As the need arises, teachers must endeavour to balance their teaching styles in conformity with the students learning style. A variety of learning tasks should be assigned by the teacher in order to appeal to the different learning styles in the class and attain learning goals.

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# The Images of Indonesian Women Workers in the Arabic-Language Sites on the Internets: A Critical Language Analysis

By Maman Lesmana
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*Abstract-* Problems of Indonesian workers, especially domestic servants, often become the spotlight of mass media at home and abroad. Several researches have studied on Indonesian women workers from the aspects of human rights. This article discusses the headlines about Indonesian women workers contained in the Arabic-language sites on the Internet, using a critical linguistic approach to determine the extent to which the attitude of the Arab mass media in highlighting this problem. After conducting a research on selected vocabularies and grammatical structures used, this article finds that the headlines on Arabic-language sites on the Internet are mostly tendentious in exposing Indonesian women workers. This can be analyzed from the themes that appear in the media that are mainly in negative news. The choice of words, nominalization, passivation and others have contributed to marginalize Indonesian housemaids in Saudi.

*Keywords:* *women workers, discourse, arabic, linguistics, mass media.*

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# The Images of Indonesian Women Workers in the Arabic-Language Sites on the Internets: A Critical Language Analysis

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*Abstract-* Problems of Indonesian workers, especially domestic servants, often become the spotlight of mass media at home and abroad. Several researches have studied on Indonesian women workers from the aspects of human rights. This article discusses the headlines about Indonesian women workers contained in the Arabic-language sites on the Internet, using a critical linguistic approach to determine the extent to which the attitude of the Arab mass media in highlighting this problem. After conducting a research on selected vocabularies and grammatical structures used, this article finds that the headlines on Arabic-language sites on the Internet are mostly tendentious in exposing Indonesian women workers. This can be analyzed from the themes that appear in the media that are mainly in negative news. The choice of words, nominalization, passivation and others have contributed to marginalize Indonesian housemaids in Saudi.

*Keywords: women workers, discourse, arabic, linguistics, mass media.*

## I. Introduction

One of the frequent news about Indonesia in the spotlight of mass media at home and abroad is the problem of Indonesian migrant workers, in particular women workers, ranging from problems of bad treatment from employers, sexual harassment, low salary, until suicide cases. In highlighting this problem, of course, each media has its own discourse. Several researches have studied on Indonesian women workers from the aspects of human rights. This article discusses the headlines about Indonesian women workers contained in the Arabic-language sites on the Internet, using a critical linguistic approach to determine the extent to which the attitude of the Arab mass media in highlighting this problem.

The news about Indonesian women workers are often broadcasted by mass media around the world, including in Indonesia and in Arabic, as the parties concerned, and each of the mass media of course has its own discourse in exposing such problems in accordance to their ideology. Based on the above data, this article seeks to explore how the attitudes of the Arab mass media, especially the sites on the Internet, in highlighting the problem, because there is the assumption that the mass media in the Arab publicize disproportionately in cases relating to Indonesian domestic servants who works in Saudi.

This article is necessary to show the world about the attitudes of Arab mass media towards Indonesian housemaid. It is because only the Arab and Indonesian mass media that contains news about this issue whilst only news in the Arab mass media which is read by international readers because Arabic is the international language used in the United Nations, while the news contained in Indonesian language is usually not read. Therefore, this phenomenon can cause a bad image from the world community about Indonesian women.

In this article will give an analysis of the headlines about domestic servants which are written in the Arabic-language sites on the Internet, using the approach of Critical Language Analysis (Critical Linguistic), ie, research that not only see the news as the mediation of reality (representation of reality) , but also as a construction of reality, the so-called discourse. The focus of this research is the choice of words and grammatical structures used by the mass media in expressing the meaning of a particular ideology.

In presenting the media as a discourse, the author uses definition that is provided by Hasan Alwi, who said that the discourse is a series of linked sentences forming a harmonious meaning among sentences. (Alwi 1993: 43). The author also uses the Harimurti's definition who said that discourse is the most complete unit of language. In the hierarchy of grammatical it represents the highest or largest grammatical unit. The discourse is realized in the form of a whole essay, paragraph or word that carries a full mandate (Kridalaksana: 1993).

Another is the definition formulised by D. Maingguneau which states that discourse is a word + speech (communication situations). Discourse must have a clear message and is autonomous that can stand on its own. Thanks to his communication situation, discourse can be understood even though not a complete sentence. The understanding of discourse must take into account the context of the situation as it affects the meaning of discourse. In general, the discourse is arranged in a clear structure. However, its form is uncertain, may consist of one word, one

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sentence, one paragraph, one article, one book, several books or even one field of science. (Zaimar, 2009).

Meanwhile, the conceptual framework used in this article, first of all is the conceptual framework used by Ibn Hamad, namely the media function as a mediation of reality (representation reality) and the media as the construction of reality (discourse) (Hamad, 2008). Discussed in this article are only a function of the media as construction of reality. In accordance with sections that will be discussed futher, namely the headline problem, then the discourse that will be discussed in this article are the discourse in the form of word or sentence.

Furthermore, in analyzing aspects of vocabulary and grammatical structures, this article uses a conceptual framework of Roger Fowler et al and Norman Fairclough used by Eriyanto (2001), namely about the Critical Language Analysis (Critical Linguistics), which focuses on the language of discourse analysis and correlates with ideology. The essence of critical linguistics is to see how language grammar brings the position and meaning of a particular ideology. In other words, the aspect of ideology is observed by looking at the choice of language and grammatical structures used, either choice of words or grammatical structures, understood as an option, whichever is chosen and expressed by someone bring the meaning of the particular ideology.

## II. Critical Language Analysis of Head-Lines in Arabic Sites on Internets

The author will analysis the first head-line in the article containing the Indonesian maid who was raped by 13 young Saudi Arabia (www.yesdubai, 7 April 2009). The headline is as follows:

**13شابا يغتصبون خادمة اندونيسية**

(*13 youths raped an Indonesian housemaid*)

The above headline is transitive sentence. The subject is **13 شابا (13 youths),** the predicate is **يغتصبون** (to rape), and the object is **خادمة اندونيسية** (an Indonesian housemaid). The use of the form transitive on this headline would have certain purposes to be conveyed by news writers. As the mediation of reality or the representation of reality, the use of such short, concise and complete sentences which contains the subject, predicate and object, can be regarded as a good headline, because it can provide representative information to the reader. However, judging from the construction order of reality or discourse, it seems, the head-line in the text above, not only functions to mediate reality, but also convey a particular ideology. For example, in the subject, news writer only mentions the word "youth", did not mention from where, while the object, obviously, the news writer deliberately mentions the origin of the "woman's servant", who was raped.

Needless to say that news writers want to hide the identity of the perpetrator. Perhaps, because news writers feels ashame, if the rape suspect came from the same country with them. Conversely, by clearly mentioning the origin of a woman maid who was raped, it can be assumed that the news writers deliberately want to show the readers that women domestic servants (PRT) from Indonesia were not good. Another thing that also indicates the inferiority of women servants from Indonesia is to mention the word "13" on the subject. It is intended, in order to give the impression how low, powerless and poor is maid from Indonesia, got raped by 13 youths, an extraordinary tragedy. In fact, as the mediation of reality, news writers should not mention the number "13" on the headline but rather enough with the sentence: "A Maid Raped."

Furthermore, placing the word "Indonesian Maid " at the position of the object in the sentence has showed that that female helpers from Indonesia are always used as objects, never considered as the subject, although their existence are very necessary. In fact, it could be, if the news writers do not have specific purposes, they can make the headline such as: "An Indonesian Maid Failed to Defend His Honor."

The second headline which becomes the focus of the author's analysis is in this article is about the Indonesian housemaid who had sex with a Pakistani in an office and recording all those sex scenes in his hand-phones, (www.Orum.te3p.com, 4 July 2009), as mentioned follow:

**باكستاني يمارس الجنس مع عاملة اندونيسية بمشغل بالقصيم تم القبض عليه ؟؟**

*(Pakistan male who have sex with Indonesian Women Workers in an office in Qasim arrested??)*

When viewed from the grammatical aspect, there are a few things to note. First is the problem of the use of the question sentence used on the headline above. Although the sentence is not used a question word, it uses two question marks (??) at the end of the sentence. Apparently, there is a certain tendency to be conveyed by the news writer to the reader. The question sentence above can be categorized as a rhetoric question sentence, because it does not require an answer, but it has a connotations to humiliate certain party, perhaps in this case, the author intend to question the authority.

News writer seriously questions the authority, whether or not the perpetrators of such immoral acts have been arrested. Because, perhaps according news writer supposed to support an activist of a moral organization who first discovered the incident, the perpetrators of free sex should be immediately arrested by the authority. The strong call also can be seen from the two question mark, which semioticilly can be interpreted as an the sign of emphasis.



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In addition to the question form, this sentence is also structured in the passive form. It can be observed from the verb **تم القبض عليه** which means in passive, already arrested. The writer wrote this sentence in the passive voice in order to hide the ignorance of the news writer about whom should be arrested. Meanwhile, to highlight elements of "what", the author explained it in the informative object..

The third headline is about the maid who had sex with his boyfriend in the house of her employer when his employer is not at home (www.syria-news.com, 20 July 2007), namely:

**ادعى بوجود لص بمنزله ليكتشف أن اللص هو "عشيق الخادمة"**

(*Thought Burglar in the house, in fact, the burglar was the "maid's boyfriend"*)

Viewing from the amount of information to be conveyed to the reader, the headline above looks representative and interesting enough, but when compared to the lead (first paragraph) and its short remainder of the story (body news) short, this headline is too long. Perhaps, there is something to be exposed by the headline writer in this news. The phrase used by news writers is a complex sentence (clause), namely:

**ادعى بوجود لص بمنزله**

*(He thought there is a burglar in his house)*

**ليكتشف أن اللص هو "عشيق الخادمة"**

*(In fact, he found that the burglar was the maid's boyfriend)*

Reading the above complex sentence (clause), probably will appear on the mind of readers who is the subject of the verb "think" and "find", because the sentence was not clear who is the subject. The subject mentioned is simply a the singular pronouns in the form of past verb **ادعى** (he thought) and continues verb **يكتشف** (he find). This may be intentionally done by the news writer, because the subject is clearly mentioned in the headline, is not so important to him, because it will not appeal to readers. What he want to be stressed here is the object, that is **لص** (a burglar) and the phrase **عشيق الخادمة** (the maid's boyfriend). The news writer wants to show the reader about how bad are the behavior of the two objects who do not come from his country. For a short news-story, at least in order to meet the requirements of a good headline writing, the news writer simply use a interesting single sentence, not a complext sentences(clause).

Another thing that indicates that there is a certain attitude to be conveyed by news writers when he uses a mark (") in the phrase **عشيق الخادمة**. As mentioned above, that, there are two objects that are emphasized in the headlines, the "burglar" and "maid's boyfriend ", but it seems that the last object is more emphasized by the news writer, because it related to to domestic worker issues. The use of mark (") in the phrase is aimed to get the readers attention.

The fourth headline is about the Indonesian woman worker who are forced to sell themselves with a cheap price, because of economic necessity (*www.arabsvip.com, 3 October 2007), namely*:

**مقابل 5 دنانير ... إجبار خادمة اندونيسية على الدعارة**

(*Paid for 5 Dinar an Indonesian domestic worker forced to be a prostitute*)

When viewed from the aspect of reality construction, there is some purpose to be conveyed by the news writer. First, from the aspect of grammar, the using a sub clause.

**مقابل 5 دنانير** … (paid for 5 Dinar) in the beginning of the headline that is before the main clause shows that the news writer want to emphasize the sub clause. The news writer wishes to emphasize to readers that how low is the dignity of an Indonesian domestic helper, just for money of 5 Dinar, she will serve as a prostitute. Here, the attitude shown by the news writer against a domestic helper from Indonesia is obvious.

Another attitude shown by the author in the news headlines is the use of the passive sentence in the sub clause. The word **مقابل** is passive participle**.** The use of passive sentence in this sub aimed to hide the subject. For news writer, it is not really matter who is the subject, who pays 5 dinars. The important thing is the object that is an Indonesian woman domestic worker. It is because the subject could be someone who comes from the same nationality or ideology with the author so it will embarrass him if it is mentioned clearly in the headlines.

The concealment of the subject as explained above is called passivation. In addition to passivation, other ways that are also contained in the above headline is a nominalization, namely changing the verb into a noun. The word **إجبار** (*`ijbaar-*) is a noun derived from the verb of **جبر** ا ( *`ajbara*)**.** Although it has the same meaning that is "forced", but the news writer wants to show readers that there is no subject who forced a domestic servant to do such a thing, but all are on his own.

The fifth headline is the news about an Indonesian housemaid who kidnaped a employer's baby girl (www.mrahb.com, 28 May 2009), namely:

**ليكتشف اختطاف الطفلة السعودية في جدة من قبل الخادمة الاندونيسية**

(*The kidnapping of a Saudis baby girl in Jeddah by an Indonesian housemaid*)

When compared with its short content, apparently the headline at this text is too long. There are words that do not need to be addressed in this headline, such as the element of "where", that is in Jeddah. This element can be inserted into the lead (first paragraph) in the next part. Then, the adverb attached to the element of "who", namely Saudi Arabia and Indonesia, makes the headline too long and unnecessary.

Actually by saying **طفلة من قبل الخادمة** "a baby girl kidnapped by a housemaid" is reprensentative and



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interesting enough to attract the readers, the details can be red in the next part of the article. However, because there are certain purposes to be conveyed by the news writer, the headline is made such a long way. The News writer wishes to emphasize to readers that the perpetrator of the kidnapping was a maid from Indonesia, not from his country. It is possible if the kidnapper is from his own country, the headline is not written in the such way.

The sixth headline is about the maid who is ironed and forced to eat feses by the employer (www.aksalser.com, 13 January 2009), namely:

**سعودي يحرق خادمته الاندونيسية ويجبرها على أكل البراز**

(*An Saudis ironed an Indonesian housemaid and forced her to eat feses*)

When briefly viewed from the construction of reality there is no indication to suggest that there are certain purposes to be conveyed by the news writer, except he only wanted to mediate the reality. However, when analysed in depth, we may ask to ourselves, why the headline is made in a equal complext sentence, active and transitive form with a complete subject, predicate and object, not in other forms, such as nominalization or passivation, as it is often done in other texts?

In other texts, such as in the case of rape, the news writer is always trying to hide the subject, eg by using a nominalization or passivation when the perpetrator comes from his country, and instead highlighting the subject in the same case when the actor comes from another countries. The problem is why in this headline, the author does not hide the subject, for example with the words "An Indonesian maid to be ironed and forced to eat dirt", in fact the actor comes from his own country? Surely, there are certain things that want conveyed by the news writer. Therefore, when viewed in terms of meaning, of course there are differences between the case of "rape" and "torture". The rape is an ashamed act, while torture is not an embarrassing, perhaps even the opposite, it shows a brave action. namely a nerve. Yet, there is no need to hide the subject.

The seventh headline is about a maid who brought to the court because she deemed to insult the religion (*www.al-arabiya.net*, 14 March *2006),.* such as

**تحججت بعذر شرعي منعها من لمسه**

**محكمة سعودية توبخ خادمة إندونيسية لامتهانها المصحف**

*(Because of the shari'a reasons not allow to touch, the Saudi court punish to an Indonesian maid for Abusing the Quran)*

When compared with the body of the story, the above headline is too long because there are elements of news-story that is not too important. Supposedly, just by entering the element of "who", namely **خادمة اندونيسية** (an Indonesian housemaid), and "*what"*, that is **المصحف امتهنت الشريف** (abusing the Quran), it will be enough short, concise, representative and interesting. So, the headline will be as follows:

**امتهنت خادمة اندونيسية المصحف الشريف**

(*an Indonesian housemaid abuses the Quran*).

However, it seems that news writer is not satisfied by only putting two elements in the headline. He also wants to incorporate another elements, why, namely:

**تحججت بعذر شرعي منعها من لمسه**

*(Because of the shari'a reasons not allow to touch)*

The element of who, that is **محكمة سعودية** (Saudi court) and the element of what that is **توبخ** (to punish). Therefore the information is very complete. In fact, by forcibly inserting the elements of news-story that are actually not necessary in the headline makes the headline not interesting, because it is too long and unfocused.

The use of a sentence in the above headline does not mean without intention. When the subject is a person or institution from the same country with the writer and the object is person or agency from another country, the writer uses a complete active sentence with a subject, predicate and object without using nominalization or passivation because he does not have something to hide. In fact, the headline is made into a complex sentence preceded by the sub headline in order deliver the ugliness of an object in details.. This is one way to marginalize the object.

The eighth headline is the story of a housemaid who was accused of witchcraft to her employer's child's so that the child was behaving strangely (www.burnews.com, 15 July 2009), namely:

**بكاء طفلة يكشف سحر الخادمة الاندونيسية ببريدة..!!**

(*A baby gir'sl cries reveals the witchcraft's mask of an Indonesian housemaid in Baridah..!!*)

When viewed from the mediation of reality, the headline above is sufficiently representative, because it can provide clear information to readers with aspects of who, what and where. Similarly, the headline is also interesting because it exposes a unique problem, ie a problem of the witchcraft. But, judging from the terms of making a good headline, which should be short, concise and balanced with its body of the news, it seems there is an elements that need to be removed, namely the element of where **ببريدة** (in Baridah) because this element is not important and does not attract the readers. The problem is why this element inserted by the news writer? Of course, there is an motive in writing in this way.

When observed from its grammatical structure, the above headline is written in a complete sentence consistings of a subject **بكاء طفلة**, (baby girl's cry), a predicate in continues verb **يكشف**, (reveal), an object **سحر الخادمة الاندونيسية** (the withchcraft of an Indonesian



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housemaid) and adverb of place **ببريدة**. (in Baridah). This kind of structure indicates that news writer wants to give information in details that an alleged even already happened. Although as the mediation of reality, the element of where is not urgent, but as the construction of reality it is important, to give attention to the readers that this story is real, not imaginary one. It is because when the element of where is not mentioned, the headline could have been regarded as fiction. Is it true that the cries of a baby girl can uncover a witchcraft maid?

Another indication which shows that the news writer would like get attention from the readers is the use of two exclamation marks behind the headline. In semiotis, the two exclamation marks indicate that information is really happening and should become the reader's attention

The ninth headline is about the Indonesian maid who committed suicide, because her employer did not want to bear the cost of treatment at his hospital (www.manbaralrai.com, 1 December 2009), namely

**انتحار عاملة اندونيسية بإلقاء نفسها من الطابق الثالث بمستشفى"حمزة"**

(*An Indonesian Woman Worker Suicides by Throwing Himself from Third Floor "Hamzah" Hospital*)

Viewed from the content of its body of stories, the above headline seems to be too long. Supposedly, only by mentioning the element of who and what, namely **عاملة** (An Indonesian Woman Worker 3 Suicides) is representative and interesting enough. Without mentioning other elements, the words "a woman worker" and "suicide" is enough to attract the readers to follow the next news. Therefore, it is unnecessary to mention other elements that are less important and cause the headline becomes too long, such as the adverb of place **اندونيسية** (Indonesia) in the element of who, **بإلقاء نفس** (throwing herself) as how and **من الطابق الثالث بمستشفى "حمزة** (from the third floor Hamzah Hospital) as where, since those three elements can be inserted in following parts of the writing.

However, it seems that by completely incorporating the elements of news-story, regardless of requirements of making a good headline, the news writer wants to convey certain purposes in it. For example, by mentioning the word **اندونيسية** in headline has showed that the writer wants explain in details that the one who performs a sin is his people but the people from another country.

In addition to, through the inclusion of elements of how, "by throwing himself from the third floor", and the element of where, "Hamzah Hospital," which actually are not too important to be disclosed. Here, it appears that there is an intention of the author to corner the marginalised group, Indonesian migrant workers who live in Saudi Arabia.

The tenth headline is about the demand of the Indonesian government to the government of Saudi Arabia to raise the salaries of Indonesian domestic workers who work there (www.aawsat.com, 7 March 2004), i.e.

**مسؤول إندونيسي يهدد بوقف تصدير عمالة بلاده للسعودية في حال عدم رفع أجورهم**

(*The Indonesian authorities warn to stop sending housemaids to Saudi Arabia if No Increased Salary*)

Look the word **تصدير** (export) in the above headline. For people who do not understand Arabic, probably they will not question the use of this word.But, for those who understand Arabic, will be concerned about the usage of this word. Why? The word **تصدير** means "to export" (Wehr, 1980). It is ironic, if Indonesian workers equals with a commodity goods that can be imported or exported. However, this is the reality. The Arabs do classifying the Indonesian labors as commodities, so the word that fits to the concept of labor delivery is **تصدير** . This case is totally different from the word used in Indonesian media that do not classify the labor as a commodity or an inanimate object that but rather as as an animate labor. Therefore, the word used by Indonesian people is not "exporting", but "sending labor."

Then, the the eleventh headline is about the Human Rights Watch's criticism of the violations of human rights against Indonesian domestic workers in Saudi Arabia (Cable News Network. 13 February 2009), such as:

**HRW تنتقد انتهاك حقوق "الخادمات" بالسعودية**

(*The Human Rights Watch critizes the violations of human rights against Indonesian housemaids in Saudi Arabia*)

When viewed from the aspect of reality construction, it seems that grammar used does not contain any specific intentions. The subject, predicate, object and adverb of place in the active and transitive model used above are in accordance to their functions, only represent the reality.

Similarly, it is also obvious in selecting vocabularies. Consider the sentences below (Cable News Network,. 13 February 2009)!

**هيومان رايتس ووتش تؤكد وجود العديد من الانتهاكات في حق العاملات في المنازل**

*(The Human Right Watch emphasize the numbers of human rights' violations against housemaids' rights)*

**HRW تنتقد انتهاك حقوق "الخادمات" بالسعودية**

(*The Human Rights Watch critizes the violations of human rights against Indonesian housemaids in Saudi Arabia*)

**محكمة سعودية توبخ خادمة إندونيسية لامتهانها المصحف**

*(The Saudi court reminds an Indonesian housemaid for abusing the Quran)*

(www.alarabiya.net,, *14 March 2006)*



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**البحرين:الشريفة الإندونيسية... ضحية من؟**

*Bahrain: the Indonesian housemaid, whose victim?*

(www.mrame.net, 25 December 2003)

If we look at the above headings, there are four words in Arabic that shows the meaning of "maid". The first title uses the word **العاملات في المنازل**, translated literally as "domestic worker at home", and the second title uses the word **"الخادمات"**, with two quotes (") translated literally as woman housemaid", the third title uses the word **خادمة** without quotes (") means a woman servant and the fourth one uses the word **شريفة**, means literally a "honour woman."

As mentioned above, in a news story, every party has a version or his own opinions, as well as in selecting vocabularies. To indicate the words "housemaids", CNN uses two versions, namely the word **العاملات في المنازل** and the word **"الخادمات"**. Based on the researcher's observations in some texts on the media published outside the Arab, said that many appear to mark the word "Maid" is **العاملات** means, "women workers." From this perspective we see that CNN actually considers the maids as workers, not the servants, therefore the word used is the word **العاملات**, even though sometimes it adds afterward with the word **في المنازل** which means "at home".

If CNN uses the word **"الخادمات"**, the word within two quotes ("), to show that the word is different with the word **الخادمات** without two quotes (").which means the real "housemaids" not "workers". The usage of the word **العاملات** not **الخادمات** in CNN's news texts, probably as part of CNN version in appreciating the housemaid without stigma.

In the meantime, if we look at the news texts in the Arab media about housemaids, they more often use the word **الخادمات** rather than the word **العاملات**. The word **العاملات** is still used but only to indicate "women workers" not women housemaids. Here we see the different perceptions among the media which are published inside and outside the Arab. This difference occurs because the perception of the news writer in the media outside the Arab country is different from the Arab perceptions that are too tendencius to housemaids.

On the other hand, as shown in the fourth text, there is also an author who personally calls housemaid with the title **شريفة** which means "honour, respected, and noble woman", however, this happens only as if the author tries to poke the housemaids. Furthermore, this redicilous title is then accompanied by the next phare that is **ضحية من** which means "whose victim?"

Similarly, the selection of the word *al-bahrayn* followed by a punctuation mark (:). This suggests that the sentence after the punctuation is a statement. However, it is unclear who gave the statement. What is meant by the word *al-bahrayn* is government of Bahrayn, or just a handful of people of Bahrayn. In Arabic, the rhetoric is called *majaaz mursal kuliyyah*, which is called entirely, but is meant partly (Al-Jarim, 2011). Rhetoric like this deliberately to obscure who is responsible for the statement.

The twelfth headline is about the charges against an Indonesian housemaid who had spread AIDS to students of the high school in Saudi Arabia (*Ta'liiq 'Idarat Su'uudiyyuna*, 27 January 2009), such as:

**أندونيسية هاربة تنقل الايدز الى طلاب ثانوية في مكة المكرمة**

*(An Indonesian woman who escaped had spread the AIDS to students of the high school at Makkah Al-Mukarramah)*

When carfully analyzed from the aspect of reality construction, it seems that there are other messages to be conveyed by the news makers, in addition to simply convey a simple information. First, regarding to grammar, in the headline, Indonesian women are placed as the subject or actors while high school students are positioned as objects or victims. By placing women as subjects, as if that Indonesian women play an active role in spreading AIDS to the objects, namely the high school students.

In fact, judging from the process of spreading AIDS, not merely because of the active role of the subjects, but also the active role of its objects. Indonesian woman did not rape the high school students, but they have free sexual intercourses. Is it possiple to a woman rapes a man, in particular in large numbers? This means that they did all on consensual without force. Then, why is the Indonesian woman as subject placed in the headline? The title headline should be more neutral as follows: "As a result of free sexs, Some Students Affected by AIDS."

Second, the problem of the words choice. There are several words in this headline should not have mentioned, if the news writers are supposed to be neutral. In this headline stated clearly that the actor is **أندونيسية** an Indonesian woman while the victims are not mentioned their origins and only mentioned in general terms **طلاب ثانوية** (high school students), which high school and where? From this point, it is apparent the discriminatory attitudes, on the one hand the author wants to drop the dignity of certain people and on the other hand he wants to protect the image of certain people. How could not? If the headline mentions about the origin of such students, it could jeopardize the image of the country where these students live.

Furthermore, the usage of the word **ثانوية** (middle) in the pharase **طلاب ثانوية** (high school students) is also clear. This is to give the impression that how bad is an Indonesian woman who has invited high school students who are still young to have sex with her. If the word **ثانوية** is not added after the word **طلاب**, so it is only the word **طلاب** , for sure the intention to humiliate the actor will not succeed. The word **طلاب** only means



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"students" so it is not a big problem for them to have sex comparing with high school students).

Similarly, we can also futher analyze the usage of the phare **في مكة المكرمة** (in the holy Mecca). It has a specific target. Actually, it is not necessary to mention the name of a place in the headline because it will make the sentence too long and becomes unattractive. But, for the news maker, mentioning the place is significant to damage the integrity and image of someone from a particular country for doing sinful acts in the place that is most known for its purity and holiness.

In addition, there are words **تنقل الايدز** (to spread AIDS) in the headline. It gives the impression that only an Indonesian woman worker that actually transmit the disease to the middle school students. In fact, it is not necessarily. Have the high school students not had sex with another woman before before having sex with the woman? Is it the first intercourse that is at the shortest time, then the students were transmitted such disease? To avoid a negative opinion, should the writer make news headlines by inserting the word such as "suspected" for example, "The students who had sex with a woman allegedly infected with AIDS disease."

Likewise, the author does not mention proportionally the number of subjects and objects in the news and tries to develop bad images among the readers. By using the plural form, it indicates that the numbers of students who are infected to AIDS are a lot. Meanwhile, the Indonesian woman is written in the singular one, ie **أندونيسية** and the students are written in plural, that is **طلاب**. How low is an Indonesian woman, she is alone can transmit AIDS to great numbers of high school students. Supposedly, the headline state clearly the number of students who are suspected of being infected by AIDS from an Indonesian woman worker.

## III. Conclusion

By analyzing some headlines in the Arabic-language sites on the Internet it can be concluded that the image of Indonesian women workers who work in Arab countries are not good. Those bad images are *practicing free sex*. It can be seen from the case of the arrests of Indonesian workers who are having sex with Pakistanis people and record their sexual scene in the mobile phone and many cases involve domestic servants who often have sex with her boyfriends at her employer's house when her employer is not at home; *Having low status*, such as the case of some Indonesian housemaids who work as prostitutes in order to fulfil their basic needs; *Considered weak and powerless*. It is apparent in the the case of Indonesian women workers who are raped by 13 Saudis, the case of Indonesian women workers who were tortured, ironed and forced to eat feses and many many cases of human rights violations carried out in Saudi Arabia; *Despair,* for example the case of Indonesian domestic workers who jumped from the third floor of the hospital, just because the employer does not pay her hospital treatment; *Infected by dangerous deseases*. It can be seen from the case of a female worker accused of spreading AIDS to some high school children in Saudi Arabia; *Criminal*, such as the case of an Indonesian housemaid who has worked for six months but kipnapped her employer's new child; *Not religious,* It is apparent in the case of an Indonesian domestic helper who was accused of insulting religion by abusing the Qur'an and the case of an Indonesian domestic worker who are accused of being a witchcraft against her master's children; *Too Demanding,* for example from the case of the Indonesian authorities who demands for increasing Indonesian women workers' salary.

In conclusion, the headlines about Indonesian women workers in the Arab media, especially in sites and internets are too tendentious. This can be analyzed from the themes that appear in the media that are mainly in negative news, such as the cases of rape, free sex, prostitution, boyfriend, kidnapping, suicide, increased salaries, religious harassment and AIDS transmission. Although, there are also positive themes, namely about human rights violations, but this theme is not written by the Arab mass media, but by CNN in Arabic. Pervasive spread of negative images about Indonesia in Arab media, the image of Indonesian women workers in general tend to be worst. Similarly, this image can be studies from the aspect of selecting of the words and its grammatical structure. The choice of words, nominalization, passivation and others have contributed to marginalize Indonesian housemaids in Saudi.

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# Capitalism with a Conscience: A Marxist Echo Found Voice in Charles Dickens's "A Christmas Carol"

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*Abstract-* Charles Dickens's 'A Christmas Carol' works to thwack the idiosyncracies of the capitalist bourgeoisie; mirroring their deficiencies it emphasizes the need for "spiritual change". Apart from being a pivotal voice of Marxist ideologies, it harbours a simple message, which is that capitalism can coexist with a self-conscience. The present paper endeavours to explore the plausibility of this fact with reference to Dickens's timeless novella.

*Keywords:* *thwack, bourgeoisie, deficiencies, capitalism, self-conscience.*

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CAPITALISMWITHACONSCIENCEAMARXISTECHOFOUNDVOICEINCHARLESDICKENSSACHRISTMASCAROL

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# Capitalism with a Conscience: A Marxist Echo Found Voice in Charles Dickens's "A Christmas Carol"

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*Abstract-* Charles Dickens's 'A Christmas Carol' works to thwack the idiosyncracies of the capitalist bourgeoisie; mirroring their deficiencies it emphasizes the need for "spiritual change". Apart from being a pivotal voice of Marxist ideologies, it harbours a simple message, which is that capitalism can coexist with a self-conscience. The present paper endeavours to explore the plausibility of this fact with reference to Dickens's timeless novella.

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## I. Introduction

Marx's ideologies never gained their due momentum until his death, after which they took the shape of a widespread movement named Communism. His ideas profoundly influenced later political leaders like, V.I. Lenin and Mao Tse Hung and communism was enforced on more than twenty countries (Janet Beales Kaidantzis). However, it was Dickens who systematically gave voice to these ideas in a less radical and more pertinent form. Marx himself wrote of Dickens and the contemporary novelists as "the present splendid brotherhood of fiction-writers in England, whose graphic and eloquent pages have issued to the world more political and social truths than have been uttered by all the professional politicians, publicists and moralists put together."(Qtd. in Ami E. Stearns and Thomas J. Burns) In 'A Christmas Carol', Dickens attempts to arouse and stimulate the conscience of the capitalist so as to make him familiar with the "social reality" and his own moral responsibility.

Text. "All that glitters is not gold;
Often have you heard that told;
Many a man his life hath sold
But my outside to behold;
Gilded tombs do worms enfold."
(The Merchant of Venice)

Ebenzer Scrooge is a greedy, selfish and lonely old man. He is also one of a kind and the phrase, "lonliest in a crowd" seems to befit him. He used to have a friend and Jacob Marley was that "sole" friend. The pun on the word is, he was the sole everything to Scrooge, just as Jacob was his. Scrooge is shown to be cold, morose and secretive. One on whom neither nature nor its creatures could have any sway or command. There is nothing more dearly to him than money as he spends hours in his "counting-house" wrapt up from the rest of the world. But he is a miser. No matter how much he earns, he is peevish and reluctant to part with it, even in the name of charity. When two solicitors approach him for a generous donation in the name of the poor and destitute, he flatly refuses them. He irrelevantly remarks that they should be stuffed in "prisons" and "union workhouses". Since he is a self-made businessman, he prides in his own ways; driven by capitalism and materialism he downcasts others who are relatively poor and driven by emotions. His behaviour fraught with insensitivity and indifference causes horror, shock and disappointment to those who try to approach him congenially. But old Scrooge is cynical and disinterested. He likes "to edge his way along the crowded paths of life, warning all human sympathy to keep its distance." He is unkind and unobservant towards his assistant clerk, who assiduously works in a dark little "cell" under a meagre income. Scrooge also ill treats his nephew Fred, the only son of his deceased sister Fan. He is rude; when the good-willed Fred wishes him "Merry Christmas", Scrooge crossly replies, "humbug". He even turns down Fred's dinner invitation on the pretext that he (Fred) is "poor" and therefore, has no right to be "happy". Fred is hurt, but he wishes his uncle well all the same and departs without even a tiny peck of bitterness or resentment towards him.

That fateful night, the night of Christmas Eve, something curiously mysterious occurs. After discharging his poor clerk for that day and the day after, Scrooge quickly retires to his chambers. But he is taken aback to see the ghost of Jacob Marley come to visit him. At first, he chooses to disbelieve it, considering of it as a failed digestion. But soon, the rattling, clamping, squealing and wailing did way and Scrooge was obliged to reconsider. Scrooge noticed to much surprise and horror that Marley was bound with "cash-boxes, keys, padlocks, ledgers, deeds and heavy purses wrought in steel." Marley said that Scrooge should renounce his ways or else he would have to endure the same fate as (Jacob) himself; and that he would be visited by three

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apparitions who would be instrumental in bringing on this transition.

"Without their visits…you cannot hope to shun the path I tread."

The ghost of Christmas past at first snubs Scrooge for his resistence to purview the divine light glowing out of its head and his plea to cover it with a cap, at which the ghost retorts:

"Would you so soon put out, with worldly hands, the light I give? Is it not enough that you are one of those whose passions made this cap, and forced through whole train of years to wear it low upon my brow!"

The idea if light presented here by Dickens as the ultimate source of human wisdom, bears a deeper significance and substance. One remembers in this connection, Milton's classic observation as in "heaven's first born" (Paradise Lost) and Cardinal Newman's "Lead Kindly Light".

This ghost then leads Scrooge to his childhood days, where he sees himself as a solitary boy abandoned by his friends, reading quietly at a corner of a room. The child is found reading some delightful stories. Scrooge gets overwhelmed by nostalgia and starts discussing with the ghost each and every character of the story in vivid details. He speaks as though nothing else matters. It is later that he realizes that he should have been kinder to a little boy (singing a carol at his door), whom he recently scared away.

"I wish", Scrooge muttered, putting his hand in his pocket, and looking about him, after drying his eyes with his cuff: "but its too late now"."

The ghost then takes Scrooge, to a place where the boy was pacing up and down, anxiously looking towards the door, until a girl came in, embraced the boy in all earnestness and announced that she had come to take him away from there forever, to live with the rest of the family in their house. It was the holiday season and all the boys of the school had gone home, leaving him behind. The girl was his dear sister Fan and it was she who relieved him from that awful situation. It is again here with some restlessness of emotion, that Scrooge recollects his nephew Fred, Fan's only son; who loved him as much, but was ill treated by his uncle Scrooge. He feels terribly culpable for his smallness and neglect.

He is then taken to an old warehouse, where he was first apprenticed under one Fezziwig. This Mr. Fezziwig was the owner of the warehouse and also the employer of Scrooge. He was an old gentleman who was kind, benevolent and jovial. On Christmas Eve he would gaily discharge his workers from their duties and engage them in making preparations for a grand Christmas ball and gala dinner, where people from all walks of life would join in and make themselves merry.

"In came a fiddler with a music book.…In came Mrs. Fezziwig, one vast substantial smile. In came the three Ms fezziwigs, beaming and loveable. In came the six young followers whose hearts they broke. In came all the young men and women employed in the business. In came the housemaid, with her cousin, the baker. In came the cook, with her brother's particular friend, the milkman…"

The table was furnished with such Christmas delicacies as mince pies, cake and "Cold Roast". Everyone danced to their heart's content, more elegantly Mr. and Mrs. Fezziwig. Moreover, after the ball was over Mr. and Mrs. Fezziwig, like the perfect host and hostess were humble and courteous enough to wish all their guests, big and small, a hearty "Merry Christmas". When the ghost points out the triviality and wastefulness of such a thing, Scrooge immediately counters him by saying:

"It isn't that, Spirit. He has the power to render us happy or unhappy; to make our service light or burdensome; a pleasure or a toil. Say that his power lies in words and looks; in things so slight and insignificant that it is impossible to add and count them up: what then? The happiness he gives is quite as great as if it cost a fortune."

Here again Scrooge is overcome with emotion and recoils at the thought of the poor treatment meted out to his clerk by him.

The ghost then takes Scrooge to a place where a fair young woman seems to bemoaning the loss of her lover, i.e., Scrooge at the hands of money. Scrooge seems to have taken an ambitious turn in his life and sacrificed priceless emotions in the blind persuit of material profit. There is a shift of place again, and he finds himself in "a room not very large or handsome, but full of comfort." Here, the young woman had grown into a full and becoming lady, surrounded by her children and a loving husband. They were relishing every moment of domestic bliss and comfort. Scrooge felt terribly uneasy in his head, reminiscing the opportunities he had missed.

The ghost of Christmas past leads Scrooge to the house of his employee, Bob Cratchit, where he gets to view the poor and wretched conditions, under which Bob and his family lived. Yet, Bob was always gay and hearty, never betraying a sign of suffering and discontent. He (Scrooge) saw the whole family gather at the table on Christmas Eve and pray happiness to the despicable old man, namely Scrooge. Then there is Tiny Tim, Bob's favourite son who would walk with crutches. The sight of all this unaccountably touches and melts Scrooge's once cold heart. When he grows anxious about the child's health and asks the spirit whether he will live or die, the spirit coldly answers:

"…What then? If he be like to die, he had better do it and decrease the surplus population." Scrooge at once realizes his mistake and is filled with shame and grief. Scrooge gets a glimpse of the fun and games going on in Fred's house. All the guests, here again drink to the health of uncle Scrooge and wish him a



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"Merry Christmas". Then, Scrooge is shown a boy and a girl named "Ignorance" and "Want" respectively as the produce of "man". In their appearance they look wretched, distraught, horrendous and dishevelled. When Scrooge inquires about their shelter and security, the ghost observes, "Are there no prisons?… Are there no workhouses?" Scrooge is covered with shame and regret.

The last of the ghosts, the ghost of Christmas future speaks nothing, yet it takes him to a place where a dead man seems to be left alone with no one to mourn him. His bed curtains and all his valuables seem to have been looted and sold off. Some hideous men and women appear laughing at the prospect. Scrooge cannot help wonder at the plight of this unfortunate man, until he is shown his own grave, implicating the dead man to be him. Scrooge is shaken and begs mercy to the ghost. He as if struck by a lightning bolt and he promises to reform and renew himself.

"I will honour Christmas in my heart, and try to keep it all the year. I will live in the Past, the Present, and the Future. The spirits of all three shall strive within me. I will shun out the lessons that they teach."

Dickens's novella is as charmingly amusing as it is a scathing satire on contemporary social and economic conditions of England. More than a "spiritual journey", one that is accompanied with the help of spirits and magic (see Peter Orford), it is an emotional and psychological journey (one that Orford claims to be connected with the memory) in which every experience and its counter experience is of equal value and therefore, requires copious mention in order to suitably assess the work.

Karl Marx born in Trier upon the rivet Moselle in Germany on May 5, 1818 was one of the greatest revolutionaries that ever treaded earth. Marx studied law and achieved a doctorate in philosophy. His ideas on social, political and economic conditions never attained their due acknowledgement in his own lifetime, although he wrote volumes and spoke emphatically on each of them. (See Steven Kreis, 2000) His first radical critique went against Christianity and the Prussian autocracy. This in turn closed his avenues for a university career. So he moved on to journalism and edited the famous Rheinische Zeitung. This again infuriated the Prussian government, typically for its criticism of economic conditions; and he was banished. Marx went to France and was also expelled from there, after a brief span of time. It is however notable that it is here that he found a life long companion in Engels. Then he moved to Brussels, where he did anextensive amount of research on history and "elaborated what came to be known as the materialist conception of history". (Kreis) After a "wave of revolutions" broke out in Europe, he moved back to Paris and again Germany, where he re established "Newe Rheinische Zeitung", which went to condemn the Prussian autocracy. He was again banished and he went to London, where he continued to live for the rest of his life. He died on 14th March 1883.

Karl Marx has been hailed as the father of Modern Communism. Jointly with his friend Engles he wrote a series of books in which he analysed the historical development of human society. His ideas later came to be known as Marxism. According to him, the history of man has been the history of class struggle. Society has always been divided into different classes. Roughly speaking it may be divided into two main classes-those who possess capital for means of production and those others who have nothing to sell except the labour. In the feudal times, there were the land owning feudal class and the landless labourers. In the French Revolution, the feudal class lost its power in France and modern capitalism appeared on the scene. Then came a tussle between the capitalist class and the proleteriat. Marx said that there would be a final struggle; a revolution and a classless society would emerge. This however, has properly failed to materialize.

Marx said that the infrastructure of the society was constituted by the technique of production and the pattern of capital ownership. He believed that, in this struggle no body could be impartial and that the superstructure of religion, literature, philosophy and the arts are bound to be influenced by class loyalty.

Charles Dickens (1812-1870) and Karl Marx were contemporaries. Dickens too like Marx was born in a middle class family, but one amply plagued by debt. He had to leave school and get admitted in a shoe-polishing factory to relieve the economic burdens of his family. As he grew up, he grew more and more concerned towards the plight of the poor and wrote accounts of them in his novels. To Marx and Engels, literature was a positive and expansive medium of spreading social awareness and class consciousness among the proletariat. (See Ami E. Stearns and Thomas J. Burns, 2011) Dickens himself has been called "a Marxist manqué" by T.A. Jackson and "a revolutionist without knowing it" by G.B. Shaw. Yet, his political stance remains elusive. Although he voices social and political opinions, he does not appear to have been any party enthusiast. Marx and Dickens do not move along the same line, although they do see eye to eye on many matters. Since, both could perceive the social evils and injustices prevalent during the time, their thoughts coincided only to work towards improving the lot of humanity. Speaking of Dickens being an enormous influence on Victorian social reforms, Teachout writes:

"While he advocated social reform, he did not advocate specific social reform legislation. Instead, it was through his enormous popularity as the foremost British author of his day that the influence was wielded for the eventual betterment of the working classes in Victorian England."

England from 1714-1760 was in no means different from the age of the Pharaohs. The economy



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was solely built up on a traditional feudal system, with the feudal lord being the master and farm labourers, his subservient. Trade, commerce, travel and manufacture remained the same as it was in the age of Chaucer. People were content and wholly absorbed in their life and work and chose to remain cut off from the rest of the world. People of those times wore clothes derived from the wool of their own flock, spun and wove in their own cottage, and carried the produce of the yarn to sell in markets. In one word, everything was done by the hand. The methods and techniques of production were antiquated and development moved at a slow pace, until about 1733, with the arrival of the flying shuttle, the spinning jenny "along with the power-loom which was followed by the application of steam to all the uses of industry through new and marvellous machinery; then came also a revolution in travel and transportation by means of canals, Macadam's turnpikes, railroads and steamships." (See Jeffrey Frank Teaachout, 1981) Manufacture shifted from villages to big cities. Factories started appearing on what was once barren heath land. Within 50 years, England changed from a state of being medieval to modern. By the middle of the 19th century, she became the wealthiest nation in the world, with a thriving industrial system and people grappling to find a foothold in its bustling economy. A large majority of people (men, women and children) began to migrate into big cities "tenanting rented houses", "working in factories not their own" and "operating machines" that required "less skill" and more tending". The age of the exploitative master and exploited worker had come. Child labour was rampant as it was cheap, accessible and perfectly suitable for industrial purposes. A number of evils grew out of this. The factories under which the child laboured were unsafe, unhealthy and unhygienic. Moreover the tortures they were subjected to were unthinkable. Children aged between 5 to 9 were employed into factories, where they worked for 14-16 hours at a stretch without any breaks or meals. The employers permitted the overlookers to thrash them and themselves took an active part in this animosity.

In March 1843, Dickens received a copy of the Second Report of a government investigation into the employment of children in factories and mines.

"The report was graphically illustrated with horrific images of naked children pulling coal carts twice their size to which they were chained, buried deep in mine shafts not even tall enough for the children to stand up straight." (See Rosalynde Frandsen Welch, 2001)

Dickens was highly shocked and aggrieved by such a revelation. He announced that very day on his eagerness for producing "a very cheap pamphlet" entitled "An Appeal to the People of England, on behalf of the Poor Man's Child". Four days later he changed his mind and decided to wait till the end of the year, so that a "Sledge Hammer" could "come down with twenty times the force". This sledgehammer was none other than 'A Christmas Carol', which Dickens wrote and produced in December of that year. 'A Christmas Carol' shows Dickens's growing concerns towards the evils of urbanization, which had simultaneously introduced "greed, alienation and exploitation". If his novels so far recorded social evils and injustices, 'A Christmas Carol' seemed to provide a just solution to those problems. He created Ebenzer Scrooge encumbered and fraught with all the ills mentioned above; yet to his lack of knowledge. It is when he comes face to face with the social reality and his own portrait as a wretched and hated man that he pronounces to reform himself. It is this what Dickens wanted to nail down that the bourgeoisie were blind and unconscious of the gruesome realities of their own making. "Enclosed trains zipped the bourgeoisie to and from the centre of town, keeping them ignorant of the smells of disease and stagnant water that represented the innards of the working class world. Behind the small shops lining the main corridors lurked the "man behind the curtain": the displaced person, the child labourer, the hungry factory worker, who all kept the wheels of capitalism turning." (See Ami E. Stearns and Thomas J. Burns, 2011) Dickens believed that when a mirror would be held up to them, they would shrink away from their own appearance on account of its loath ability and then try invariably to reform that image. In agrarian feudal societies, the rich landlord would generously bestow largess among the poor serfs. (Rosalynde Frandsen Welch) It was a part of the festivities of Christmas which sanctified the virtue of the joy of giving implicating "sharing is caring". Dickens wanted to imbibe and inculcate the same qualities in Industrial England. Karl Marx believed that when the proletariat would become conscious of their rights, they would collectively stand up against the bourgeoisie and topple their supremacy; thus laying the foundation of a classless society. Contrary to such a vision, Dickens believed in a society not harrowed by the question of class conflict and class supremacy; where all classes irrespective of their differences would live affably and amiably with each other, allowing room for fellow humans. Fred's view of the adequacy of Christmas time spearheads a crucial message, which is "…to think of people below them as if they really were fellow-passengers to the grave, and not another race of creatures bound on other journeys." Capitalism if celebrated as a tarnished evil is also a means of sustenance for the striving multitude and therefore, a necessity. "If the industrial Revolution inflicted upon the proletariat suffering indignant enough to fill the pages of novels, it also offered, through advanced printing techniques and capitalist marketing efforts, the advantage for mass distribution of these tales." (Ami E. Stearns and Thomas J. Burns) In 'A Christmas Carol', Dickens presents in Scrooge the ideal "economic man", who is greedy, indifferent and

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exploitative. It is when he partakes this "emotional journey", lives every virtual experience in the past, present and future, that he grows conscious of his own ignorance and callousness. His emotional torment and agonization cannot be ruled out, as they play a potent part in his transformation. At the end, Scrooge appears to have achieved a triumph over his "past self" and emerges as a man of warmth, love and caring. This process of transformation is useful and relevant. Dickens as if tries to establish that within everyone lies a selfish ambition in persuit of which he sometimes overrules and suppresses others, dependent on him. Michel Foucault observes how a whole class of people are victims of the social superior's search for power. In this sense, he causes misery. Unknowingly, he becomes a victim of his own domination, a slave in the hands of his own will. This is very reminiscent of the relationship between Pozzo and Lucky in Beckett's 'Waiting For Godot'. Thus, this self-destructive "self" needs to confronted and eliminated in order to achieve "moksha" or salvation. It is when one is able to surpass or go beyond one's material needs that one is able to achieve this salvation. Scrooge has achieved that. It is then that he is ready to share and willing. Individual choice ought to be supported by moral acknowledgement and wilful dispersion not by some idealized, whimsical notion. Until then, an act of charity remains an inanimate object lacking emotion and feeling. "Fundamental Marxism asks man to sacrifice his material goods, giving all to the revolution for the benefit of the social collective. " (Ami E. Stearns and Thomas J. Burns) To this end, 'A Christmas carol' fulfils the basic Communist criterion and acts as a powerful mouthpiece against social and economic inconsistencies. Dery Silvya however, inverts this phenomenon and suspects "bourgeoisie ideologies" manifest in the "philanthropic" conformation, which is shown to be a manipulistic underhand plotting of the bourgeoisie. (See Dery Silvya, 2011) This is a highly conservative, nihilistic and lop-sided argument, for it rules out all emotional and psychological possibilities that may bring about a positive transformation or even transcendence in the individual. "Self-Interest" and "social good" can coexist, provided one does not quash and undermine the interests of the other. (Rosalyde Fransen Welch)

## II. Conclusion

Dickens's 'A Christmas Carol' serves as a powerful Marxist bandwagon intended to arouse indifferent people from their selfish slumbers. 'A Christmas Carol' not only sets out to transform Scrooge, but also a particular brand of people who resemble him and worship his materialistic virtues. The novella asks for nothing less "on behalf of the Poor Man's Child" than the "spiritual conversion" of its readers by the "written word". A "sledgehammer" would act effectively only when the tale qualifies to level an "experience", so as to elevate the reader to a "mortal high". As Nietzsche fondly remarks, "I teach you the overman. Man is something to be surpassed." At the end Scrooge realizes that in order to validate his presence in the new urban world, he must acknowledge his responsibility in shaping the future of all those neglected children "Ignorance" and "Want". "He must adopt them as his own son and daughter" (Rosalynde Frandsen Welch). An exemplary of this attitude, Scrooge characteristically adopts "Tiny Tim" and acts as a "second father" or a godfather to him.

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# Does Quality Matters? Trends in Internationalization of Universities

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*Abstract-* Internationalization is imperative for the future development of the universities. By internationalization we share our insights and knowledge and seek to learn from the experience, cultures and research of others. The purpose of this study is to discuss common trends and patterns of internationalization and analyze empirically that how internationalization of university is important for university prestige and excellence in education and research. The common trends in higher education are the expansion of education, the assurance of education standards and a quality education, encouraging of competition to promote excellence and to promote research and development internationally. The empirical evidences show that internationalization of universities is significantly important for the promotion of education and research as a symbol of excellence.

*Keywords: internationalization, trends, presence, openness, excellence, quality of education.*

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# Does Quality Matters? Trends in Internationalization of Universities

Muhammad Asif [α] & Shazil Turab [σ]

*Abstract-* Internationalization is imperative for the future development of the universities. By internationalization we share our insights and knowledge and seek to learn from the experience, cultures and research of others. The purpose of this study is to discuss common trends and patterns of internationalization and analyze empirically that how internationalization of university is important for university prestige and excellence in education and research. The common trends in higher education are the expansion of education, the assurance of education standards and a quality education, encouraging of competition to promote excellence and to promote research and development internationally. The empirical evidences show that internationalization of universities is significantly important for the promotion of education and research as a symbol of excellence.

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## I. Introduction

According to one survey total population of whole world is about seven billion and the way the population is increasing," in 2050 the total population of whole world will be about nine billion. There will be increase of only two billion. Most of the population working today will retire in 2050 and few will be working to support the elders the way medical facilities are being provided to rescue diseases" (Dubrin, 2010). "There is one child law in China and even in west people don't prefer to have babies so according to this survey most of the older population will be in China and in west because of less fertility. Fertility rate is very high in countries like Pakistan, India, Middle East, and Arab World. According to one survey about seventy percent of population of these countries is below twenty five means that they are going to universities or are about to start their university life (Robbins, 1993).

"Better education these days is been provided in western countries and people prefer to take admission in universities in these countries because of that. Local universities either don't have that level of education system or are struggling to achieve that standard" (Purvanova & Bono, 2009). If the criterion of international standard is fulfilled in these local universities and campuses then such a huge market of population in China, India, Pakistan, and Arab world that are below twenty five and about to take admission could be acquire.

Most of the books these days are also written by western authors and includes examples and cases from western cultures that local students are not able to understand while reading a book. There comes a major gap between theory and culture and understanding of western theory while studying local culture. The students are not able to absorb western theory. However after having all these concepts still there are few factors that can be accomplished for internationalization of universities.

Internationalization is an essential element for the future development of the Universities. Internationalization is a reciprocal process, where we share our insights and knowledge and where we seek to learn from the experience, cultures and research of others. Internationalization of the university is defined as the process of integrating international, cross-cultural and global perspectives into various dimensions of a university system. It is a systemic institutional strategy to change the internal system of the organization to respond to changes in the globalizing environment. (Knight, 2004; van der Wende, 1997).

In an OECD seminar, Higher Education and the Flow of Foreign Students, held in Japan in 1988, Ebuchi (1989) presented the process-oriented definition and defined internationalization components as "a kind of inventory to measure to what extent a given university is internationalized". He defined internationalization of higher education as:

A process by which the educational provision of a higher education system becomes more sophisticated, enriched and broadly applicable of students from all backgrounds and countries, emphasizing especially the possibility of development of programs which are internationally and cross-culturally compatible, with a view toward providing all students with experiences and training necessary to develop skills for life in a world characterized by increasing international exchange.

The constant flow of people and goods across borders is facilitating the internationalization of education and research. Human interaction is increasing year by year, especially in higher education institutions. Faculty members, researchers and students are moving all over the world to seek more attractive education and research environments and intellectual alliances.

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This global flow of people provides a good opportunity to secure superior human resources from around the world and provide diverse and attractive higher education of an international standard. On the other hand, the progress of internationalization exposes universities to intense international competition. A university that cannot develop its strengths while nurturing a distinct identity will clearly decline in this competitive environment.

There could be many different causes of why universities go international that includes global learning, research, teaching, student life, curriculum, and community service, outreach & engagement. "Firstly with global integration in the area of trade, politics, investment, research, the environment, health, and culture facilitated by advances in communication, information, and transportation technologies. Secondly, the universities needs to stay updated with relevant and innovative research, teaching and mission. Thirdly, universities need to train their students to find employment in global market place. Lastly, university needs to achieve variety of goals like economic, academics and entrepreneurial, national security, social and foreign policy" (Ford & Seers, 2006).

*a) Components of Internationalization*

The set of internationalization components suggested by Ebuchi (1989) includes Enrichment of educational programs and increase of diversified programs,

(1) Establishment of compatibility of school credits,
(2) Attainment of international consensus in administrating higher education institutions,
(3) Promotion of intercultural understanding and development of norms necessary for cooperative activities (symbiosis) on and off campus, and
(4) Increase in opportunities for individual scholars to international collaborative research projects.

According to Elkin, Devjee and Farnsworth (2005), 'internationalization is not something that is either achieved or not achieved: rather it is an engagement with the range of dimensions. An institution's internationalization could be assessed in the light of whether it has successfully engaged in the following aspects:

- Internationally focused programs of study;
- International institutional links;
- Student exchange programs
- Internationally recognized research activity;
- International research collaboration; staff interaction in international context;
- Support for international students;
- Attendance to international conferences; postgraduate international students;
- Undergraduate international students;
- Staff exchange programs

*b) Trends and Patterns of Higher Education*

According to Cheng and Townsend (2000) and Mok (2006), some of the typical trends and patterns of higher education are as follows:

- The reestablishing of new aims and a national vision for education;
- The expansion and restructuring of education;
- The assurance of education standards and a quality education;
- The use of market forces and the balance between education equality and encouraging of competition to promote excellence;
- The privatization and diversifying of education;
- The shift to decentralization and school-based management;
- The emphasis on the use of development planning and strategic management;
- The use of information technology in learning and teaching;
- The development of new curricula and methods of learning and teaching;
- The changes in examination and evaluation practices;
- The search to enhance teacher quality; and
- The need for continuous professional development for teachers and principals

While acknowledging the trends of 'internationalization', Teichler (2004) argues the following questions before we take internationalization agenda seriously:

- Internationalizing higher education for whose benefits?
- Internationalizing higher education for what?
- Why internationalization should be adopted as a major agenda for contemporary universities?
- Does internationalization matter to students and other stakeholders in the society?
- What purposes should contemporary universities exist for?
- What university education that we believe and should commit ourselves to?

Thus the purpose of this study is through light on the trends and patterns of internationalization and discusses how internationalization of university is imperative for the prestige and the excellence in education globally.

## II. Literature Review

After completing a series of comparative studies, Mok and Welch (2003), Mok, Tan and Lee (2000), Tse (2002) and Weng (2000) find that educational developments in the region, including Hong Kong, Taiwan, Singapore, South Korea, Mainland China, Japan, the Philippine, Cambodia, New Zealand, Australia, have been affected by the trends of

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marketization and corporatization. Governments in these societies are increasingly concerned about the role of education in improving the competitiveness of their countries, and their place in regional and global markets. Therefore, they are very keen to promote the idea of 'life-long learning' and 'quality education' in preparing their citizens for the knowledge-based economy. Thus, universities in Hong Kong and Singapore have started changing the university admission criteria by reducing the weight to academic scores but giving more emphasis to non-academic performance, including leadership, community services and other talents (Mok and Tan 2004).

Despite the difficulties in getting a consensus on how 'internationalization of higher education' should be defined, no one can deny that East Asian universities have taken 'internationalization' far more seriously. Academic exchanges, international collaborations, transnational education and other forms of international activities across different national borders are becoming increasingly prominent in East Asia (Mok and Tan 2004; Lo and Weng 2005).

Traditionally, internationalization has referred to international activities that have been a part of the life of the universities based on individual aspirations to seek knowledge and experience internationally; however, during the last decade or so, discourse on internationalization has started to focus on the institutionalization of international activities that have emerged due to changes in the context of higher education. International activities became more diverse, structured and integrated into the regular organizational life of higher education (Watabe, 2010).

According to Lenz and Steinhaus (2010), Bildung of individuals is a unique value by itself which can't be converted into cash terms and does not fit into the world of accountancies, ratios, balance sheets, benchmarking, rankings and accreditation. Embedded in an institutional concept of learning internationalization could contribute significantly towards the individual's process of edification. But internationalization should be never seen as an end in itself or as a means to fulfilling the interests of the institution "university". The focus should be always the individual and its process of Bildung.

Asian scholars should be more critical about what they have learned from the West. Following the global practices and ideologies without developing our own unique systems and honoring the rich traditions, cultures and scholarships of East Asia may easily lead us to entering the processes of re-colonization. Perhaps, Asian scholars are not confident enough as what the previous Prime Minister of Malaysia suggested.

"Dr Mahathir Mohamad said, most Asians have not been able to get over the feelings of inferiority that decades and centuries of colonialism have brought in them. They are politically independent but psychologically they are still colonized. The desire to please the non-Asians is strong among them. Their value system and their way of thinking are still very much dominated by Western thinkers".

Learning from other systems is desirable but we should guard against copying without proper adaptation and contextualization. Most important of all, Asia has rich traditions and cultures and we should never look down upon our rich scholarly traditions. I strongly believe scholars in Asia should internationalize our academic systems, cultivating and developing our own paradigms. Internationalizing with East Asian characteristics would be a far more challenging and we must commit ourselves to develop alternative academic paradigms for promoting cross-cultural understanding and cross-national policy learning (Mok, 2006).

## III. Methodology and Data Source

According to the Webometrics website rank criteria, the world ranking of the universities depends upon the internationalization of the universities that is visibility and quality of education that is activities. By visibility they mean the university international linkages, cultural exchange programs and scholarships offered for foreign students. By activities they mean (1) university presence that is the total number of web pages hosted in the main web domain of the university as indexed by the largest commercial search engine Google (2) university openness that is the global effort to set up institutional research repositories published in dedicated websites according to the academic search engine Google Scholar and (3) university excellence that is the academic papers published in high impact international journals.

*Table 1 :* Webometrics Rank Criteria

| Internationalization | | Quality of Education | |
|---|---|---|---|
| Indicator | Weighteges | Indicator | Weighteges |
| Visibility (External Linkages) | 50% | Activities 1.Prescence | 20% |
| | | 2.Openness | 15% |
| | | 3.Excellence | 15% |

The required data is gathered from the website Webometrics. The data includes 140 universities of the World. Universities from fourteen countries of the world are taken for analysis (the top ten universities of each country).



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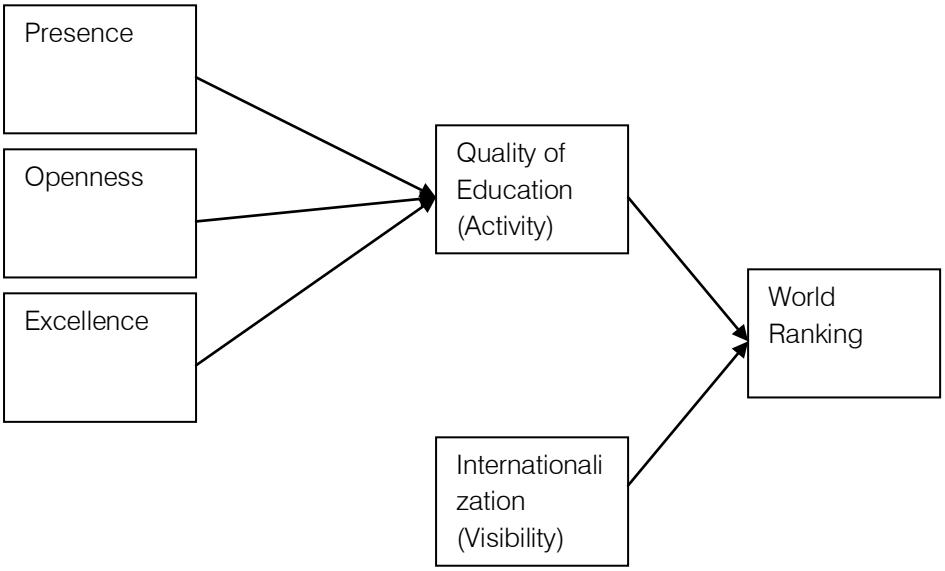
*Table 2 :* The Study is based on Regions and Countries of the World

| Region | Country |
|---|---|
| Europe | Germany |
| | United Kingdom |
| | France |
| | Greece |
| North America | Canada |
| | USA |
| Africa | South Africa |
| Asia | Hong Kong |
| | China |
| | Japan |
| | India |
| | Pakistan |
| | Malaysia |
| | Taiwan |

*a) Theoretical framework*

The theoretical framework of the study based on the existed information and literature is as follows:




## IV. Methodology

To check the impact of internationalization of universities on the international ranking the study used the following model:

International Ranking = f (Internationalization, Quality of Education) (1)

As discussed above the ranking criteria the equation (1) can be extended as

International Ranking = f (Visibility, Presence, Openness, Excellence) (2)

The mathematical form of this model is presented as

$$Rank = f(vis, pre, open, exc) \quad (3)$$

The log-linear form of the equation (3) is described as

$$\ln Rank = \alpha_0 + \alpha_1 \ln vis + \alpha_2 \ln pre + \alpha_3 \ln open + \alpha_4 \ln exc + \varepsilon \quad (4)$$

To analyze the data the study used the correlation analysis, stationarity of the data, co-integration analysis, causality test, regression and graphical analysis.

## V. Analysis of Data

The current analysis includes correlation analysis, co-integration analysis, causality analysis and regression analysis.

*a) Correlation Analysis*

The correlation analysis shows the degree of association or dependence between the variables. The results of the correlation analysis are presented in table 1. The results indicate that there is a positive dependence between the variables. The degree of association varies from 42% to 93%. The internationalization (visibility) of universities is directly associated with all other indicators namely university world ranking, presence, openness and university excellence. Thus one cannot deny the significance of the university internationalization as it is the key element for the grooming of the any academic institution.



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*Table 3 :* Correlation Analysis

| Variable | Rank | Visibility | Presence | Openness | Excellence |
|---|---|---|---|---|---|
| Rank | 1 | 0.929 | 0.772 | 0.799 | 0.821 |
| Visibility | 0.929 | 1 | 0.868 | 0.823 | 0.565 |
| Presence | 0.772 | 0.868 | 1 | 0.882 | 0.415 |
| Openness | 0.799 | 0.823 | 0.882 | 1 | 0.559 |
| Excellence | 0.821 | 0.565 | 0.415 | 0.559 | 1 |

*b) Stationarity Analysis*

Most of the time the data shows the high fluctuations or non-stationarity which cause spurious regression estimates. To check the stationarity of data Augmented Dickey Fuller (ADF) Test is used. The results are shown in table 2 below. The results indicate that each series is stationary at level. Thus the data will provide the better estimates in regression analysis.

*Table 4 :* Augmented Dickey Fuller (ADF) Test

| Variables | Level and Intercept | | |
|---|---|---|---|
| | ADF Statistics | Critical Values at 1% | Decision |
| Rank | -4.123 | -3.477 | I(0) |
| Visibility | -3.886 | -3.477 | I(0) |
| Presence | -4.636 | -3.477 | I(0) |
| Openness | -4.383 | -3.477 | I(0) |
| Excellence | -5.889 | -3.477 | I(0) |

*c) Causality Analysis*

The Granger Causality test shows the existence of causation between two variables. The results are shown in table 5 below. The results indicate that

1. The Visibility (internationalization) cause World Ranking of the Universities
2. The Presence (size of university) cause World Ranking of the Universities
3. The Openness (research output) cause World Ranking of the Universities
4. The world ranking of Universities cause Openness
5. The Visibility (internationalization) cause Openness
6. The Visibility (internationalization) cause Presence
7. The Visibility (internationalization) cause Excellence
8. The Presence cause Openness
9. The Excellence cause Presence
10. The Excellence cause Openness and
11. The Openness cause Excellence

*Table 5 :* Results of Granger Causality

| Null Hypothesis | F-Statistics | Probability | Decision |
|---|---|---|---|
| **Visibility does not Granger Cause RANK** | **2.67665** | **0.0247** | **Causality** |
| RANK does not Granger Cause Visibility | 1.47256 | 0.2035 | No Causality |
| **Presence does not Granger Cause RANK** | **1.93021** | **0.0940** | **Causality** |
| RANK does not Granger Cause Presence | 0.89529 | 0.4866 | No Causality |
| **Openness does not Granger Cause RANK** | **3.26129** | **0.0084** | **Causality** |
| **RANK does not Granger Cause Openness** | **4.11665** | **0.0017** | **Causality** |
| Excellence does not Granger Cause RANK | 1.12829 | 0.3489 | No Causality |
| RANK does not Granger Cause Excellence | 1.87982 | 0.1025 | No Causality |
| Presence does not Granger Cause Visibility | 1.32483 | 0.2580 | No Causality |
| **Visibility does not Granger Cause Presence** | **4.49681** | **0.0008** | **Causality** |
| Openness does not Granger Cause Visibility | 1.74829 | 0.1285 | No Causality |
| **Visibility does not Granger Cause Openness** | **4.93536** | **0.0004** | **Causality** |
| Excellence does not Granger Cause Visibility | 1.32524 | 0.2578 | No Causality |
| **Visibility does not Granger Cause Excellence** | **2.38909** | **0.0417** | **Causality** |
| Openness does not Granger Cause Presence | 0.53053 | 0.7528 | No Causality |
| **Presence does not Granger Cause Openness** | **6.02503** | **5.E-05** | **Causality** |
| **Excellence does not Granger Cause Presence** | **2.52573** | **0.0325** | **Causality** |
| Presence does not Granger Cause Excellence | 1.37123 | 0.2396 | No Causality |



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| | | | |
|---|---|---|---|
| Excellence does not Granger Cause Openness | 3.24106 | 0.0087 | Causality |
| Openness does not Granger Cause Excellence | 2.04390 | 0.0770 | Causality |

*d) Regression Analysis*

Ordinary Least Squares (OLS) is one of the more simple methods of linear regression. The objective of OLS is to closely "fit" a function with the data. The method of least squares is used to approximately solve over determined systems, i.e. systems of equations in which there are more equations than unknowns. Least squares are often applied in statistical contexts, particularly regression analysis. The results of regression analysis are presented in table 6. The results indicate that the coefficients of each variable (visibility, presence, openness and excellence) have a direct relationship with world ranking. The increase in external university linkages, increasing cultural exchange program for talented students will increase the international ranking of the university towards the top. Based on results any improvement in internationalization will increase about 60% of the world ranking towards top. The diagnostic statistics of the model shows that model is free from specification biasness. The results are highly significant as F-statistic (1082.92) is high. About 98% of the variation in the world ranking is explained by the internationalization, presence, openness and excellence.

*Table 6 :* Results of Regression Analysis

| Variables | Coefficients | Standard Error | t-Statistics | Probability |
|---|---|---|---|---|
| C | -0.192649 | 0.036570 | -5.267984 | 0.0000 |
| LOG(VIS) | 0.600187 | 0.009224 | 65.06572 | 0.0000 |
| LOG(PRE) | 0.019318 | 0.006951 | 2.779023 | 0.0062 |
| LOG(OPEN) | 0.048228 | 0.010628 | 4.537899 | 0.0000 |
| LOG(EX) | 0.334086 | 0.009335 | 35.78819 | 0.0000 |

| | | | |
|---|---|---|---|
| R-squared | 0.976892 | Schwarz criterion | -1.774743 |
| Adjusted R-squared | 0.966799 | Durbin-Watson stat | 1.666089 |
| F-statistic | 1082.92 | Prob(F-statistic) | 0.000000 |

*Diagnostic Statistics (Breusch-Godfrey Serial Correlation LM Test: F-statistic =2.401 Prob. = 0.0945, Heteroskedasticity Test: ARCH: F-statistic = 1.798 Prob. = 0.1821, Ramsey RESET Test: F-statistic = 7.832 Prob. = 0.0059)*

The results of graphical analysis of data are presented in appendix. The analysis includes normality test, model validity test, residual test, gradient of objective function, derivate of equation specification. The results indicate that model is best fit and free of specification biasness.

## VI. Conclusion

Internationalization is imperative for the future development of the universities. By internationalization we share our insights and knowledge and seek to learn from the experience, cultures and research of others. It is a systemic institutional strategy to change the internal system of the university to respond to changes in the globalizing environment. University internationalization could be assessed whether it is involved in internationally focused programs of study, international institutional links, student exchange programs, international research collaboration, support for international students and staff exchange programs. The clear trends in higher education will lead the university towards the process of internationalization. The common trends in higher education are the expansion of education, the assurance of education standards and a quality education, encouraging of competition to promote excellence and to promote research and development internationally. Thus the purpose of this study is through light on the trends and patterns of internationalization and discusses empirically that how internationalization of university is imperative for the prestige and the excellence in education globally.

The results of empirical analysis are significant and positively correlated with internationalization of universities. The log-linear model is used for the analysis of self based conceptual framework for this study. The data regarding university world ranking, internationalization, presence, openness and excellence from 140 universities of the world is taken from website 'Webometrics'. It is clear from the results that internationalization causes world ranking, presence, openness and excellence. The results of regression analysis indicate that the internationalization (visibility), presence, openness and excellence have a direct relationship with world ranking. The increase in external university linkages will increase the international ranking of the university towards the top.

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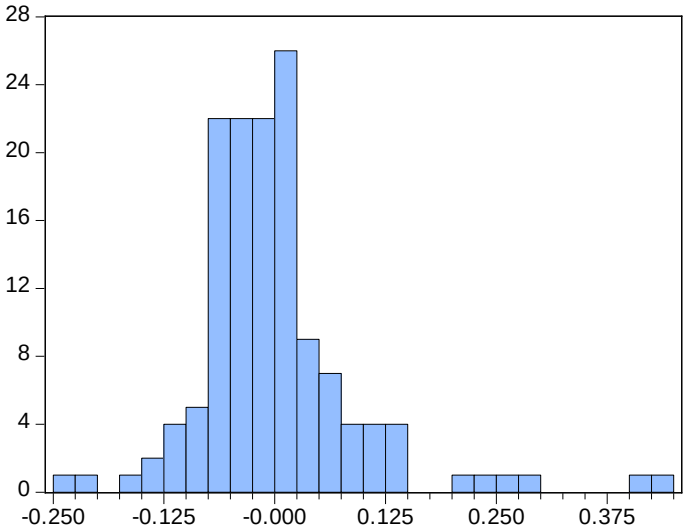
## Appendix A

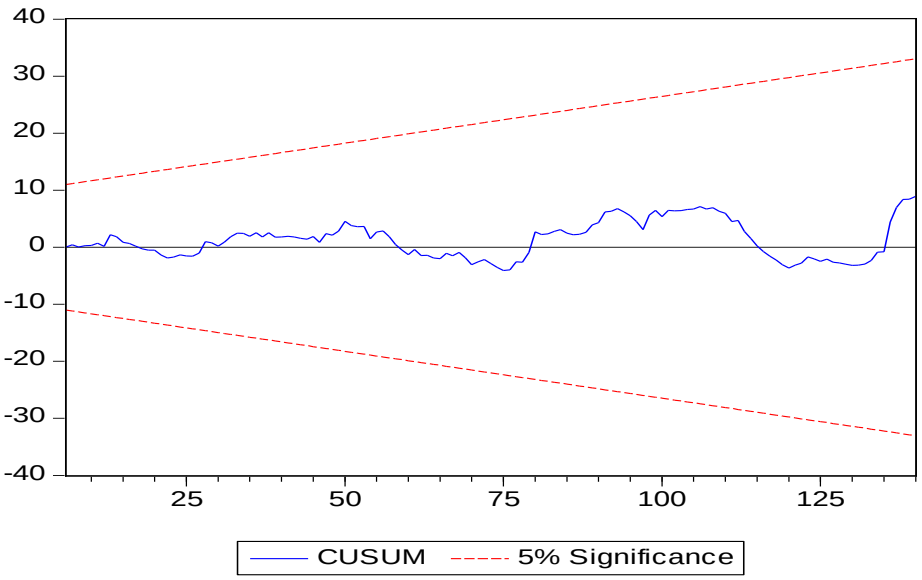
Normality Test




| Series: Residuals | |
|---|---|
| Sample 1 140 | |
| Observations 140 | |
| Mean | 4.86e-16 |
| Median | -0.012683 |
| Maximum | 0.447737 |
| Minimum | -0.249522 |
| Std. Dev. | 0.091541 |
| Skewness | 1.776399 |
| Kurtosis | 9.639399 |
| Jarque-Bera | 330.7733 |
| Probability | 0.000000 |

## Appendix B

Model Validity Test



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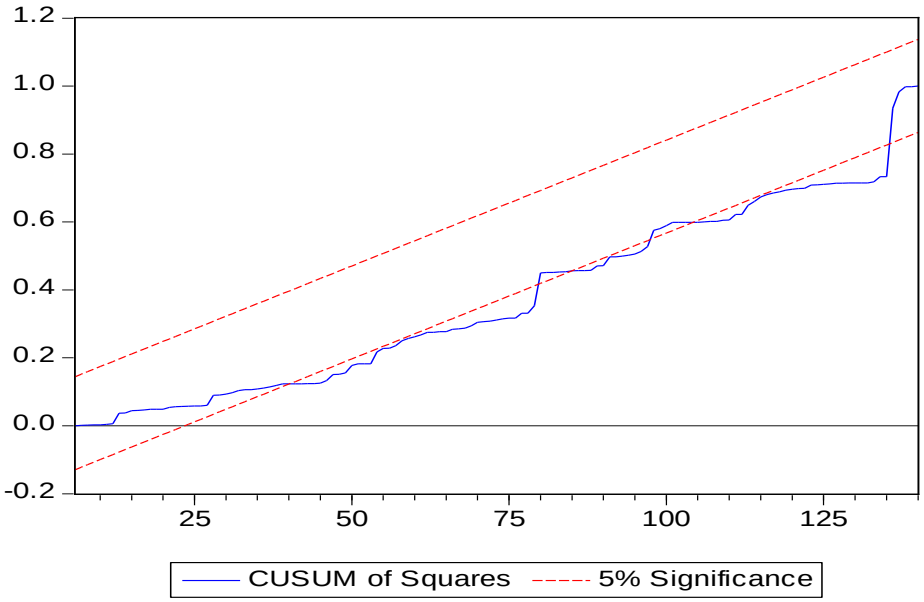
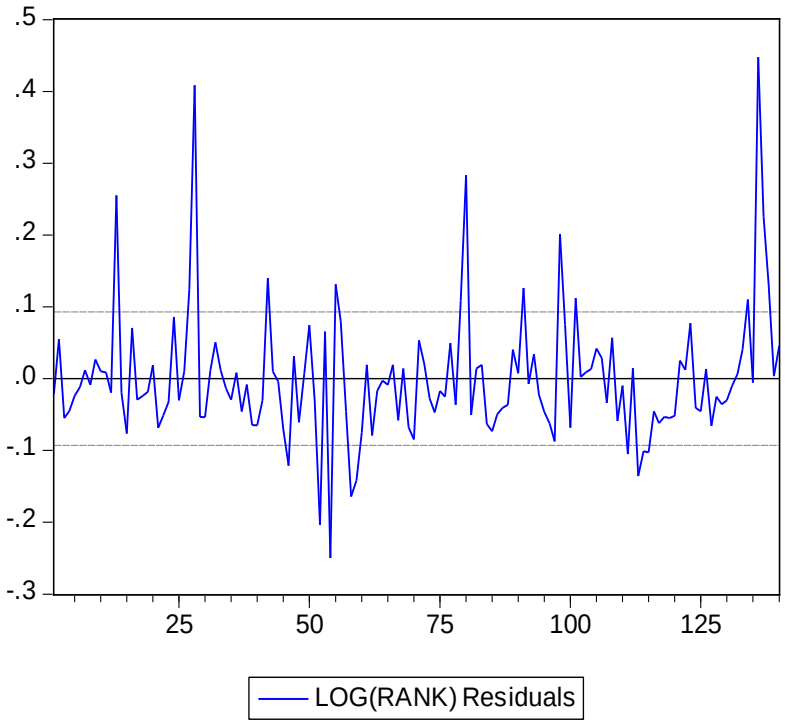



## Appendix C

Residual Test



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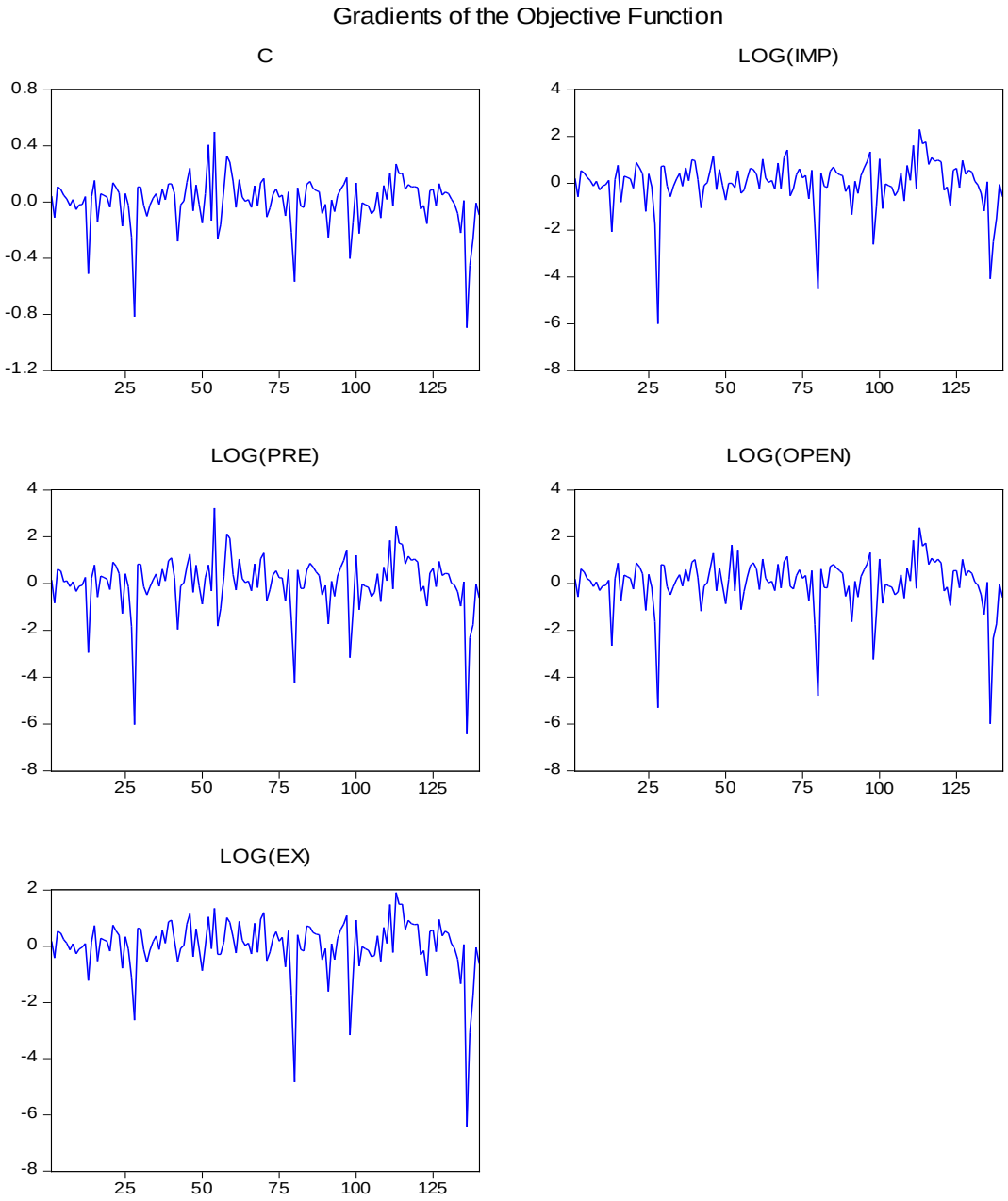
## Appendix D

*Gradient of Objective Function*

IMP represents the visibility, PRE represents presence, OPEN represents openness and EX represents excellence



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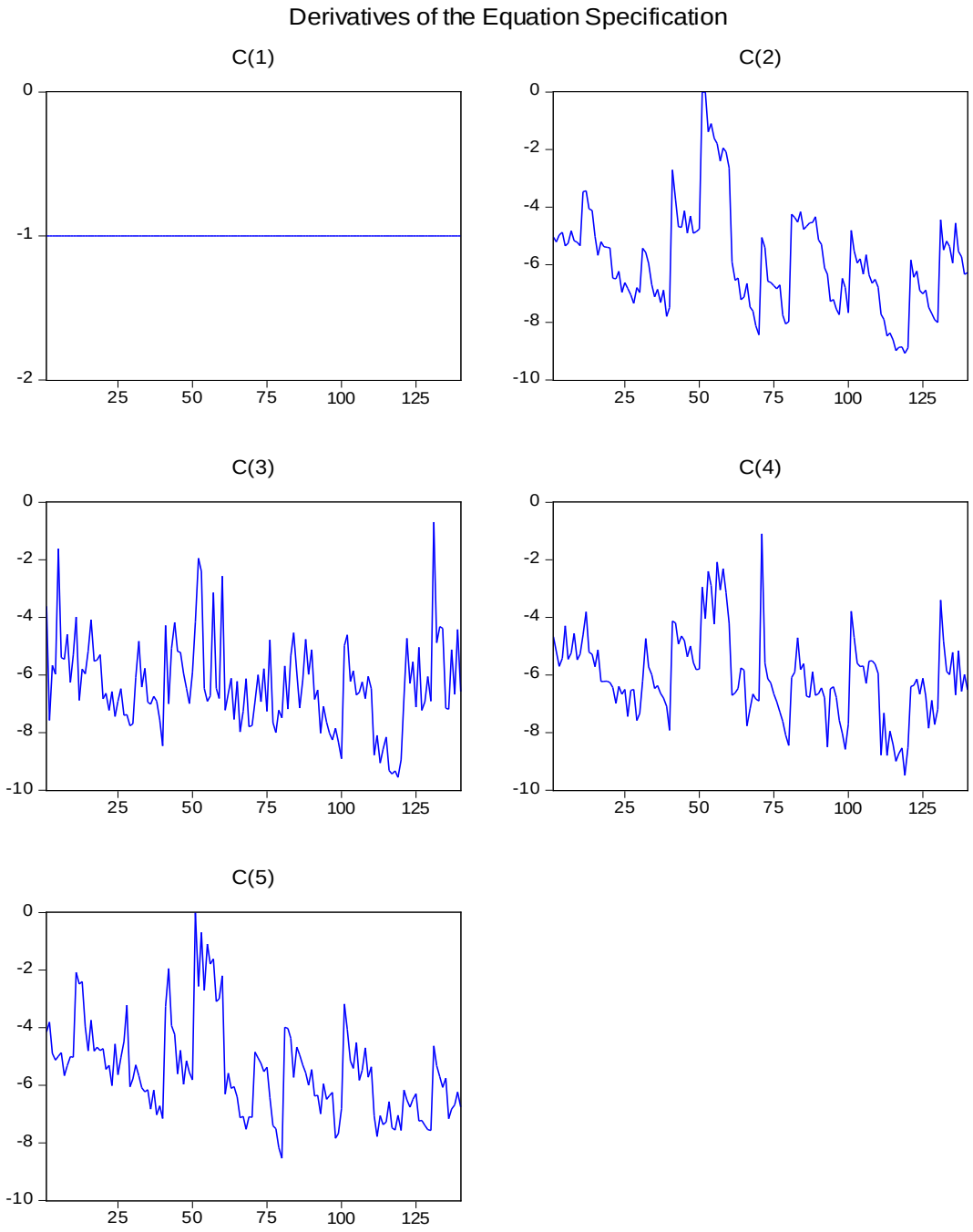
## Appendix E

Derivatives of Equation Specification



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# Workplace Readiness of New ICU Nurses: A Grounded Theory Study

By La Toya Lewis-Pierre, Linda Amankwaa, Joann Kovacich & Leah Hollis

*University of Miami, United States*

*Abstract-* *Background:* Intensive Care Units (ICUs) are hiring large groups of new nurse graduates without providing these new hires with the training to promote competency.

*Objectives:* The purpose of the study was to explain workplace readiness of new graduates entering the ICU from the perspectives of managers, clinical educators, preceptors, and new RN graduates.

*Method:* Grounded theory was the qualitative approach used with this study. A total of 24 in-depth interviews were conducted with managers, educators, preceptors, and new graduates in ICUs.

*Results:* The Novice Nurse Embracing the ICU theory (NNEIT) emerged from the following four themes: (a) embracing the new ICU role, (b) overwhelming experience of performance ambiguity or anxiety, (c) adapting to the ICU, and (d) embodying the new ICU RN role.

*Conclusions:* The theory that emerged from the study will provide guidance in resolving the discourse of the competencies and skills for new nurses entering the ICU.

*Keywords:* *critical care, new graduates, workplace readiness, orientation, and grounded theory.*

*GJHSS-G Classification :* *FOR Code: 111099*

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***Conclusions:*** The theory that emerged from the study will provide guidance in resolving the discourse of the competencies and skills for new nurses entering the ICU.

*Keywords: critical care, new graduates, workplace readiness, orientation, and grounded theory.*

## I. Introduction

New graduates need to shift paradigms from student to critical care nurse. The National Council of the State Board of Nursing (NCSBN) reported, 40% of new graduates have reported making medication errors. These errors are directly linked to the complex multifaceted patients the new graduates are responsible for managing (2013). A common concern within the nursing community is whether RN graduates are prepared to enter the intensive care unit (ICU). The 2010 Future of Nursing report stated that orientation programs "will help ease the transition of new, entry-level nurses into the workforce and reduce the attrition rate" (Institute of Medicine (IOM) & Robert Wood Johnson Foundation, p. 18). Technological advancement, prioritization, training ability, and socialization to the ICU add transitional challenges to new graduate orientation (Graham, Hall, & Sigurdson, 2008). The new graduates lack of critical care knowledge is a concern of experienced nurses.

Workplace readiness for new RN graduates in the ICU varies with organizational needs and fiscal responsibilities. According to Trepanier, Early, Ulrich, and Cherry (2012) new graduate orientation can cost an organization up to $36,960 per intern for a critical care residency program. New RN graduates receive orientation to the ICU but are overwhelmed and unaware of the clinical expectations and skills needed to care for the complex critical care patient population (Proulx & Bourcier, 2008). Nursing schools emphasize theory but lack operational tools to prepare new graduates with sufficient exposure to critical care practice to transition the student into the clinical ICU setting (Gavlak, 2007). Identifying specific competency requirements for graduate nurse practice in the ICU is essential for recruiting and retaining new nursing staff.

Clinical competency is an essential component for improving patient care outcomes and nurse decision-making (Tilley, 2008). ICU nurses respond to rapid changes in the patient's condition and require extensive knowledge appropriate to care and manage the unstable patient (Storesunda & McMurray, 2009). In this type of practice, nurses evaluate patient information, promote decision-driven interventions, and individualize patient care plans. Facilitating the transition from graduate RN to functioning ICU nurse requires nurturing, guidance, and skill building from experienced nurses. Because of the nursing shortage and the influx of new graduates to the profession, addressing new RNs' learning needs is a high priority.

New nursing graduates lack preparation for critical care practice. They are nonetheless expected to care for patients and demonstrate competent practice within the ICU, which is a high-skill care unit in the hospital (Chesnutt & Everhart, 2007). Camire, Moyen, and Stelfox (2009) concluded that medication errors occurred 10.5 out of 100 patient days in the intensive care unit. Inconsistent training of new graduates in the ICU increases the new nurses' risks for medication errors.

Previous researchers have focused on the general concept of new graduates entering the workforce. Lacking are studies on ICU workforce readiness identified by frontline leaders in diverse ICU specialties. This qualitative grounded-theory study explored the perceptions of new ICU graduates'

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workplace readiness among managers, clinical educators, preceptors, and new ICU graduates.

## II. Purpose

The purpose of the qualitative grounded-theory study was to generate a theory to explain workplace readiness and the needs of new graduates entering the ICU from the viewpoint of multiple stakeholders: managers, clinical educators, preceptors, and new RN graduates. The main purpose of this research was to explore these concerns, document the need for change, and create a theory that addressed the needs and readiness of new graduates.

## III. Research Method and Design

Qualitative research bridges the gap between research and practice (Silverstein & Auerbach, 2009). Strauss and Corbin's grounded-theory design guided the investigation of new graduate workplace readiness. This design is pertinent for research that applies "new understandings of predictable processes and patterns of behavior to improve the quality of patient care or to alter patterns that negatively affect patient outcomes" (Nathaniel & Andrews, 2007, p. 1). Due to limited information regarding new graduates' workplace readiness in the ICU, grounded theory, which explicates meaning, is an appropriate approach for research related to the workplace readiness of new graduates entering the ICU.

After IRB approval, participant selection began with electronic email and verbal communication with nurse leaders in the medical, coronary, surgical, neuroscience, and trauma ICUs in a South Florida hospital. In the five ICUs, all of the nurses completed a critical care internship and preceptorship. Selection of participants depended on their role in the hospital, years of experience, and willingness to share candid perspectives. The population represented nurses who have experienced managing performance, evaluating, training, and mentoring new graduates in the ICU. Additionally, nurses who have experienced entering the ICU as new graduates were included. Prior to conducting the interviews, each participant signed an informed consent.

Participants answered demographic and in-depth semi-structured interview questions in a one-on-one format. The interviews were audio-recorded and transcribed. Manager, educator, and preceptor questions were separate from the new graduate questions to maintain consistency with participant responses from the four samples. To facilitate the data collection process, eight participants representing each group participated in a pilot study to verify the research process and questions. Feedback and memo notes from the pilot interview group were used to modify the final interview documents. The trustworthiness plan for the research study consisted of four integrative components: credibility, confirmability, transferability, dependability. Upon the completion of the pilot study, 16 nurses representing the four research groups participated in the study.

## IV. Data Analysis

In total 24 nurses participated in the interview process, eight of whom participated in the pilot study to provide face validity. The constant comparative method facilitated the discovery of common themes grounded in the interview data. Member checking consisted of each participant receiving a copy of his or her transcription for purposes of validation as well as to make corrections as appropriate. The qualitative software program Nvivo9® was used to assist in the coding and data reduction process. NVivo enables the researcher to identify trends, patterns, and large themes (Durian, 2002). General components of the data and generated summaries of the responses were compiled. The questions and responses were reviewed line by line to develop categories.

## V. Findings

Sixteen nurses who have as new graduates and working with new graduates entering the ICU participated in the study. Three preceptors entered the ICU as new graduates. Embracing the new ICU role was the overarching theme, while minor themes included overwhelming experience of performance ambiguity or anxiety, adapting to the ICU, and embodying the new ICU RN role. Core categories developed from the iterative-grounded theory process, constant comparison of the data, comparing incidents to incidents, and relating categories. Themes were narrowed down to those most frequently occurring, and ranked according to occurrence. This ranking resulted in eight themes: (a) knowledge of disease, (b) procedures, (c) communication, (d) responding to changes in the patient's condition, (e) knowledge of medications, (f) overwhelming experience, (g) time management, and (h) patient care management. These eight themes were then aggregated to facilitate the development of the final themes.

Respondents from all four groups expressed the need for nursing schools to increase the technical skills taught to nursing students. While theoretical information was sufficient to enter practice in the ICU, the students' technical skills were limited to the tactical skills of IV insertion, bed bath, Foley catheter insertion, and general patient care tasks. Although the skills, which require additional training, are necessary to enter into practice as an ICU nurse, the limited skills are also necessary for practice on a basic medical-surgical patient floor.



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Research findings revealed essential cognitive and tactical competencies and skills that affect the new graduate's level of care, decision-making ability, knowledge level, and skills. New graduates are beneficial to the ICU and health care organizations but the graduates' entry into nursing practice face barriers which presents challenges to successful integration into ICU practice. The barriers focus on the new graduates' ability to learn new information, develop critical thinking skills, and adapt to the high acuity ICU environment while communicating with the patient and families. Although the barriers to ICU nursing practice create a negative impact, nursing leaders are willing to support and guide the new graduates into practice. Based on this data, the Novice Nurse Embracing the ICU theory (NNEIT) emerged.

*Theme 1 : Overwhelming experience of performance ambiguity or anxiety.*

The overwhelming experiences described by the interviewees included (a) theory to practice, (b) responding to changes in the patient's condition, (c) assisting with procedures, and (d) knowing disease process. There are concerns relating to the new graduates changing their thought process from school to real nursing practice. According to one nurse manager,

*I lost an intern because she was feeling overwhelmed. The new nurse mentioned to me, "There is no way that this is ever going… I can ever do this. This is just too much." "And just looking to see how fast everybody moves and how quickly they decide on interactions and how they can multi task is definitely daunting." I think in the first 30 days they are totally overwhelmed with the things that they will be expected to do.*

*One of the preceptors concurred:*

*A big challenge for them [new nurses] in the first 30 days is to reach out and say, "I need help. I need you to do this for me" or delegating. I think major challenges are knowing what is the priority. For example, looking at 30-40 orders and determining what to get done now, getting somebody to help them, and delegating what can be completed later. They may be scared of asking for help or they may think they know what to do but they don't.*

*Theme 2: Adapting to the ICU Environment*

Adapting to the ICU environment described by the interviewees included (a) communication with patients, families, and colleagues; (b) ICU medication management; and (c) prioritizing the ICU patient. One of the preceptors stated,

*The new graduates lack bedside communication and the ability to convey the message to the MD and family members regarding the patients' status and information.*

Similarly, a manager from the ICU reflected,

*The new nurse is looking to see how fast everybody moves and how quickly they decide on interactions and how they can multi-task is definitely daunting… Completing the amount of tasks that you have to complete in the ICU and charting is overwhelming. Keeping on top of things as well as all the physician interactions, family interactions, procedures that happen at the bedside, not being able to work in your own time, and really not being able to organize your time because it's being organized for you.*

One of the educators added,

*I think that one of the biggest challenges is that the new graduates lack the ability to critically think and are overwhelmed because of their lack of knowledge…*

The following statement describes the new muse graduate's perception and experience:

*The biggest challenges were just getting up to the speed of the ICU, in those critical situations you have to move and you have to do something split second for the patient or it could be life or death as well. Getting accustomed to the speed of the ICU was a challenge. Although it is only two patients, you have to realize that everything you do for those patients is critical for them, every minute is vital, and you cannot just waste time. From turning the patient or giving them meds, or changing any fluids or anything that they need or doing dressings. Just every second you have to be doing something even though you have two patients.*

*Theme 3: Embodying the ICU Nurse Role*

Embodying the ICU nurse role theme described by the interviewees included (a) ICU patient assessment, (b) critical thinking, and (c) time management. A new nurse observed,

*ICU nurses must continuously assess patients and reassess the patient's as frequently as needed to obtain insight and ascertain when there are significant changes with the patients or unexpected outcomes will occur.*

The educator from the …. Unit summed up, the time management issue:

*Time management skills are not developed in nursing schools but in real nursing practice that requires the application of knowledge. The lack of time management is a big issue, which the novice nurse needs to grasp quickly for survival due the multiple responsibilities of the ICU nurse.*

## VI. Discussion

Thirty-nine percent of new graduates that enter the ICU have reported inconsistent orientation (Wendt, 2009). This means that conflicting orientation standards in the ICU could result in undesirable patient outcomes. A direct link exists among clinical competencies, patient



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outcomes, and nurse decision-making (Tilley, 2008). Incorporating the NNEIT into the orientation program for new graduates may facilitate a smooth transition into the ICU.

*a) Embracing the new ICU role*

The expectation is that graduates learn ICU skills rapidly and immediately apply the learned information. Many respondents commented on the essential competencies and skills new graduates need to practice in the ICU, which enabled the discovery of this primary theme and the three minor themes. Burns and Poster (2008) concluded that hospitals assume the new graduates training includes the competency and expectations to perform the essential skills required in a safe and independent manner.

*b) Overwhelming experience of performance ambiguity or anxiety*

Participants noted that unexpected experiences in the ICU such as transitioning from school to practice, responding to changes in the patient condition, assisting with procedures, and knowing the disease process as experiences that overwhelm the new graduates. This is in keeping with Kaddoura (2010), who found new graduates feel apprehensive and uncertain about their new role. The unexpected events in the novel environment can lead to anxious feelings about the new expected clinical performance.

*c) Adapting to the ICU*

The majority of the participants identified essential components that contributed to the new graduates adapting to the ICU: interactions with patients, families, and colleagues; ICU medication management, and prioritization. Novice ICU nurses must have skills to care for the non-communicative patient, patients with multiple co-morbidities, patients requiring ventilator support, and patients with invasive monitoring (Muldowney & McKee, 2011). The novice practitioner perceived interactions with patients, families, and colleagues as an intimidating experience, but such interaction is pivotal to ensuring timely care and communication of information.

*d) Embodying the new ICU RN role*

Most of the participants identified essential components that contributed to the new graduates adapting to the ICU, including competency with ICU assessment, critical thinking, and time management. Assessment and time management are essential skills of the ICU nursing practice and guide clinical decisions. According to Tanner (2006) "Nursing requires an understanding of not only the pathophysiological and diagnostic aspects of a patient's clinical presentation and disease, but also the illness experience for both the patient and family and their physical, social, and emotional strengths and coping resources" (p. 205).

## VII. Implications and Recommendations

The findings of this study have a number of important implications for future nursing practice, nursing leaders, and schools of nursing. The national nursing shortage presents severe challenges for acute care facilities, specifically in the specialty areas such as the ICU. Beecroft, Dorey and Wenten (2008) reported that 30% of RNs resigned from their first position in one year and 57% resigned positions after two years. Organizations should provide guidance and support for new graduates as they transition into practice to prevent early departure from the nursing profession. NNEIT allows for the identification of competencies and skills new ICU RNs need to practice successfully in the ICU.

The results are relevant to nursing leadership. The findings provide insight regarding the practice gap and transition from graduate nurse to specialized ICU RN. This information can be used to develop targeted interventions aimed at establishing the new graduate competency by addressing the new graduate's specific transitional needs to enhance and create a safe practice environment. Because new ICU RNs have limited exposure in nursing school to the ICU, the inclusion of the NNEIT could enhance the new nurses' transition into the ICU.

Based on the themes that emerged from the study, it is critical that nursing leaders and ICU managers complete an initial knowledge, competency, and skill assessment of all new graduates entering ICU practice. This practice gap analysis will benefit the organization and the new graduate entering into nursing practice and the ICU. The organizational benefits include the initial assessment of the new graduate's learning needs, potential skill and competency practice gaps, and specialty interests. The inclusion of a simulation lab experience to adjunct clinical and classroom learning experiences will help promote the new graduate's self- reflection and critical thinking skills. Additional simulation lab training for the nurse managers, preceptors, and educators could promote the use of a beneficial resource to reduce practice gaps. As a result, the organization can appropriately develop and monitor an individualized orientation plan based on the nursing specialty and the new graduates learning gaps.

Nursing schools may consider workplace readiness evaluation tools administered to junior and senior nursing students to assess specialty interests among prospective nurses. Based on the accumulated responses, the schools may plan clinical rotations related to the new graduate's initial career specialty. Matching the clinical rotations to the new graduate's interest level will provide an opportunity for the new graduate to assimilate into the environment and understand the role expectations of nursing who practice in that specialty.



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Nursing schools can also incorporate an ICU rotation in the last year of the nursing program to allow students to observe the ICU environment. During this time, students can identify the roles, competency, and skill expectations of the ICU nurse. The clinical rotation will clarify ICU nurses' role expectations and enhance the individual's transition to practice as a new ICU nurse.

Future research may concentrate on the differentiation between competencies and skills. During the data collection process, it was apparent that a select few of the pilot and final research group participants understood the differences between competencies and skills. Most respondents in the pilot and final research groups referred to competencies only as skills. This confusion suggests significant challenges in facilitating the workplace readiness of new graduates working in the ICU. The confusion of the educator, manager, and preceptor groups affect the new graduates' transition into the ICU.

Potential replication of the study in other specialties such as the ER, OR, and medical-surgical departments will be beneficial in addressing new graduate workplace readiness in other specialties. A further study could assess the perceptions of workplace readiness of new graduates from the perspectives of nursing schools, nursing leadership, and new graduates. Additional studies are needed to explore the workforce practice expectations from the manager, educator, preceptor, and new graduate nurse groups and explore the potential differences in the practice expectations. Further, a more extensive study could be done for bachelor's and associate degree prepared nurses to determine potential differences in perceptions of workplace readiness to enter the ICU.

## VIII. Conclusion

The ICU RN role is demanding. Using the results of the study, managers, clinical educators, preceptors, new RN graduates, and health care organizations will have a theory to aid in determining the workplace readiness of new RN graduates entering the ICU. Organizations may design a program to combine theoretical knowledge with expected clinical competencies. According to the 2010 Future of Nursing report, "well-planned, post-hire transition programs have shown better outcomes and fewer errors than do pre-graduation clinical immersion programs" (Institute of Medicine & Robert Wood Johnson Foundation, p. 18). Incorporating the NNEIT may lead to shorter transition times for new graduates as they acclimate to their new nursing roles in the ICU. Using the NNEIT, institutions may be able to provide new program strategies to address the discourse of the competencies and skills for new nurses entering the ICU.

ICU nurses are expected to have the critical thinking skills and knowledge to quickly react to changes in the patients' condition. In the intimidating and multifaceted ICU, supporting the new nurses' transition into practice is pivotal for the new ICU nurses' success. Nursing organizations, schools, and the new graduates are equal stakeholders in supporting the new nurses' readiness to practice The NNEIT can serve to bridge the practice gap from student to ICU nurse and help recent graduates overcome existing barriers as they make their transition. By reducing the overwhelming experience of performance ambiguity or anxiety, the new graduate will adapt to the fast-paced ICU environment and embody the new ICU RN role.

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# The Interplay between Language, Literature and Culture: Challenges for the Nigerian Indigenous Education in the 21st Century

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*Abstract-* Language, verbal or non-verbal, is central to the survival of mankind because it is an important tool for communication, negotiation and the transfer or preservation of the literary as well as cultural heritage of a people from one generation to the other. The relationship between language, literature and culture is so strong to the extent that a change in one ultimately affects the other two. Every language is a directly mirrors the culture it serves - a language either enriches or impoverishes the culture it serves. Therefore, the influence of language on the culture and literature of a people has dire consequences for the sustenance or development of their indigenous education.

Nigeria, like the rest of the world, has joined the terrace of globalization which has led to the import of foreign language(s), literatures and cultures into the indigenous way of life and system of education. Currently, increasing quest for the language, literature and culture of the developed countries of the world which are projected by globalization has denied the Nigerian child access to his/her indigenous system of education.

*Keywords: language, literature, culture, indigenous education, globalization.*

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Nigeria, like the rest of the world, has joined the terrace of globalization which has led to the import of foreign language(s), literatures and cultures into the indigenous way of life and system of education. Currently, increasing quest for the language, literature and culture of the developed countries of the world which are projected by globalization has denied the Nigerian child access to his/her indigenous system of education. A system of education which is rich in fables, taboos, folklores, and cultural rites/rituals is gradually being crushed under the weight and demand of globalization. This trend is common in Africa and it portends danger for the continued survival of the continent's indigenous language, literature and culture. This paper therefore posits that there is a need for Africans/Nigerians to preserve and promote what is left of their indigenous language, literature and culture through the use of an indigenous system of education. The paper concludes by recommending practical ways of making use of the indigenous system of education within formal school system. This is the only way that the people's indigenous way of life will survive the onslaught of globalization beyond the 21st century.

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## I. Introduction

The 21st century has witnessed unprecedented growth and a remarkable change in the areas such as trade, commerce, security, communication, education etc throughout the world. With the emergence of globalization, the whole world has become condensed into a compact unit or global village and this has come with attendant challenges of language and culture contact or conflict. Every human activity or transaction in the now globalised world is conducted through the instrumentation of language (verbal or non-verbal); language in its own right is the custodian of the speakers' culture. Therefore, there is always an imminent threat that the globalised language/culture of the super powers will suffocate the languages/cultures of the developing countries of the world. The influence of globalization on the indigenous languages, literatures and cultures in Nigeria has very serious implications for the education of the Nigerian child in the 21st century.

Nigeria is the most populous African nation with an estimated population of over 170 million people (2012 estimate) who are distributed into more than 250 ethnic groups and nationalities – each with unique linguistic, literary and cultural identities. Experts have put the number of indigenous languages currently catalogued in Nigeria at 521. This number includes 510 living languages and 9 extinct languages excluding the two official languages. To 'effectively' cater for the linguistic and cultural plurality in the nation; the Nigerian government has assigned roles to the different languages in the country. For example, French is the second official language in Nigeria while English language remains the first official language, language of education and the lingua franca (National Policy of Education, 2004). The numerous indigenous languages play non-formal roles as mother tongue (MT) or home language, regional languages and the language of the immediate environment.

The Nigerian government in appreciation of the importance of the indigenous system of education and the benefits of using the mother tongue in education recommended that early childhood and lower primary education (Primary 1 – 3) should be conducted in the child's mother tongue or the language of the immediate environment. The use of the English language as a medium of instruction was not to begin until upper primary classes (Primary 4 - 6) and progress to the higher levels of learning. The benefits of making use of the home language or mother tongue in education have been established in some studies. For example, The National Language Centre (1975) states that for education to be meaningful, a child should be taught in his or her mother tongue which is the language that he or she can both read and write. Similarly, Emenanjo (1996) opines that the training of the mind in the understanding of the world around is best done and

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realized in the languages in which the learners are most familiar.

The rationale behind the use of a language that the learners are familiar with is that every Nigerian child is expected to have acquired his or her mother tongue (from home) through the indigenous system of education before he or she started schooling. However, the emergence of globalization and the reality of its powers to impose itself on minority languages, literatures and cultures have robbed the Nigerian child in the 21st century of the use of indigenous languages in education. As a result of this, Nigerians, especially the elites, no longer use the indigenous languages in their homes as they have adopted the use of English language which is one of the languages projected by globalization. Therefore, a great gap exists between the child's home language and the school language during the early years of primary education as recommended by the NPE.

*a) The History, Curriculum and Modus operandi of the Nigerian indigenous system of education.*

As far back as the 1990s, there were three fundamentally distinct education systems in Nigeria. These were the indigenous system, Quranic schools, and formal European-style education institutions. In the rural areas where the majority lived, children learned the skills of farming, fishing, arts and crafts, palm oil production and other work, as well as the duties or roles of adulthood, through active participation in the communal life of their immediate environment. This process was often supplemented by age group-based activities in which groups of young boys were involved as well as instructed in community responsibilities by mature men (http://www.onlinenigeria.com/education/).

The historical development of the indigenous system of education in Nigeria goes beyond the advent of colonialism and the missionaries who established mission-owned schools to provide western-style or formal education. This is because Nigerians had a standard system of indigenous education before the coming of the missionaries in the mid-nineteenth century and the establishment of the first mission school by the Methodists school in 1843. Similarly, Obanya et al (2000) and Osokoya (2009) submit that Nigeria had an indigenous system of education before western or school education was introduced in the country. The indigenous system of education was used to prepare the younger ones to become responsible adults and function effectively in the society.

As stated earlier, the indigenous system of education in Nigeria is as old as the existence of the people itself because it was the established system of transmitting and preserving the peoples' indigenous beliefs, cultures, languages and literatures (mostly oral literatures) from generation to generation. Similarly, Rahaman (nd.) opines that the people of indigenous societies in Nigeria had ways of inculcating the societal norms, values and attitudes on the members. To Rahaman, this process of enculturation is the primary function of the indigenous system of education. He argues that indigenous societies in Nigeria had means of initiating, instructing, drilling, orientating and indoctrinating the younger people before the introduction of western education.

With or without the western-style or school education, every indigenous society in Nigeria had a sound system of preparing their young ones to become responsible adults and to live in the society. This system of education in Nigeria specifically focuses on the teaching of indigenous knowledge, models, methods, and content within a formal or informal educational setting. The system of education was mostly informal in approach with a unique set of objectives, curriculum and modus operandi. The medium of instruction is strictly in the mother tongue (MT) and the products of the system were expected to demonstrate sound indigenous intelligence in language, literature and culture. One of the objectives of the indigenous system of education is the functionality of knowledge acquired through quantifiable proficiency in certain skills and societal integration.

The process of instruction in the indigenous system of education in Nigeria emphasizes the use of hands-on approach such as modeling, observation, imitation, storytelling, collaboration and cooperation. The modus operandi of indigenous education in Nigeria is all-inclusive, in that the learner is gradually integrated by immersion into his immediate community where he learns through direct contact with object to be learned and from personal experience. Also, correction and feedback is spontaneous with the use of motivation and punishment. As stated earlier, education takes place under informal circumstances anywhere - in the home, farm land and the community. The Nigerian indigenous system of education emphasizes the development and understanding of the traditional way of life – cultural values, beliefs, taboos, deities, and the reflection of an individual's action or reaction on his/her family name and entire household. Teaching is often done through active engagement of the learners in tasks, traditional games and competitions, folksongs, folklores, rituals and festivals.

Fafunwa (1974) describes the indigenous educational system in Nigeria as all embracing in that it incorporated every aspect of the society therefore it could lead an individual to acquire behavior patterns, abilities, respect for others and skills necessary for effective citizenship in the community in which the child lives. Similarly, Osokoya (2009) posits that the indigenous system of education was fully developed as a means of initiating the young men into the society, and in preparation for adulthood. The indigenous system of education stressed the importance of communal living,



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dignity of labor, respect for elders, discipline, personal hygiene, chastity, social responsibility, dispute resolution, spiritual and moral values. The indigenous people had a standard way of teaching numeracy, economics, medicine, history, geography (borders and land boundaries), devotion and the identity of their community.

The curriculum of the indigenous system of education includes but is not limited to vocational training, housekeeping and moral teachings. The language of education is indigenous language and credits are often given for aesthetic or literary use of the indigenous language. It is not examination-based rather the indigenous people rely on competence, performance and the total 'omoluabi' (well-behaved and complete gentleman) concept to determine a person who is well educated in the indigenous system of education. Also, Rahaman (nd) opines that the curriculum of the indigenous system of education covers several aspects such as mathematical concepts, training in the art of good and correct speech, history, literature, physical education and vocational education.

The different ethnic nationalities in Nigeria had a system of inculcating and transferring conventional societal beliefs, norms and values from generation to generation. The indigenous people had established methods of passing the indigenous knowledge base which was mainly in the oral form to the younger generations. According to Rahaman, most of the content of the indigenous knowledge used to be transferred through folk songs, storytelling, rituals, festivals, poetry and incantation chanting etc. The older generation (elders) were usually the ones to pass the indigenous knowledge across to the younger generations, this knowledge included the science of plants, herbs and roots, taboos, omens, the history of their ancestors, ancestral lineage, successes and failures at wars between villages and clans. Vocational training was another important aspect of the indigenous system of education and it was given through an apprenticeship system.

However, with the coming of globalization and its influence on indigenous fashion, languages, cultures, literatures, beliefs etc, the Nigerian indigenous system of education is on the threshold of extinction. The present realities in Nigeria show that the indigenous system of education and way of life is being gradually replaced by the formal/school system of education either in form of the European-style or the 'Almajiris' system of education with English or Arabic as the medium of instruction. Therefore, there is a need for the total revitalization of the indigenous system of education in Nigeria in order to survive the onslaught of globalization.

*b) Globalization and Indigenous Education in Nigeria: Present day Realities and Challenges.*

The 21st century has brought about unequalled development in science and technology which has led to innovations in the areas of commerce, information sharing, mass media, crime fighting, education etc across the globe. Akindele, Gidado and Olaopo (2002) describe globalization as the process of the intensifying economic, political, social, linguistic and cultural relations across international boundaries with the primary focus of exploiting African resources, disintegrating her economies and integrating it into the international capitalist economy. With the emergence of globalization, the whole world has indeed become a global village and this poses serious threats to the survival of several indigenous cultures, languages and literatures all over the world. According to Roy Campbell (2006), as the world becomes smaller and takes the mould of a global village, only a few languages will be needed for communication thereby some languages will become less important and eventually superfluous.

Languages do not only serve as means of communication, they also function as the custodian of their users' cultures and a tool in education. Olagbaju (2010) opines that a loss of any indigenous language will ultimately lead to a loss of the indigenous/speakers' identity, culture, and literature. Anything that influences the indigenous languages and cultures of a people will affect their indigenous system of education. The Nigerian indigenous system of education is culture-based and it makes use of indigenous languages as tools for educating or inducting the younger generation into the way of life of the society. However, increasing modernity and the demands of a globalised economy which are the hallmarks of the 21st century have constituted some of the challenges confronting the indigenous system of education in Nigeria. Indigenous knowledge, languages, cultures and literatures in Nigeria are gradually dying out or being eroded because of decreased need for them and lack of interest from Nigerian parents (elites and illiterates) who would rather communicate with their children in the English language and other foreign languages (French and Arabic) even at home thereby denying the child of a vital aspect of his cultural heritage.

With access and exposure to the influence of globalization, most Nigerian children/youths no longer appreciate their indigenous languages, literatures and cultures. This has influenced the indigenous peoples' judgment of what-is-right (values), fashion, language, and education. Nigerians have abandoned the farms for white collar jobs and they prefer to communicate in foreign languages (English, French and Arabic) often describing the indigenous languages as vernaculars. Almost all the basic elements of the indigenous system of education are fast disappearing from most Nigerian communities with indigenous learning opportunities such as communal farming programs, traditional marriage rites; boys' initiation rites, moonlight tales, folksongs, folklores, indigenous festival celebrations, rituals etc have been altered to reflect the global trend.



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The negative consequences of globalization on the indigenous way of life can be seen in the way most Nigerian youths are becoming increasingly desperation to migrate from the rural areas and a career in agriculture to the menial (white collar) jobs in the cities.

Apart from the direct consequences of globalization, other factors such as the spread of Christianity and Islamic religion in Nigeria also contributed to the relegation of the indigenous system of education and its subsequent replacement by the European-style and 'Almajiri' system of education. In Nigeria, it is a common thing to see children traveling distances from their villages in order to have access to formal education whereas they are traditional learning opportunities provided by the indigenous system of education in their immediate communities, villages and homes. These children are forced to speak and learn in a foreign language (English or Arabic) in these schools in line with the provisions of the National Policy of Education (NPE, Revised 2004). The Nigerian government supports the formal system of education both financially and legally through the construction of classroom, requirement of teachers, provision of facilities and text materials etc.

The need to belong to the global economy has prompted the Nigerian government to introduce information and communication technology (ICT) into the new secondary school curriculum for the European-style and 'Almajiri' systems of education. The government is also investing massively into the nation's formal educational system in areas such as the provision of infrastructures, training of teachers and construction of classrooms in schools. However, the same cannot be said of the indigenous system of education because it is not receiving any form of support or attention from the government or policy makers. The current realities in the rural areas and villages have shown that most of the indigenous people in Nigeria have embraced formal education through adult literacy programs, in other words, these people no longer encourage the indigenous educational system.

Furthermore, the indigenous languages which play an important role in the indigenous educational system are not left out of the negative effects of globalization. There has been a dearth of indigenous language teachers across the country because most of the students seeking admission into higher institutions of learning in Nigeria do not want to study any of the indigenous languages. They often prefer to study the English language and other foreign languages because they believe that these foreign languages will serve a better purpose in a globalised world. Similarly, the diction, lexicon and figurative use of language in indigenous languages are gradually been eroded amongst the younger generations because they often rely on the English language for words they do not know in the indigenous language by code mixing or code switching while communicating in the indigenous language.

Although there has been a growing consciousness and awareness across Nigeria on the need to revitalize and reclaim the indigenous languages, literatures and cultures, the lure and swaying effect of globalization on the youths has been a major stumbling block to the use and development of the indigenous knowledge. Young Nigerians now prefer the use of the English language in formal and informal situations; they read much of foreign text, watch or listen to movies, music and sports that are not indigenous. As a result of their exposure to globalization, the internet and modernization, Nigerian indigenous fashion, languages and cultural beliefs are gradually been relegated for their foreign/ globally acceptable counterparts. If the indigenous system of education in Nigeria would survive 21st century, then Nigeria must find a way to revitalize her indigenous languages to make them relevant and meet up with the demands of globalization in every aspect of our daily lives.

*c) The interplay between languages, literatures and cultures and the education of the Nigerian child in the 21st century: Solutions and recommendations.*

The rights of indigenous people to a form or system of education that best suits them have formed a part of the global discourse on fundamental human rights. Article 14 of the United Nations Declaration of the Rights of Indigenous Peoples makes particular reference to the educational rights of indigenous peoples. It emphasizes the responsibility of states to adequately provide access to education for indigenous people, particularly children, and when possible, for education to take place within their own culture and to be delivered in their own language (http://en.wikipedia.org/wiki/Indigenous_education). Similarly, the official press release on the proceedings of the Permanent Forum on indigenous issues, Second session of the 15th & 16th meetings states that continued denial or relegation of the indigenous system of education will mean that a sizeable number of indigenous youth would be set apart from their own cultures unless educational instructions are encouraged to take place in indigenous languages (http://www.un.org/news/Press/docs/2003/hr4674.doc.htm)

As earlier discussed in this paper, Nigeria may not be able to return to the pre-colonial and pre-globalization era of indigenous education but the various indigenous languages in the country need to be assigned functional roles in widely acceptable European-style and 'Almajiri' systems of education. These roles could range from adopting the major indigenous languages as the languages of education in the geo-political zones where they are dominant to inculcating the cultural and linguistic elements of the indigenous language into the formal education curricula.

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Although the challenges of combining the indigenous system of education with the formal school system are enormous, the argument of this paper is that the formal system of education and globalization remain the only way for Nigeria to preserve what is left of her indigenous languages, cultures and literatures.

Globalization has been blamed for most of the challenges confronting the indigenous system of education in Nigeria. However, the truth is that if the indigenous system of education would survive the 19th century, the various indigenous languages and cultures must be developed to actively function in formal education. New vocabularies may need to be developed and several volumes of oral indigenous knowledge will have to be documented and catalogued for use in formal education and globalization. Also, the government should provide the necessary incentive for people to study indigenous languages in the higher institutions of learning in Nigeria. These incentives can be in terms of scholarship awards and automatic employment for graduates of indigenous languages.

In addition, the curriculum of the European-style and 'Almajiri' system of education should be broadened to accommodate the basic elements of indigenous education especially in the choice of language(s) of education, vocational training, cultural awareness, oral literature etc. The Nigerian indigenous system of education must find a way to work with and for globalization rather than work against it. Orthographies of most of the indigenous languages should be developed and educational materials need to be produced in these languages for use in formal education and globalization. The indigenous system of education in Nigeria needs to be better supported by the government through the enactment of relevant policies that will foster the development of the indigenous system of education.

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# A Corpus Driven Study of Adjectives in Sidhwa's Fiction

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*Abstract-* The present research is a corpus-based analysis of adjectives in Bapsi Sidhwa's fiction. It is aimed at highlighting the various aspects of the usage of adjectives and their resultant effects in Sidhwian fiction. For this purpose, a corpus of Sidhwa's fictional works has been compiled which has been analyzed with the help of Antconc 3.2.4 software. For a detailed scrutiny, the concordance lines have been explored thoroughly. The research, in an attempt to be in accordance with the procedure of corpus-based study, has relied on a detailed analysis of lexical items along with insights that have been gathered from keyword lists, clusters and n-grams, in order to strengthen the validity, collocations and colligation trends have also been analyzed. The in-depth study of the adjectives, the use of which is thought to be a distinguishing characteristics of Sidhwa, has been carried out to validate the so-called assumption that the rather excessive use of adjectives is a leading characteristic of female writers in general and Sidhwa's writings in particular. The corpus analysis has lead the researchers to the findings that there seems to be an unusual usage of adjectives in Sidhwa's fiction in quantitative terms but as far as their aptness is concerned, it can be asserted that their use can be justified according to the requirements of the text. The research has explored new vistas in corpus stylistics to endorse the insight of the literary theorists. The present research will help the literary critics, new researchers of the author, teachers, and students to understand the text from a more syntactical perspective.

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## I. Introduction

The present study is a corpus-based analysis of Bapsi Sidhwa's fiction for exploring the trends of the use of adjectives in her writings. It is generally thought, though it might seem sexist, that the female writers are more prone to the use of adjectives in their linguistic behavior. It is also believed that as far as the respective linguistic behavior of male and female is concerned, the males are characterized by understatements and the females, on the other hand, are characterized by exaggeration and hyperbole. To measure the validity of this widely held view, a corpus-based study of her corpora has been undertaken by the researchers. Though the study of adjectives may, and can, fall in the domain of stylistics, yet our present focus would be on the peculiar use of adjectives in her writings with purpose they perform in the texts. As it is the application of the methodology of linguistics to the study of Literature, the present research will explore Sidhwa's fiction through the application of corpus methodology. The research focuses on one linguistic feature: the use of adjectives in the text to reach the thought presentation of the author. Both quantitative and qualitative methods have been used to analyze and interpret the data. The interpretations are made on the basis of the findings generated from both the methods. The research explores new vistas in corpus stylistics to validate already existing literary criticism and establish new insight. Corpus stylistics can identify the meanings of different word classes and investigate the differences in their use. Unfortunately, there is still a dearth of corpus oriented research in Pakistani English literature and particularly in Pakistani English fiction. The available research on Pakistani Fiction is mainly concerned with literary analysis. So corpus stylistic analysis of Pakistani English fiction is still an unexplored area with vast possibilities and with a substantial research potential.

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## II. Literature Review

The oft used term 'Pakistani Literature' is a term that eludes precise definition because it is not an easy task to exactly pin down the starting date of Pakistani literature. The adjective 'Pakistani' comes into use with the emergence of state of Pakistan on the world map but the writers whose work is included in this Pakistani literature are those who were also writing in united India. So some consider it safe to divide Pakistani literature into two eras: pre-partition and post-partition. Pakistan came into being on 14th of August 1947 and for all technical reasons this is the year that should be assigned the status of the root year for the burgeoning country's literary history. The genesis of a separate and conscious national identity in Pakistan took some years to develop, as the consequence of this phenomenon, the reflection of this identity in the country's literary horizon was also gradual and evolutionary.

Urdu, being the Pakistan's national and literary language retained its sovereign position in society for some years. The gigantic upheaval that was resulted by the largest migration of people in modern time by the partition of Indian subcontinent was also mirrored in the literature of the new state. The word realism could best describe this early phase in Pakistan's literary history as can be seen in the works of the writers of this era. One of the writers whose work best captures this phase is Saadat Hassan Manto who is best known for his (in)famous short stories and who, because of the controversial topics and the controversial treatment of



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these topics that constitute the main themes of his short stories, is often compared to English novelist and poet D.H. Lawrence.

Fiction in English language by Pakistani writers began to get recognition in the last three decades of 20th century; following the success enjoyed by poets. Fiction writers such as Tariq Ali published numerous novels and plays and broadcast TV scripts. Aamer Hussein wrote a series of acclaimed short story collections. Sara Suleri published her literary memoir, Meatless Days (1989). Many short story collections and some play scripts were also received well. The Pakistan Academy of Letters has awarded its prestigious prizes to a number of English writers. Many Pakistani novelists either won or they were shortlisted for international literary awards. Mohsin Hamid published his first novel Moth Smoke (2000), which won the Betty Trask Award and was a finalist for the PEN/Hemingway Award; he has since published his second novel, The Reluctant Fundamentalist (2007), which was shortlisted for the Man Booker Prize and which has also been adopted for filmization. Kamila Shamsie, who won her first literary award in Pakistan for her first novel, was shortlisted for the John Llewelyn Rhys award for her third novel, Cartography (2002); she has since published her fourth novel, Broken Verses. Uzma Aslam Khan was shortlisted for the Commonwealth Writers Prize for her novel entitled as Trespassing (2003). British-Pakistani writer Nadeem Aslam has succeeded in winning the Kiriyama Prize for his second book, Maps for Lost Lovers (2004). The novel by Mohammed Hanif, A Case of Exploding Mangoes (2008), a comic novel based on famous plane crash that killed general Zia, was shortlisted for the 2008 Guardian First Book Award. Kamila Shamsie and Daniyal Mueenuddin have also attained wide attention by now.

In this constellation of Pakistani English writers, one name shines the most and this is the name of renowned writer Bapsi Sidhwa, the writer of such exquisite novels such as The Crow Eaters, Cracking India and Water. Her novels have been filmed by Deepa Mehta. Sidhwa has been honored by the Government of Pakistan with Sitara-e-Imtiaz for her services in the field of literature. She is a prolific writer whose works include An American Brat, The Bride, and The City of Sin and Splendor among the two afore mentioned novels. But despite such a substantial body of works with a high quality in contents, themes and treatment of subjects, her works could not get as much attention of the critics as they deserve. This is perhaps the dilemma of all non-native writers of English language. The scenario of critical studies in Third Worlds literature in English in general and that of Pakistani literature in particular has been dealt with at such length to point out that the nationalistic pitfall in particular and non-literary criteria in general must be avoided in the criticism of any literature. They have been avoided, or are at least less in evidence, in Pakistani literature but only because there is very little Pakistani criticism of this new literature in existence. Since 1960s the Journal of Commonwealth Literature has been doing a commendable task by publishing a brief note which is usually followed by a bibliography of Pakistani writing in English and other languages. In the beginning, this bibliographical note was written by Syed Ali Ashraf, and then Maya Jamil and later Alamgir Hashmi wrote it. Unfortunately the note is not analytical nor is it meant to be so. What is worse is that it is also not complete and comprehensive since many publications in English are not clear and it is almost impossible for any reader of literature to keep track of all that is being printed in the country. Book reviews are mostly indiscriminating and their reviews are often full of clichés and praise which are affecting the authenticity of these reviews. Hashmi's own book reviews, particularly those which are published in foreign journals, are comparatively free from such deficiencies. However, as a critic even Hashmi is impressionistic rather than analytical and objective in his reviews and Pakistani criticism is still at a much unsophisticated level.

So far there is an acute dearth of academic research in either Pakistani or even in African, west Indian and Indian literature or any literature of Third World countries in English. However, presently the University of Peshawar in its journal the journal of the English Literary Club has been publishing the works of Pakistani writers and even critical articles and reviews of these works. Similarly the University of Karachi used to publish Venture which published some excellent articles on Pakistani Quarterly, the weekend magazines of the English Dailies and institutional magazines too have been publishing short stories, poems and essays but the area of criticism has not attained their full attention. Some leading English newspapers in Pakistan such as The Nation has, however Published several articles on Pakistani literature in English and the Muslim and the Frontier post publish short stories. The Star and eveningwear from Karachi, publisher humorous pieces and Dawn group of newspapers too publish reviews and occasional poems. Perhaps the only journal in Pakistan which offers a serious forum for debate about literary matters and as published some of the most talented young poets of Pakistan is The Ravi, the magazine of the prestigious Government College Lahore. It was in The Ravi that the debate whether Pakistani writers should use English for creative work was carried on. And it was in the pages of this magazine that many poets first achieved publication for their literary endeavors. Because of this lack of criticism the history of Pakistani literature in English has yet not been written though such histories exist for other Third World literatures in English. Pakistani literature is being studied not for nationalistic reasons but simply because it too is one of the new literatures of the Third World written in



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the English language. The definition of Pakistani therefore, is loose rather than strict; cultural rather than political. Several works of expatriate writers like Zulfikar Ghose, Hanif Kureishi and Tariq Mehmood though some of them do not even call themselves Pakistani but are of Pakistani origin and their works are relevant to Pakistani literature. Bapsi Sidhwa's writings are also in need of critical analysis for their complete understandings. In order to present the literary qualities of her works, this research has been conducted by using corpus stylistic methodology with a focus on the peculiar and excessive use of adjectives by Bapsi Sidhwa in her works.

The term corpus is defined in various ways. Corpus means collection of more than one text (Wilson, 2011). The word corpus originated from a Latin word which means body. So corpus can be defined as the body of text. It is a large body of text that consists of thousands and millions of words and is available in machine readable form (Wilson, 2001). So the use of corpus in Linguistics can be described as the study of language in a large collection of texts that are available in machine readable form. According to Franics (As cited in Meyer, 2004) Corpus is widely used for multi-dimensional purposes in linguistics by researchers and scholars for various academic purposes. The size of a corpus is still a disputed issue. The early corpora were relatively short, for example, Brown Corpus and LOB Corpus. The relatively shorter length of those corpora was due to the unavailability of latest or advanced computer technologies. In the Brown Corpus, all of the written texts were manually keyed in. Earlier, it was assumed that "larger the corpus, the better it would be" (Meyer, 2004), but with the passage of time, the interest was shifted in favor of smaller corpus. Kennedy (1998) points out that a small corpus can better represent the features of a language than a larger one. Clear (as cited in Mehmood, 2011) symbolizes corpus with a 'sea' because, both are complicated, having enormous depth, difficult to define and in a state of flux. Meyer (2004) says that availability of resources can determine the size of a corpus. It involves funds, research facilities and computing facilities. Time is another factor that affects collection inclusion, annotation and tagging of a text.

## III. Data Collection and Interpretation

The date for a corpus analysis is generally the text in machine-readable form. The data for the present research includes the texts of the following four novels of Bapsi Sidhwa in xxx.txt format that can be used as input for Antconc. The analysis of the adjectives and their interpretation go hand in hand because of the nature of study in which the effect of every adjective demands that it is interpreted immediately. That is the reason that both sections of data collection and date interpretations have been merged. The texts included in the corpus are:

a. The Crow Eater
b. The Ice-Candy Man
c. The Pakistani Bride
d. The American Brat

Because Sidhwa is relatively unknown novelist in English reading population, her novels are not yet easily available in digital format. Two of the novels were not in soft form and for complication of corpus of Sidhwa's novels were needed in soft form. For this purpose, novels were collected in hard form as they were not accessible from internet. After collecting the required data, OCR technology was used to scan the books that were in hard form. After scanning the books, another issue was detecting the minor mistakes present in it. Abbey fine reader 9 was used for deleting small mistakes. After that we also have to retype the data because of the great number of mistakes in the scanned text. Finally gets the complete text files of Sidhwa's fiction.

One of the striking features noticed by any reader of Sidhwian fiction is the excessive use of adjectives in her writings. She is too concerned with describing the individuals, places and things as vividly as possible, and for this intended vividness she resorts to adjectives which are exploited by her rather excessively. This propensity may be attributed to a supposedly-present tendency in females to use more adjective and qualifying words to describe any phenomenon. This female-specific characteristic becomes even more explicit in the case of Sidhwa where it can be seen that she uses more than one adjective in order to qualify the nouns. This peculiarity may also be explained in relation to her acute observatory powers which enable her to descry the minutest of the details and to convey them in most apt words.

In our corpus of Sidhwian fiction, the most frequently occurred adjectives are enlisted in the table that follows. The detail analysis of all these adjectives is not feasible in the scope of this study, so the top ten most frequent adjectives have been chosen for the purpose of analysis.



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*Table :* Highest Frequency Adjectives in Sidhwa's Fiction

| Sr. No. | Adjective | Frequency |
|---|---|---|
| 1. | Little | 259 |
| 2. | Too | 258 |
| 3. | Long | 222 |
| 4. | Old | 233 |
| 5. | Small | 156 |
| 6. | Dark | 112 |
| 7. | Round | 112 |
| 8. | Young | 110 |
| 9. | New | 107 |
| 10. | Well | 106 |
| 11. | Black | 99 |
| 12. | Full | 89 |
| 13. | Large | 72 |
| 14. | Quite | 70 |
| 15. | Thin | 61 |
| 16. | Brown | 60 |
| 17. | Covered | 59 |

The table shows the most frequently occurred adjectives and their respective frequency in Sidhwa's writings. A comparatively detailed analysis of some of these adjectives is given in the following pages in order to establish their impact on the nouns which follow.

*a) Little as an Adjective*

In our corpus, little is the mostly used qualifying word. The use of little points towards a tendency of using understatements for qualifying the nouns. It has been used to describe both concrete and abstract entities. It can be seen in the following examples:

- She roared so belligerently that the bobby, who had bent his stringy length to hear what the little old lady wished to convey, straightened like a man shot in the back.
- 'You want decoration on road?' Jerbanoo inquired of the onlookers, 'I bring flower-vase from my house I bring little china statues.
- 'Oh, come now,' said poor little Putli, wondering when all this nonsense would come to an end.
- And it became natural to Freddy to say 'old woman' and equally natural to Putli to hear him say so; for Jerbanoo. Unabashed by the usurpation of her empire, resiliency shifted gears, and within a matter of months, adopted the role of the proverbial 'little-old-lady'.
- Of course, when it suited her fanciful little heart, she would run up and down the stairs and shift heavy pieces of furniture.

The use of little highlights a point that it has predominantly been used to qualify the nouns related to female sex. The word little has a negative connotation as it implies a state of not being at the center; a position of powerlessness and meagerness. So its use in this way is a reflection of relative inferiority of women in our society. The point that has already been highlighted at various points in this thesis is that though Sidhwa is a feminist writer but his way of fighting for the feministic cause is a Sidhwian one, in which she tries to underline the necessity of empowerment of women by drawing the attention of her readers at the relative powerlessness of the women in our society.

*b) Too as an Adjective*

Too in our corpus is next to little. Too entails an excessive presence of an entity or a characteristic but the excessive is in a somewhat negative sense. It means it a presence that is not desirable in normal circumstances. The instances that follow show the use of too:

- The occasion was too momentous and her concept of it too uncertain. Billy feared he might push too hard or too awkwardly, and Tanya, wriggling with artless enthusiasm, was no help.
- Jerbanoo, ever ready for battle and finding things too dull at the flat, jumped into the fray.
- Our ancestors weren't too proud to bow to his will. To this day we do not allow conversion to our faith or mixed marriages.
- He suddenly decided he was too nervous to cycle to work, too nervous to face his bosses and co-workers, too nervous even to venture out of the house after dark. In short, he was too nervous to look after his family! Since I was the eldest, and the only male, the entire responsibility fell squarely on my shoulders.

It becomes manifestly evident from such examples that the negative connotation of too has been retained by using it with negative words. It has been used primarily to intensify another quality, so it works as intensifier. The adjectives which are being intensifies are those ones which, more often than not, are associated with the females. The words bearing not a positive connotation when used for the female reflect the inherent prototypical views of a given society about the women.

*c) Long as an adjective*

The use of long in the present corpus is aimed at qualifying the abstract nouns such as time, journey, meditation and other such words. So it bears little or no relevance to the question of treatment of gender and gender (in) equality. The examples of long are as under:

- I know it is my weak heart... I've known it a long time.
- Freddy, who long ago hai given up his pyjama and frock-coat, looked handsome in a brown suit, but



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not as debonair as Sir Easymoney in immaculate grey checks.

- It has taken me a long time to comprehend evil and good and a lifetime to catch just a glimpse of the Path of Asha, God's grand plan for man and the Cosmos.
- Mr. Polly Sodawalla could look forward to a long sojourn in His Imperial Majesty's prisons.
- They had walked a long way down to a sharp bend in the river. Carol's hair swung shining as she cavorted over the boulders and the pale sand. The walk had lifted her spirits.

Because this adjective has primarily been used for the qualification of abstract nouns, it has little relevance with the question of gender imbalance. Moreover, its neutrality and ability of not bearing any strong positive or negative connotation also adds to the comparative irrelevance of the word long.

*d) Old as an Adjective*

In the use of old, Sidhwa exhibits her exactitude as she usually talks about in exact figures like five-years old etc. This tendency towards exactitude is not in accordance with the female disposition, who are believed to be talking in approximate terms, especially when it comes to the issue of age.

- Twenty-three years old, strong and pioneering, he saw no future for himself in his ancestral village, tucked away in the forests of Central India, and resolved to seek his fortune in the hallowed pastures of the Punjab.
- The sixteen lands created by Ahura Mazda, and mentioned in the 4,000-year-old Vendidad, one is the 'Septa Sindhu'; the Sindh and Punjab of today.
- Taking firm hold of her plucking hand, he guided the giblet-pinching fingers across Putli to Hutoxi, who was now three years old.
- Once Zaitoon overheard a woman saying that a ten-year-old was pregnant.

Like its preceding word, old has mainly been used for the indication of abstract entities, particularly for the mentioning of age. The relevance of this adjective with our thematic consideration is in an indirect way. It is typical of women to be over-concerned with the age, so Sidhwa's preoccupation with it can be regarded as a feministic penchant.

*e) Small as an Adjective*

Small in CSF occurs to qualify mostly the concrete objects. The objects like houses, car, bed and tables etc. are described by using small as a qualifier. As like the preceding qualifier, small, since it has been used for inanimate entities, has little concern with the issue of gender and gender (in) equality.

- They came upon small stone structures, little make-believe temples, as if masons, halfway between constructing dolls' houses, had become serious, and turned them into Mandirs with spiralling cones and sacred decorations.
- Jerbanoo filled a small tub with water from the tap in their room and placed it on the balcony.
- It was a tiny windowless cubicle with an iron bedstead, an iron chair and a small steel table.
- I lie on a white wooden table in a small room.
- Jerbanoo swayed, and in a small, defeated voice, said, 'I feel fainting'. Mary relented. She helped her down and sat her on the chair by the fire.

As we have seen that the above discussed adjectives contribute very little in the thematic understanding of the Sidhwa's fiction. They, however, highlight a very apt point i.e. the characteristic tendency in the women to exaggerate with the excessive use of adjectives. This tendency can also be seen from another perspective and with a less negative implications viz. the acute observation of the women. Anyhow, apart from being a feminist writer, she is a female writer and that is what we see through the study of adjectives.

## IV. Conclusion

The study seems to substantiate the oft referred view about the excessive use of adjectives in Bapsi Sidhwa's fiction. In order to ascertain the validity of the assertion about the relative use of adjectives in males and female writers, a comparative analysis is needed in which Sidhwa can be put in parallel to any other male writer. Such an analysis was not in the scope of the present study. Yet the corpus analysis of Sidhwa's writing shows that there one can find a substantial amount of adjectives used to qualify the following nouns. If one follows the subsequent line of reasoning propagated by some of the critics that a female linguistic behavior is generally characterized by overstatements and exaggerations, the presents study also seems to endorse such a view, though the feminists may object on its overt sexism.

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# Factors Militating against the Implementation of Computer Education in Secondary Schools in Ondo State South West, Nigeria

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*Abstract-* This study investigated the factors militating against the implementation of computer education in secondary schools in Ondo State South West, Nigeria. The study investigated availability of computer resources in the schools, the budgetary and funding of computer education in schools, availability of trained manpower in teaching computer education in schools, the attitude of the school community towards the teaching and learning of computers in schools, adequacy of time for computer lessons on the timetable and Remedies to ensure computer education is fully implemented in schools. The descriptive survey design was used for the study. The population consisted of all the teachers and principals of the secondary schools in Ondo State. The sample consists of 500 teachers and 50 principals randomly selected from 50 secondary schools in Ondo States. A selfdesigned questionnaire tagged "Computer Education for Secondary Schools (CESS)" was used to collect the data for the study. Data collected for the study were analysed using frequency counts, percentage scores and bars. The study revealed that computerresources were lacking in schools. Moreover, the study revealed that budgetary and funding constraints militating against computer education in schools; there is lack of trained manpower in teaching computer education in schools; the school community show positive attitude towards the teaching and learning of computers in schools; there is no adequacy of time for the computer lessons on the timetable.

*Keywords: implementation, computer education, secondary schools, teaching and learning processes.*

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Aboderin [α] & Olukayode Solomon [σ]

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*Keywords: implementation, computer education, secondary schools, teaching and learning processes.*

## I. Introduction

Computer education is of paramount importance to national development and it is on this premise that the Federal government of Nigeria sought to introduce computer studies in the education system from primary through to secondary schools. Education systems around the world face formidable challenges that are taxing conventional strategies. Fresh approaches are needed to address persistent problems of the past and provide students with an education appropriate to the needs of a modern, information-based global economy. Now, after more than two decades of unfulfilled promises to revolutionize education, computer and communication technologies are finally able to offer opportunities to significantly improve teaching and learning.

In any educational system, the level of available resources places a restriction on the degree to which any new subject can be introduced into the school curriculum, especially where only the most basic facilities have so far been provided. But ICT is of such importance to the future industrial and commercial health of a country that investment in the equipment, teacher education, and support services necessary for the effective delivery of an ICT-based curriculum should rank high in any set of government priorities. The curriculum proposed takes account of these resource issues and specifies minimum requirements for effective delivery in different circumstances (UNESCO, 2004). Reasonable computer studies are yet to start in Nigerian secondary schools, the computer-student ratio is small, funding by government has not been encouraging, computer education syllabus is unpopular among students and parents and thus hardly implemented, and teachers are inadequate to implement computer education (Jegede & Adelodun, 2003). Teachers in Nigerian secondary schools cannot implement computer education because majority of the teachers are not competent in basic computer operation and in the use of simple application software (Yusuf, 2005b).

Teachers require access to information and communication technology (ICT) infrastructure for a number of reasons. These include their need to live as citizens in a world undergoing rapid and major transformations as a result of increased use of ICT, their need to embed ICT use in their teaching and administrative duties and, increasingly, their need to use ICT in their professional studies (Burnip, 2006).

One of the millennium development goals of the Nigerian nation in the education industry is that schools

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must be Information and Communication Technology (ICT) compliant. In response to this goal, government procured and distributed computers to schools. Those computers are now stored in principals' offices unused in our schools nationwide. Mkpa (2007), has confirmed this in our secondary schools. In the wake of this, computer education and ICT compliance cannot be achieved.

According to a study by Bukaliya and Mubika (2011), the qualifications of the majority of the teachers are farfrom being satisfactory due to lack of exposure to college curriculum that does not cater for ICT training. Theteachers have poor practical skills in ICT usage since the majority of them could not even use the basic softwarein computers for the delivery of their lessons and indications are that the teachers lack the necessary skills andknowledge of computers in basic software usage. Studies byYa`acob et al (2005) and so and Swatman (2006) on teachers` readiness for ICT generally, suggest that there isstill a long way to go before schools can embrace on modern technology. Due to the existing constraints in computer education implementation, remedial action needs to be taken.

Lauand Sim (2008) propose the need to put in place measures to ensure that adequate access to technical supportis provided. Lau and Sim (2008) established that teachers needed training which should be offered on a continuous, ratherthan a one off basis so that their computer knowledge is upgraded over time.

## II. Statement of the Problem

Due to the fact that computer education has failed to take off in the majority of schools in Nigeria, fears are that technological development may be a pipe dream for the country. Given this scenario, it is necessary for this study to look into factors militating against the implementation of computer education in secondary schools. The question to be answered by this current study is: What factors have impeded the implementation of computer education in schools?

## III. Purpose of the Study

This study is designed to investigate the factors militating against the implementation of computer education in secondary schools.

Specifically, the study examined:

- Availability ofcomputer resources in the schools
- Availability of trained manpower in teaching computer education in school.
- The attitude of the school community towards the teaching and learning of computers in schools
- Adequacy of time for computer lessons on the timetable.
- Remedies to make sure computer education is fully implemented in schools.

## IV. Research Questions

The following research questions were raised to guide this study:

1. Are the computer resources available in the schools?
2. Do you have trained manpower to teach the subject in the schools?
3. What is the attitude of the school community towards the teaching and learning of computers in schools?
4. Is time adequate for the computer lessons to be incorporated on the timetable?
5. What remedies can be put in place to make sure computer education is fully implemented in schools?

## V. Methodology

The descriptive survey design was used for this study. The population for the study consisted of all the teachers and principals of the secondary schools in Ondo State. The sample for the study is made up of 500 teachers and 50 principals randomly selected from 50 secondary schools in the state. A self-designed questionnaire tagged "Computer Education for Secondary Schools (CESS)" was used to collect the data for the study. The instrument was validated by research experts in educational technology, Computer Science and test and measurement. The questionnaire was administered by the researchers with the help of research assistants in the state. Personal contacts of the researchers with the respondents enhanced good and prompt response from the respondents. Data collected were analysed using frequency counts and percentage scores

## VI. Results

*Research question1:* Are the computer resources available in the schools?

*Table 1 :* Availability of computer resources in secondary

| S/N | ITEMS | YES | % | NO | % |
|---|---|---|---|---|---|
| 1 | Do you have computer laboratory in your school | 100 | 18 | 450 | 82 |
| 2 | Computers are available in your laboratory | 158 | 29 | 392 | 71 |
| 3 | Computers in the laboratory are functioning well | 260 | 47 | 290 | 53 |
| 4 | Computers in the laboratory are adequate | 0 | 0 | 550 | 100 |
| 5 | There are enough computer accessories in your school laboratory | 50 | 9 | 500 | 91 |
| 6 | Computer textbooks are available in my school | 112 | 20 | 438 | 80 |



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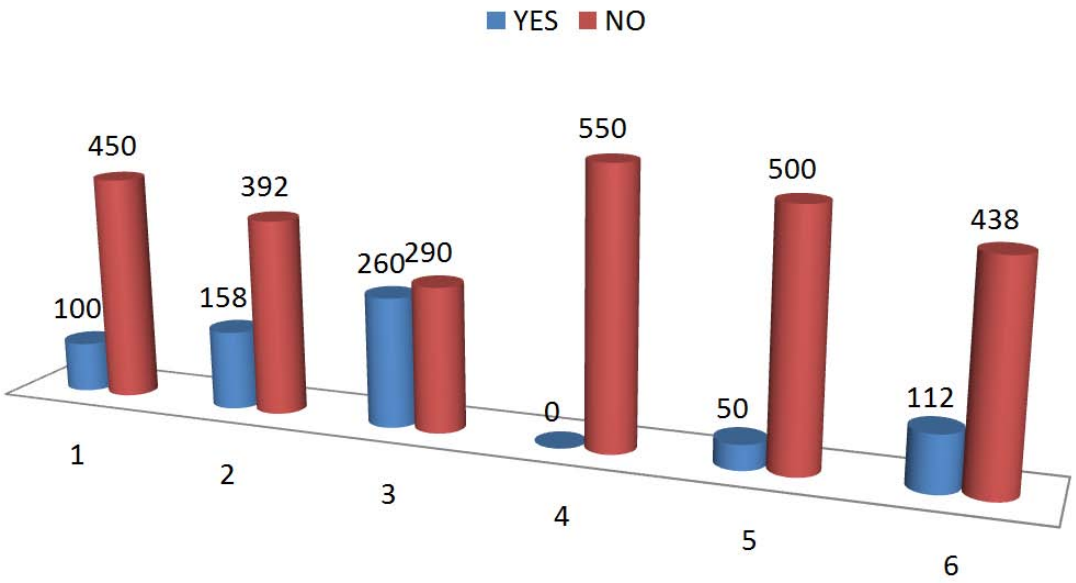


Table1 above shows that majority of the schools are not having computer laboratory and those with computer laboratory are not having enough computers .Majority of the computers are not functioning well and not adequate. Majority of the respondents indicate that computer accessories in their laboratories are not enough. This study is consistent with the findings of Ikemenjima (2005) and Jegede and Owolabi (2008) that there are infrastructural deficiencies and shortage of facilities, including: computers, computer laboratories and online-classroom for the study of Computer Education in secondary schools.It therefore means that computer resources are not available in the school.

*Research question 2:* Do you have trained manpower to teach the subject in the schools?

*Table 2 :* Availability of trained manpower to teach computers in schools

| S/N | ITEMS | YES | % | NO | % |
|---|---|---|---|---|---|
| 1 | Are there any teachers to teach computers in the school? | 139 | 25 | 411 | 75 |
| 2 | Do you have qualified teachers to teach computer education? | 121 | 22 | 429 | 78 |
| 3 | Do the teachers willing to teach the subject in the school? | 100 | 18 | 450 | 82 |
| 4 | Are there any in-service computer training programmes for teachers? | 70 | 13 | 480 | 87 |
| 5 | Are there any teachers to teach computers in the school? | 150 | 27 | 400 | 73 |
| 6 | Are the teachers qualified to teach computer education? | 210 | 38 | 340 | 62 |

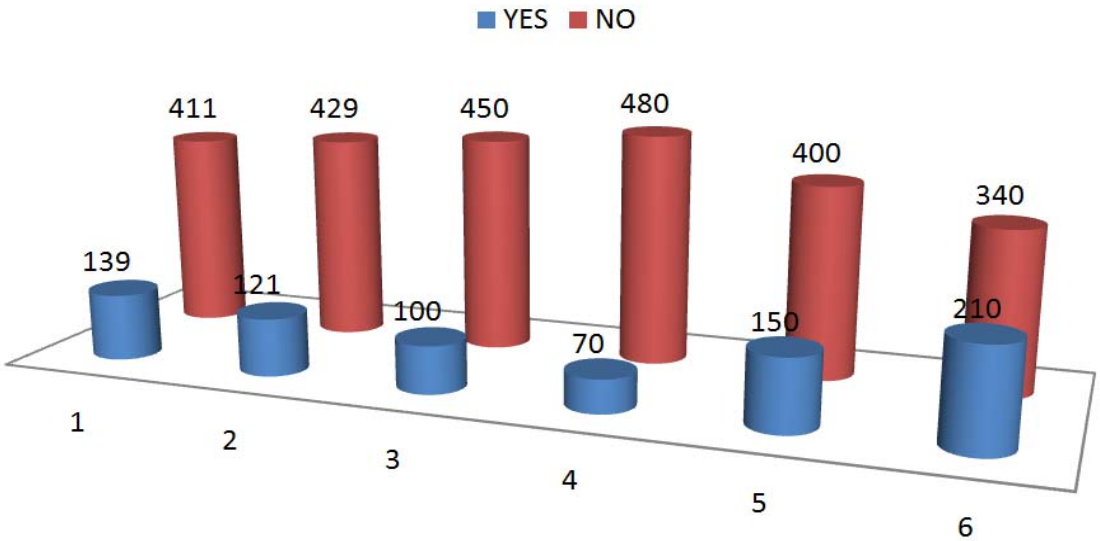




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Table 2 showed that the majority 411(75%) acknowledged that there were no teachers to teach computers in the school. Only 139(25%) stated that teachers were available. However, where the teachers were available, the majority of the respondents, 429(78%), indicated that the teachers were not qualified to teach computer education with a minority of only 121(22%) stating otherwise.

Teachers' lack of computer literacy as being an obstacle to their using computer education implementation in schools. This obviously militated against the implementation of computer education in schools. A majority of 450(82%) stated that teachers were not willing to teach the computer as a subject in their schools. Asked if there were any in-service computer training programmes for teachers in the schools, 70 (13%) said yes against a majority of 480 (87%) who indicated otherwise. Ya`acob et al (2005) and so and Swatman (2006) concur by remarking that teachers` readiness for ICT is a significant factor the attempt to embrace on modern technology in the schools. In concurrence, Bukaliya and Mubika (2012) noted that the qualifications of the majority of the teachers are far from being satisfactory due to lack of exposure to college curriculum that does not cater for ICT training. The teachers have poor practical skills in ICT usage since the majority of them could not even use the basic software in computers for the delivery of their lessons and indications are that the teachers lack the necessary skills and knowledge of computers in basic software usage.

*Research question 3:* What is the attitude of the school community towards the teaching and learning of computers in schools?

*Table 3 :* Attitude of school community towards computer education in schools

| S/N | ITEMS | YES | % | NO | % |
|---|---|---|---|---|---|
| 1 | Principals have a positive attitude towards computer education | 350 | 64 | 200 | 36 |
| 2 | Teachers have a positive attitude towards computer education | 411 | 75 | 139 | 25 |
| 3 | Students have a positive attitude towards computer education | 395 | 73 | 155 | 27 |
| 4 | Parents have a positive attitude towards computer education. | 289 | 53 | 261 | 47 |
| 5 | All the stakeholders are willing to have computer education succeed in the school system. | 438 | 80 | 112 | 20 |

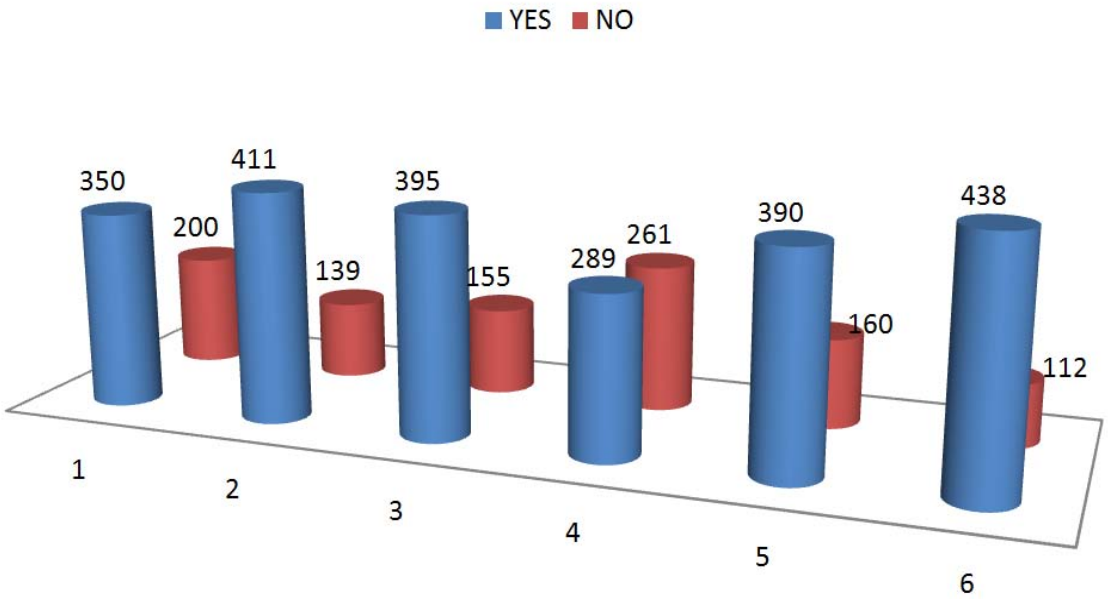


Table 3 above indicated that majority of the respondents 350(64%) that principals have a positive attitude towards computer education with a minority of only 200(36%) stating otherwise. Majority of the respondents 411(75%) indicated that teachers have a positive attitude towards computer education with a minority of only 139(25%) stating otherwise. Majority of the respondents 289 (53%) indicated that parents have a positive attitude towards computer education with a minority of only 261(47%) stating otherwise. Majority of the respondents 395 (73%) indicated that students have a positive attitude towards computer education with a minority of only 155(27%) stating otherwise. Majority of the respondents 438(80%) indicated that stakeholders have a positive attitude towards computer education with a minority of only 112(20%) stating otherwise.

*Research question 4:* Is time adequate for the computer lessons to be incorporated on the timetable?



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*Table 4 :* Adequacy of time for the computer lessons on the timetable

| S/N | ITEMS | YES | % | NO | % |
|---|---|---|---|---|---|
| 1 | Is computer studies timetabled at the school | 338 | 61 | 212 | 39 |
| 2 | Is computer studies accorded the same number of hours per week as other subjects? | 121 | 22 | 429 | 78 |
| 3 | Is computer timetabling given priority in the school? | 120 | 22 | 430 | 78 |
| 4 | Do you register for computer studies in an external examination | 163 | 30 | 387 | 70 |

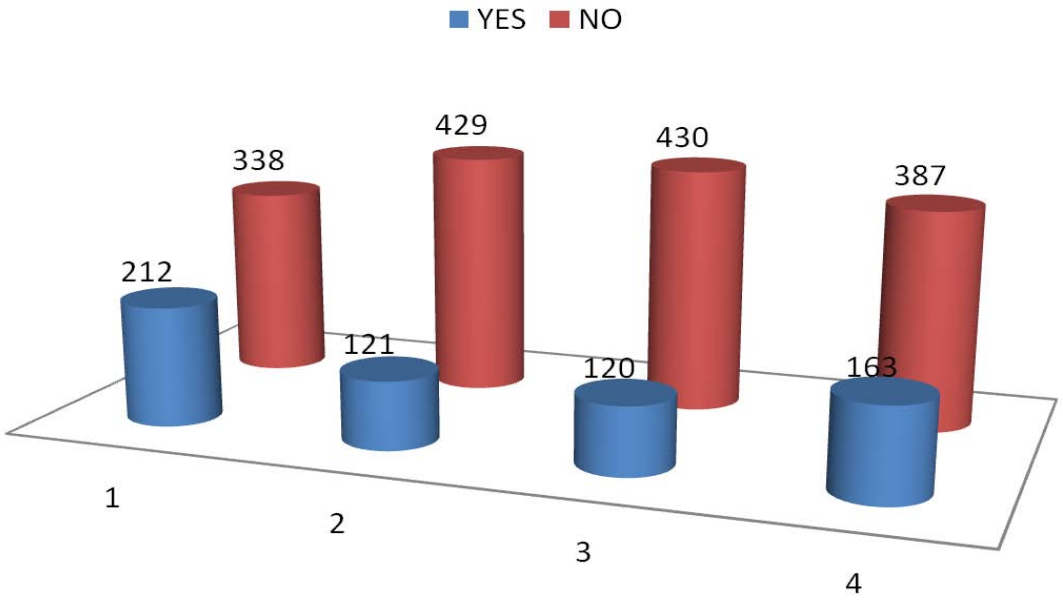


Table 4 shows that computer education was timetabled at most of the schools that offered the subject as anexaminable course at JSSCE level. Asked if computer education was accorded the same number ofhours per week as other subjects, a minority of 212(39%) said yes whereas 338(61%) thought otherwise. 121(22%) agreed that computer timetabling was given priority in the school as other subjects but the majority of 429(78%) disagreed. Majority of the schools 387(70%) do not register for computer studies in an external examinationat JSSCE leve while minority 163 (30%) register for it. Roszell (1995) as quoted by Bukaliya and Mubika (2012) concurs by suggesting that the time factor surrounding theimplementation process is viewed by teachers as being a major barrier in the implementation of computereducation in schools.

*Research question 5 :* What remedies can be put in place to make sure computer education is fully implemented in schools?olue:

*Table 5 :* Remedies to make sure computer education is fully implemented in schools.

| S/N | Remedies | YES | % | NO | % |
|---|---|---|---|---|---|
| 1 | School authority Source for funds and computers from well wishers | 423 | 77 | 127 | 23 |
| 2 | Government to charge levies for computer education | 7 | 1 | 543 | 99 |
| 3 | Government to provide funding to schools for computer procurement | 550 | 100 | 0 | 0 |
| 4 | Invigorating the training of manpower to teach computers in schools | 453 | 82 | 97 | 18 |
| 5 | Teacher education institutions to incorporate computer education into their curriculum. | 389 | 71 | 161 | 29 |
| 6 | Government to make it compulsory for schools to offer computer education. | 512 | 93 | 38 | 7 |
| 7 | There should be regular in-service training for computer education. | 398 | 72 | 152 | 23 |



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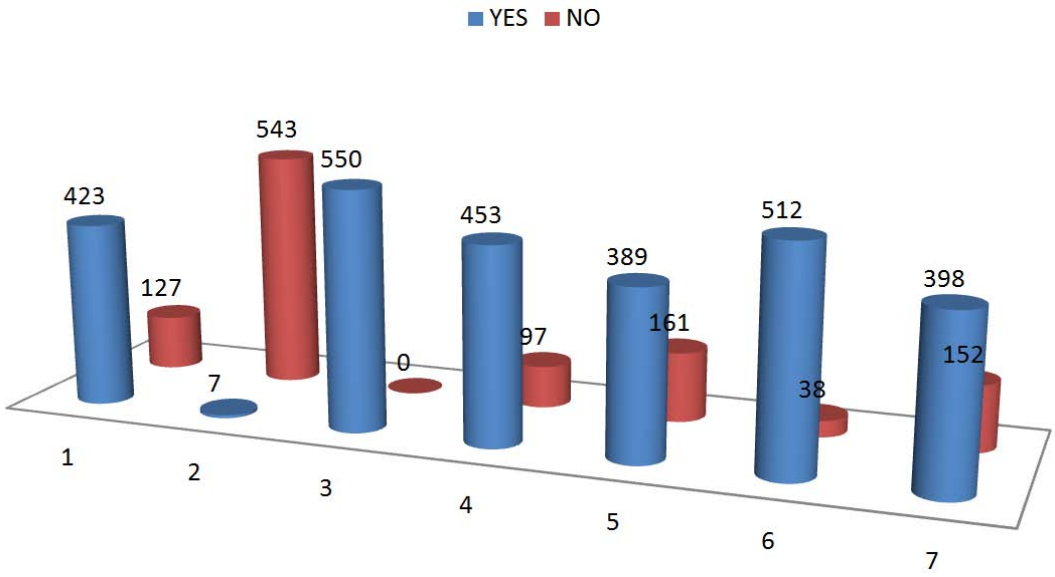


A majority of 423(77%) thought that sourcing for funds and computers from well-wishers would contribute significantly to the implementation of computer education in schools. Majority disagreed thatGovernment should charge levies for computer education while all the respondents 550(100%) suggested that Government to provide funding to schools for computer procurement. Invigorating the training of manpower to teach computers inschools was suggested by an overwhelming majority of 453 (82%). According to 389(71%), teacher educationinstitutions must incorporate computer education into their curriculum. Majority of the respondents 512 (93%) indicated that Government should make it compulsory for schools to offer computer education.

Majority of the respondents 398(72%) suggested that teacher support through in-service for computer education teachers should be regularized. This is in agreement with the findings by Krysa (1998) who identifies administrativesupport as enabling successful implementation of computer education in the school system. STEPS (2007)concurs with the findings of the present study by remarking that the education policy should be tailor-made to increase, improve and diversify teacher education and support and attempts should also be made to build computer education into general educational policies.

## VII. Conclusion

The results obtained from the analyses of the data gathered in this research indicated that majority of the schools do not have computer resources. This is because the computer facilities are not available for teacher and student access. The IC Tresult showed that there is notrained manpower to teach Computer education as a subject in the schools. The finding further revealed that teachers' lack of computer skills hinders the effective implementation of Computer education in secondary schools. The study also shows that time factor is a major barrier in the implementation of computer education in schools. School authority Source for funds and computers from well wishers.

Effective implementation of ICT in secondary schools brings about effective teaching and learning and contributes to the performance of the students. The finding of the study also revealed that few ICT components especially computers supply to the schools are not sufficient to go round the students and this deny the students of complete access to them.

## VIII. Recommendations

- The government should provide enough funds for schools to purchase computer resources and make available suitable environment in our secondary schools.
- Curriculum developers should make computer education one of the core subjects to be offered in secondary schools.
- The state ministries of education should monitor the implementation of computer education programme in Nigeria secondary schools.
- ICT Professionals should organize training for teachers on how to utilize ICT facilities in solving everyday educational problems.
- The government should employ applicants with B.sc(Ed) and B.Ed. Computer education to teach the subject in our secondary schools.
- The government should provide enough funds for schools to purchase computer for instructional purposes and make available suitable computer environment in our secondary schools.
- Conferences, workshops and symposium should be organized to train people and enlighten them on the need for computer education on regular basis.
- Teacher training institutions should incorporate computer education into their curriculums.
- Communities should be conscientised on the importance of computer education



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# Globalisation and Education Policies in Sub-Saharan Africa

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*Abstract-* The study highlights the effort of African leaders' attempt in educational policy formulation and implementation from independence to globalisation era. It posits that the first twenty years of independence witnessed some continued effort to evolve genuine national systems of education. National consultations led to national policy documents which evolved policies- self-reliance, UPE, new deal, curriculum development centres etc. Policies were geared towards the elimination of illiteracy, ignorance, and poverty. These efforts were cut short by political, social economic etc instabilities and in the new millennium globalisation forces lent weight to the frustration of implementation of and the reframing of educational policies. It recommends restoration of stability in all areas of educational systems policies and life in the region. Globalisation should be made to benefit the South.

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# Globalisation and Education Policies in Sub-Saharan Africa

Nkechi J. Okoli

*Abstract-* The study highlights the effort of African leaders' attempt in educational policy formulation and implementation from independence to globalisation era. It posits that the first twenty years of independence witnessed some continued effort to evolve genuine national systems of education. National consultations led to national policy documents which evolved policies- self-reliance, UPE, new deal, curriculum development centres etc. Policies were geared towards the elimination of illiteracy, ignorance, and poverty. These efforts were cut short by political, social economic etc instabilities and in the new millennium globalisation forces lent weight to the frustration of implementation of and the reframing of educational policies. It recommends restoration of stability in all areas of educational systems policies and life in the region. Globalisation should be made to benefit the South.

## I. Introduction

Education has been accepted across the globe as an effective tool for transformation and development of the individual and society at large. This paper x-rays African leaders' effort at independence and in the era of globalisation in the formulation and implementation of educational policies. The leaders saw education as a most effective tool for the eradication of illiteracy, poverty, ignorance and promotion of human capacity building. Thus they went ahead to build national education systems that would place Africa among the League of Nations through formulation of and implementation of educational policies. The study looks at the attempt by the leaders right from independence and thereafter, how effort was frustrated by both internal and external problems and above all the forces of globalisation which dealt serious blow to education by redefining educational policies especially in the sub-Saharan Africa.

## II. The Concept of Educational Policy

According to Webster's Dictionary, policy has to do with a selected planned line of conduct in the light of which individual's actions and co-ordination are achieved. The role of policy in the development of education is very crucial. It has great influence on educational systems. Bake and Wiseman (2005) noted the valuable role educational policies play in the development of educational systems. They pointed out that much rests on the decisions, support and most of all resources that policy makers can either give or withhold in any situation. They concluded that educational policy has a wide effect on schooling. Policy acts as spring board from where education development starts. Clearly defined policy makes action focused. People work towards targets and not just do what they think is good. Policy gives direction and guides the people in any organisation. Obanya (2004:110) noted that in real life situations, the task of policy formulation starts at the moment of systematic analysis. He concluded that by highlighting what needs changing in an existing policy is already a step in giving new directions. Thus policies give direction. They lend way to reforms.

## III. Attempt to Build National Education Systems

The educational development of the 1960s according to Obanya (2004) brought an unusual change to the continent of Africa. The UNESCO sponsored conferences of African leaders at Addis Ababa in 1961 and Tananarive in 1962 deliberated on the issue and agreement with the UN declaration of 1948 human rights, committed their governments to the implementation of a free and compulsory six-year education by 1980. The leaders met and drew plans on how to take education to the door steps of their people and to raise a workforce that would help man the nation at independence. They drew short and long plans. The plans touched on increase in enrolment, change in school curriculum to conform to the developmental needs and expansion of teacher training facilities especially for elementary and secondary schools. The plan focused on planning educational system to meet manpower needs. The recommendations of the conference gained full acceptance in Africa. Education became a fundamental right of all the people: and the guarantee for such a right is compulsory free primary education, equal opportunities for access to higher education.

## IV. Formulation and Implementation of Policies

African leaders left Addis Ababa and began to formulate policies for their national education systems. They thought of suitable educational policies, new

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curricula, teacher education etc in order to have a clear break from their colonial experience. Some adopted socialist part to development. Obanya (2004) listed Tanzania, Benin, Guinea, Congo, Brazzaville and Ethiopia in this group and that the revolutionary movements in Cape Verde, Guinea-Bissau, Angola and Mozambique place them under the category. Some of the countries held national conference to get all the stake holders in education to make their input to the proposed curriculum. Nigeria held curriculum conference in 1969. Others were Zambia, Botswana and Zimbabwe. Many countries were revolutionary in their approach, for example Nigeria, Ghana, and Kenya; The Gambia restructured their educational systems. Namibia sought a clean break from the past. Segregation and apartheid were overthrown.

In relation to implementation, it was discovered that the first twenty years of independence saw very strong educational systems in sub-Saharan region. There was rapid expansion of educational system in African countries at all levels of education.

Tanzania came up with a well defined national policy-Education for self-reliance. This document made education relevant to rural life, got students interested in agriculture and rural life and down played elitist attitude to schooling. The policy contributed immensely to building a new nation. It led to evolution of a radical curriculum and the use of Kiswahili for basic education. The change had a positive impact on the Tanzanian society.

Okoli (20011) noted that Nigeria's curriculum conference led to the evolution of philosophy of education and consequent production of national policy on education which was gazette in 1977, reviewed in 1981, 1998 and 2004, respectively. The policy adopted the 6-3-3-4 system from 1977 and in 2005 the 9-3-3-4 was adopted. The government floated the Universal Primary Education (UPE) in 1976 which was envisaged to be compulsory. It broke down in 1980 and the Universal Basic Education (UBE) was launched in 1999 in response to the EFA declaration at Jomtien in Thailand in 1999. It stipulated that by 2005 every child of primary school age would be in school by 2005.

Togo had a number of problems to tackle in her educational system at independence. Majority of the populace were illiterates and financially poor. Encyclopedia Americana (1979:808) gave the post independent illiteracy rate at 90% and about 39% of pupils were regular in school. Government had no resources to grapple with the hardship. The non-availability of higher educational institutions made it difficult for the government to train a workforce. With relative political stability and economic expansion, Eyadema's government introduced the educational policies-' the new deal' the government was able to tackle the problem of 'diploma disease' New deal led to "authenticity campaign" from which educational reforms took off in Togo. In relation to higher education, policies yielded dividend in the first two decades after independence. Autonomous African universities expanded as a result of local and international supports. Inter-linkages with USAID, Rockefeller, Ford Foundation, Carnegie Corporation pledged contributions to African universities. The foreign bodies supplied Peace Corps or trained teachers to Kenya. Uganda, Tanzania, Nigeria and other African countries universities. The Staff development policy was very strong. The Afro-Anglo American Teacher Education Programme was financed by the Carnegie Corporation in the existing English speaking universities. There were interactions in various areas of academics- regular annual conferences among teachers' colleges in Africa, the U.K. and the U. S. A. There was exchange of staff between Teachers' Colleges of Colombia, The London University Institute of Education, in English speaking African nations. Fafunwa cited in Okoli (2007: 2) pointed out that, there were fellowship programmes tenable in the U.S. and conduct of research. African participation intensified and twenty-six other members were Botswana, Lesotho, Swaziland, Ghana, Kenya, Malawi, Nigeria, Sierra Leone, Liberia etc. From the foregoing it could be seen that efforts at the formulation and implementation of policies led to educational reforms in many African nations at the period.

These nations put in motion various policies from staff development to giving of grants/ bursaries to students in the higher institutions. The staff development and fellowship programmes gave opportunity to many African academics to study abroad. The grants and bursaries made it possible for many indigent students to attain university education and to secure good jobs based on their educational qualifications. Some of them, while in school, had the opportunity of interacting with children of heads of states and top governmental officials. Children of illiterates from the remotest rural areas had the opportunity of going to school.

## V. Internal and External Problems that Frustrated Policy Implementation

African leaders, in a bid to expand their educational systems, triggered off some problems. The pressure was for more education rather than better education. They were not concerned whether it was qualitative education, or not.

Governments implemented policies that led to expansion of education at the three levels. There was adult, vocational, technical, education etc. The consequences were terrible. Rapid growth of the educational systems created situation whereby massive unemployment, underemployment, drop-out, gender disparity were the case etc. Unfortunately, decay set in as a result of internal and external problems. Internally



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there were political, social economic etc instability. Coups and counter coups became the order of the day. In Nigeria, for instance, there were eight governments within thirty years of military rule. Each government came with its own policies. Policies were prematurely terminated. It was an era of decrees and rules were dished out without consultations and deliberations. Education suffered the most. Universities were closed and opened at will. The military removed all the grant/bursaries, subsidies. Strike actions became the order of the day. Nigerian universities suffered from open and close syndrome. Today Nigerian universities do not have uniform opening and closing dates.

Globalisation gave a final blow to educational policies in the region as a result of its forces and pressures. The popular notion that globalisation has turned the world into a global village, meant financial liberalisation for Africa. For Sub-Saharan Africa growing liberalisation has contributed to financial crises in various nations, states and regions which are beaten into submission with little or no control over such crises resulting in the pauperisation of many. It created political, economic, social and educational inequalities in the entire continent. Africans are indebted and are poor because of the policies of international institutions like the International Monetary Fund (IMF) and World Trade Organisation (WTO). Debt repayment pushed governments to evolve new educational policies. They embarked on drastic measures like retrenchment of workers. Other crucial aspects of life –education, health, social welfare, environmental sanitation, agriculture etc and development were neglected. Nations struggled to meet global standards. All that characterised education during the first twenty years of independence was all wiped out by the military. The international monetary fund threw African nations into debt repayment. The weight of the debt burden on Africa has become unbearable as a result of overriding increase of the debt. Karky in Nweze (2009: 109) noted that in 1970, the total debt of Sub-Saharan African countries was $3.7billion. Thirteen years later in 1983 it had risen to $38.7billion. By 1990 it had reached a staggering sum of $161billion. Karky further noted that the cost of servicing debt takes a great deal of toll on the ability of governments to provide the basic human and social services necessary for survival and development. According to UN Human Development Report (1997), Africa alone could have saved the lives of 21 million children by year 2000 if the countries have kept the money devoted to servicing foreign debts. Tanzania for instance spent $189.2 million between 1997-1998, in contrast to $65.4million on healthcare. Mauritania spent $87.8million in 1998 0n debt servicing which amounted to five times more than $17.4million spent on health care. Mozambique spent $159million on debt servicing compared $4omillion spent on health care. Henry et al (2008) noted that globalisation led to reframing of educational policies, especially at the higher education level. The suggestion according to Knight (2006) by WTO to liberalise trade in education services through the Garth Agreement Trade is one of the effects of globalization on African Education. Enrolment was affected. Universities were brought under pressure and so doubled and even tripled their enrolments for increased access. Governments instead of funding education at all levels began to emphasize privatization and market economy. The tendency was to think that education especially at the higher level is a private good and that graduates benefit personally by improving their employment ability.

It is the recommendation of this paper that governments should allow effective, good and workable policies to stay no matter who evolved them. They should be implemented to the letter. Premature termination of policies should be avoided. Finally, globalisation should be made to benefit the South, especially the sub-Saharan region.

## VI. Conclusion

Education has been an effective tool for development, transformation and modernisation. Modern education is a western import to Africa and so African nations should promote the kind of atmosphere and the machinery that have made education to work in all other countries. Consistent implementation of policies is part and parcel of educational systems in the developed countries. They operate stable governments which make implementation of policies possible. It is hoped that African nations would mature and come to a stage where things are done the way they should.

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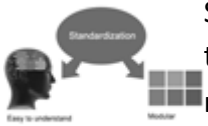


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2. Ethical Guidelines,

3. Submission of Manuscripts,

4. Manuscript's Category,

5. Structure and Format of Manuscript,

6. After Acceptance.

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**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.

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**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.

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**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.
- Embrace particular materials, and any tools or provisions that are not frequently found in laboratories.
- 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.

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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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- The **major constraint** is that you must independently make all content, tables, graphs, and facts that are offered in the paper. You must write each part of the paper wholly on your own. The Peer-reviewers need to identify your own perceptive of the concepts in your own terms. NEVER extract straight from any foundation, and never rephrase someone else's analysis.

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

- Methods to avoid Plagiarism is applied by us on every paper, if found guilty, you will be blacklisted by all of our collaborated research groups, your institution will be informed for this and strict legal actions will be taken immediately.)
- 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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| Topics | 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<br><br>Above 200 words | No specific data with ambiguous information<br><br>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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