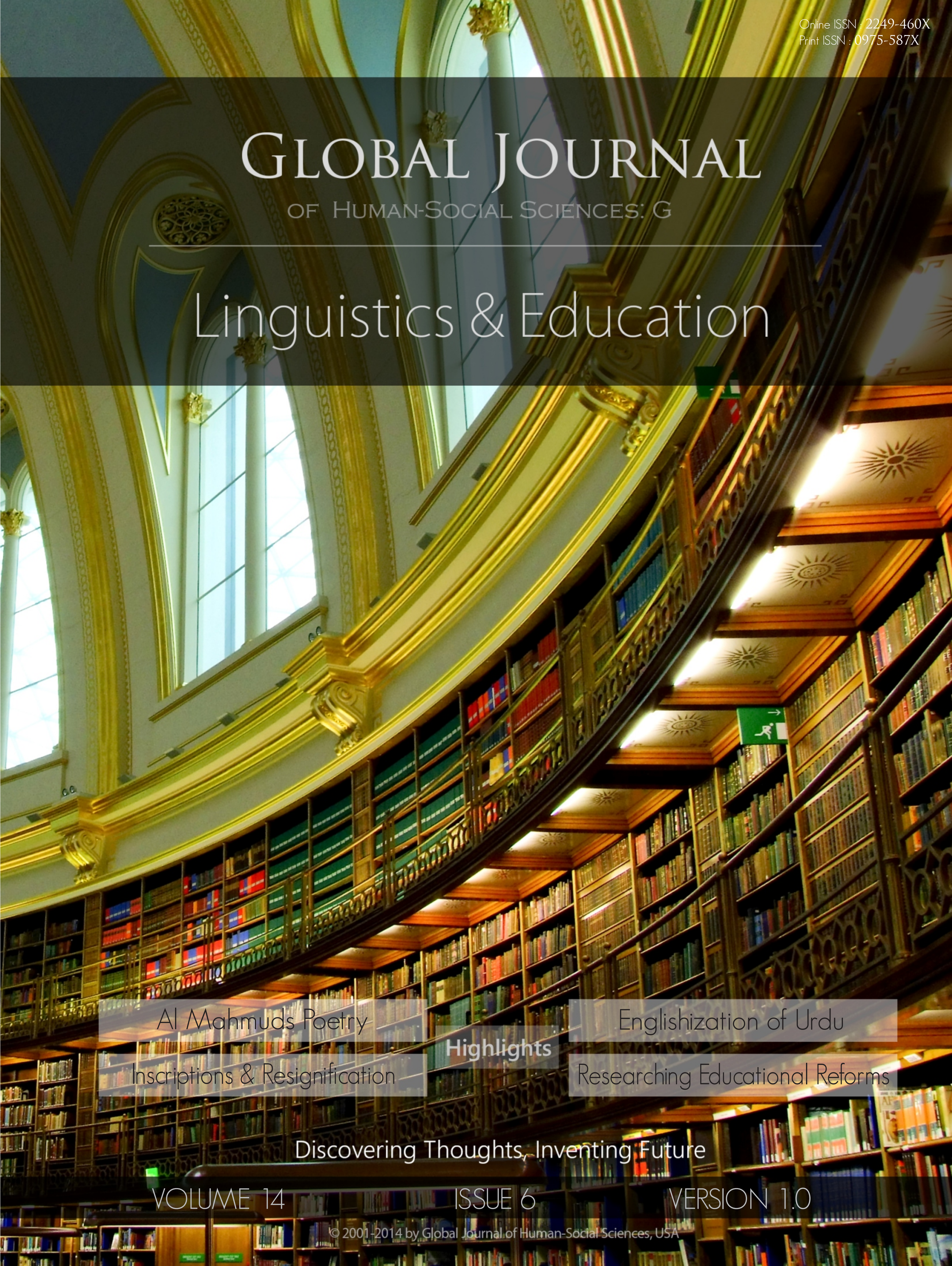

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Englishization of Urdu

Highlights

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Discovering Thoughts, Inventing Future

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Englishization of Urdu

By Mr. Muhammad Ramzan, Mr. Shoaib Mehmood, Mr. Waqar Ahmed & Ms. Ayesha Sadiq

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Abstract- The present research is intended to explore the mechanism which is causing, driving and accelerating the process of language change in Urdu. The particular focus is on the interplay of various factors which are resulting in the emergence of a more English-like Urdu language. The phenomenon of language change has been approached from a societal perspective and the link between social change and language change has been given particular attention by assuming that a change in society leads to a corresponding change in language and vice versa. Keeping in view the complex and multi-pronged nature of language-change, a mixed methodology has been employed. The findings show that changes in language are caused by different and numerous considerations and that these changes are natural, neutral and inevitable.

Keywords: *language-change, language and society, urdu, englishization.*

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Englishization of Urdu

An Analysis of the Factors Responsible for Englishization of Urdu and it Implications

Mr. Muhammad Ramzan [α], Mr. Shoaib Mehmood [σ], Mr. Waqar Ahmed [ρ] & Ms. Ayesha Sadiq [ω]

Abstract- **The present research is intended to explore the mechanism which is causing, driving and accelerating the process of language change in Urdu. The particular focus is on the interplay of various factors which are resulting in the emergence of a more English-like Urdu language. The phenomenon of language change has been approached from a societal perspective and the link between social change and language change has been given particular attention by assuming that a change in society leads to a corresponding change in language and vice versa. Keeping in view the complex and multi-pronged nature of language-change, a mixed methodology has been employed. The findings show that changes in language are caused by different and numerous considerations and that these changes are natural, neutral and inevitable.**

Keywords: language-change, language and society, urdu, englishization.

I. Introduction

Language is one of the distinguishing characteristics of a human society. The intricate and intimate relation that exists between these two entities is studied in sociolinguistics. Both these entities, language and society, are subject to change and are continuously changing. They cannot afford to be static as their being static is tantamount to their death. Language change is an inevitable phenomenon in every natural and living language. Urdu language is also subject to this fundamental law but the contemporary changes in the lexical, syntactical and grammatical levels of Urdu show a noticeable influence of English language as there is an abundance of English lexical items in current written and spoken Urdu. Urdu language, by its very nature, is an accommodative language, accepting heavily the words and grammatical rules of other languages like Turkish, Persian, Arabic and other Central Asian and South Asian languages. But the influence of English, in last two or three decades, has become conspicuous and discernable to such an extent that the voices against this development are being raised from different forums. This study is an attempt to know and analyze the factors which are behind this phenomenon of Englishization of Urdu and to what extent these changes are progressive or retrogressive.

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II. Problem Statement

The phenomenon of language-change is assumed to be a result of the interplay of various linguistic and nonli nguistic factors. The current direction of changes in Urdu language is towards English. The Englishization of Urdu is being frowned upon. The problem under consideration is the detection and analysis of factors responsible for changes in Urdu language. Though language-changes occurs at almost all levels of language analysis – phonological, graphological, lexical, syntactical and semantic, yet keeping in view the broadness of this venture, only the lexical changes have been studied. An additional problem is to investigate whether language-change is beneficial or detrimental for language and what the speaker's attitudes are towards language-change.

III. Theoretical Considerations

Historically, Urdu has developed in a language contact situation over a long period of time, roughly from 1100 A.D. Since its emergence, it has assimilated the linguistic features from all languages with which it came into contact. Urdu was known by several names, including Hindvi, Dehlvi, Hindustani, Zuban-e-Urdu or Rekhta. It is usually recognized that Urdu and Hindi share a common grammatical system. They differ only on the bases of script in which they are written. Urdu uses Persian script while Hindi is written in Devanagri script. According to Dr. Tariq Rehman (1996), these different scripts are used for political and ideological reasons as the Hindu wanted to identify themselves with Sanskrit and the Muslim wanted to retain their Arabo-persian identity and the result is in the form of a Sanskritized Hindi and a Persianized Urdu. Amrit Rai in his A House Divided: The Origin and Development of Hindi-Urdu (1984)discusses the process by which two styles of one language drifted apart from the 18th century onwards.

While Hindi kept itself immune from external influences, Urdu succumbed to such influences and has changed dramatically over the past six decades. But the most conspicuous influence on Urdu is that of English in recent times, especially in its lexicology where a large number of English words can be seen in contemporary written and spoken Urdu. The English ization of world cultures is a global phenomenon which has been an object of intense debate at various forums but the English ization of world languages has been able to get comparatively less attention of researchers. Language, culture and society are intricately related to one another. The cultural and social changes are usually studied in isolation, whereas our focus is on the changes in language due to different cultural and social changes.

There is an intense and seemingly unnecessary concern for language change. The scholars of Urdu language usually lament the changes in Urdu and deem it as something corrupt that is a threat to the purity of Urdu. It is paradoxical that while the changes caused by Oriental languages are welcomed by the defenders of Urdu, the changes brought about by English are considered detrimental. For instance, in Urdu the plural form of word Ustad is also Ustad but under the influence of Persian grammar the correct plural form is often considered as Usatza. Similarly the rules for making feminine gender are predominantly Persio-Arabic. In this study, efforts have been made to explore the nature of language-change and its repercussions on a language.

IV. Literature Review

Despite its ubiquitous nature, language change as a concept and as an area of linguistic investigation has usually been regarded as something separate from the study of language in general. The literature on language change is replete with comparative or historical studies. But in recent years, the subject has captured the attention of linguists and resultantly there are journals which are specifically dedicated to language-change, such as Diachronica, Journal of Historical Pragmatics and Language Variations in Change.

R. L. Trask in his Why Do Languages Change (2009) provides a comprehensive survey of the factors which cause changes in languages. Though his focus remains on the variations which are taking place or have taken place in English language but given the similar nature of the entity called language, his findings are helpful for the researchers who want to investigate the change in any language. Trask is primarily concerned with cultural factors and the impact of new innovations on the lexicon of English language but he also does discuss the temporal considerations and their influence on pronunciation and grammatical structures of English. The changes brought about by different political and ideological trends, which differentiate American English from British English, have also been discussed at length. The factors discussed by Trask are equally relevant for analyzing changes in any language as no language can escape the influence of temporal and spatial factors.

In his another book entitled Language Change (1994) R. L. Trask has specifically discussed the changes in vocabulary, pronunciation, spellings, grammar and meaning in English language. Trask also points out the inevitability of this change and the neutrality of this phenomenon as it is, according to Trask, neither progressive nor retrogressive. Trask's views about the neutrality, inevitability and naturalness of language-change and the arguments given by him are applicable in the case of Urdu as well.

Raymond Hickey in Motives for Language Change (2003) compiles a plethora of scholarly articles on language change by world-renowned linguists including Jean Aitchison, Richard Hogg, David Denison and many others. The volume presents a valuable collection of views about language change from different perspectives by dedicating an essay to a particular aspect of language change like E-language, metaphors, social context of language change, the role of speaker in language change and dialectology. It provides a valuable and all-encompassing insight into the process of language-change.

About the nature of language change, which is a matter of much controversy as prevailing view is that language change is not desirable, Jean Aitchison's classical work Language Change: Progress or Decay? (2001) gives a very interesting and lively account of language change and its repercussions. He also relates two extremes of this change in the form of language birth and language death. By taking into account the various sociolinguistic and psycholinguistic factors, he establishes the naturality, inevitability and continuity of this process.

Perhaps the most comprehensive and all-inclusive discussion on language change can be found in William Labov's Principles of Linguistic Change: Cognitive and Cultural Factors (2010). It focuses on the minutest of the factors and motives that can trigger any change in language. From socioeconomic to identity politics, from migration to media impact and from locality to gender factor, it presents and discusses a whole panorama of mechanisms of language change.

Geoffrey Leech and Marianne Hundt in Change in Contemporary English: A Grammatical Study (2009) gives a detailed description of how the English language has been changing recently, focusing specially on the late 20th century written standard English by using the empirical evidence of computer corpora.

Rudi Keller in On Language Change: The Invisible Hand in Language (1994) traces the historical dimensions of language change along with various responses towards language change by different people. The book presents this phenomenon as a product of the cumulative and simultaneous work of diverse factors whose intricate interplay quite silently results in a change in language.

Language Change and Sociolinguistics (2004) by Jonathan Marshall is an attempt to approach language-change from a social perspective. The book

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explains changes in language as a consequence of changes in demography and other social variables.

The problem with the literature discussed above is that its prime focus is on changes in English language. There is an acute dearth of material on changes in Urdu language. Though the findings of English language-change can be applied to the study of changes in Urdu, yet the issue is that English has been subject to changes caused by internal factors while Urdu is being modified predominantly by external factors.

V. Methodology

In the present research, in order to explain the factors behind language-change, we have adopted a mixed methodology by using questionnaires and interviews. The questionnaire has been designed to elicit the people's views regarding their linguistic preferences and the motives behind these preferences.

The questionnaire was distributed in a population of hundred individuals of both sexes from different social, educational and ethnic background. Keeping in mind the fact that sometimes people are not conscious about their motives behind a particular action and the resultant impact of this fact on the validity of our methodology, the interview has been employed to supplement the data. Moreover, language-change is a societal phenomenon and to get a reliable amount of data concerning any social phenomenon, a relatively large sample is needed which can best be approached by questionnaire as interview is not feasible for a large sample. However, a relatively small number of participants has been interviewed to compensate the deficiencies of questionnaire. Some data is collected from real world spoken and written texts to demonstrate the impact of English language on Urdu language. The sources for such data include TV talk shows, news bulletins, Urdu newspapers, books, advertisements, and text messages.

About the nature of language-change, some questions were added in the questionnaire; the interview method has also been employed to know about the views of participants about the changes which are taking place in Urdu.

VI. Data Collection

The following headlines from different Urdu newspapers show the influence of English language over Urdu.

- Chairman NAB ki appointment per hakoomat aur opposition main deadlock.
- Corrupt system ko badal kr behtareen health care system lain gay.
- Electronic media main 2015 tak 41 million rupaye ki investment.
- Flood warning ke liye instruments ki purchase nahi ho saki.

There are numerous such headings daily appearing in newspapers which contain quite a few words and expressions from English language. The words like subsidy, joint investigation team, security forces, drone attacks, merit, target killing, budget, road-map, policy and many other seem to have no alternative in Urdu, though it is not the case but the recurrent use of English words has caused an erasure of their Urdu equivalent from public memory.Similarly in textbooks, there are many English words which are written in Urdu script without providing their corresponding term in Urdu.

The text messaging is perhaps causing the most obvious changes in languages. Young people are not only using telegraphic expressions, they are also changing the spellings. David Crystal's book Txtng: The Gr8 Db8 (2008) explores this area. The following text messages are meant to show the language change.

- Ppr main bzi ho ktnay bje end ho ga ppr? Em waiting
- Yr koi fit si buks to bta for geography. M in lhr
- Ramzan css ki registration ka kya procedure ha? Mean kab hoti ha n how? N fee also?

The questionnaire was designed to elicit information about the factors behind language change. Further information about language change and people's attitude about language change was gathered through a semi-structured interview. Because of the unfamiliarity with the topic, the interviewees were asked direct questioned about mechanism and nature of language change.

VII. Discussion

The results showed that the major factor responsible for language-change and intrusion of English lexical items in Urdu is the introduction of new inventions like mobile phone, laptop, tablet PCs and other such gadgets. Because the young people spend a lot of time in using these gadgets, the kind of language used in these gadgets becomes a part of their speech habits. For example, text messages are extremely popular with young people; and though Urdu has an almost exact equivalent of the word message in the form of paigham yet the popular use of message has caused a somewhat semantic change for paigham as its connotation has undergone a slight change.

When we said to a respondent that 'ham ne apko paigham bhaija tha' , he was somewhat perplexed but when we said 'ham ne apko message kia tha', he felt no ambiguity in understanding our intended meaning.

Another reason for lexical change in Urdu can be attributed to the phenomenon of globalization. Because of rapid movement of ideas, concepts and

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fashions, there is no time to translate them into native languages. So all imported stuff in the form of ideas, concepts, discoveries and innovations is being adopted rather than being adapted.

The official policies which have made English language a language of power, prestige and a symbol of social superiority are also contributing in the process of Englishization of Urdu language in particular and Englishization of native culture in general.

The following table is an attempt to summarize our findings in a graphical manner:

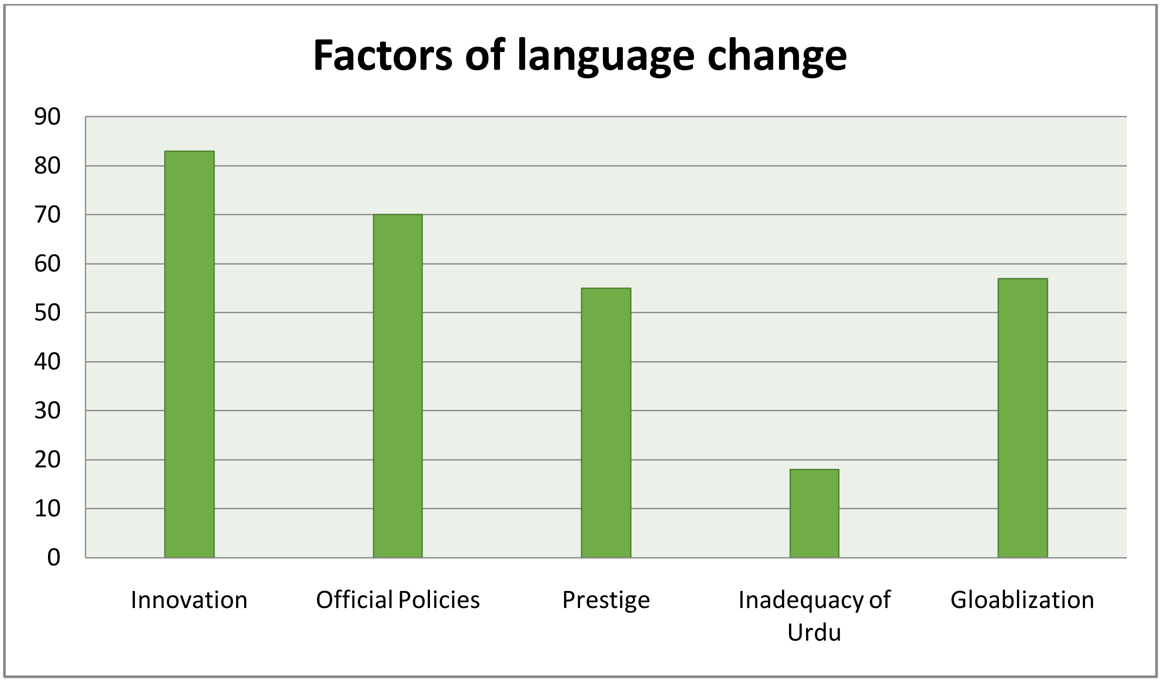

Figure 1.0

The chart shows that the immensely popular electronic gadgets are the main factors behind Englishization of language in our society and they are mentioned by 93% of our respondents as the main motive of using English words in their everyday conversation. Next come the official policies of our government and the resultant association of English with high-profile jobs. It is considered a factor by 70% respondents. The prestige associated with English language accounts for language-change according to 55% people. Interestingly, the much-trumpeted inadequacy of Urdu language is a reason of Englishization of Urdu cited by only 18% of our respondents.

The prevailing globalization which is transforming world societies and is eliminating their respective distinguishing features and leading the world towards a global culture is a reason to 57% of respondents.

As far as our other question is concerned i.e. the nature of language change, there is an interesting finding as the more educated respondents were generally of the view that it was harmful for Urdu while the less educated respondents deemed it something neutral. The prevailing view reflects that language is for communication and if it serves its purpose more effectively by using English words, it is acceptable. More than 90% of respondents expressed the view that intrusion of English lexical items in the current Urdu is not detrimental for our language and, therefore, there is no reason to be worried about it.

While a smaller number of respondents, comprising nearly 10% of the respondents showed their concern about language change and expressed a desire that the authorities and masses should do something to check this undesirable development. It is a worth mentioning point that though in minority, such people were those who were comparatively more educated. The reason for this phenomenon needs another research and it may well serve as a starting point for a study.

VIII. Conclusion

Our research was aimed to investigate the mechanism behind Englishization of Urdu. The study establishes a fact that it is an inevitable consequence of Englishization of our society as society is more and more beimg intruded by gadgets which are programmed with English as operating language, there is an ever-increasing flood of ideas and concepts coming from English speaking intelligentsia influencing the intellectual milieu of ‘consumer societies’, the immense popularity of cultural products of English speaking world in the form of movies, songs, comedy shows and sports commentaries. The cumulative effect of all the above-mentioned developments is resulting in the form of Englishization of Urdu.

The study also shows that language-change is not something negative. It is not positive either. Simply it is neutral; a natural process which is adopted by language to adjust itself according to the linguistic needs of its speech community. Language reflects the concerns of society and it is because of Englishization of society that language is showing a similar tendency.

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English for Specific Academic Purposes: The Need for ICT and Reconstruction

By Yahya Dkhissi
Chouaib Doukkali University, Morocco

Abstract- In most non-English speaking countries, the language is basically seen as an academic endeavour for some general or specific purposes. Teachers, academicians, syllabus designers, but not learners, are often involved in structuring, designing or promoting the curricula and teaching activities. The rationale of this paper is to integrate other contributing components to the teaching and learning of English for Specific Academic Purposes (ESAP). Authentic material, ICT, learners' communication, task based activities, the teacher's facilitator role, digital teaching, purpose oriented assessment, learner centred methods and project oriented curricula are the current needs of higher education in the Moroccan university. Thus, the objective of this paper is to give some new insights that might contribute in the digital change and the current needs of learning and teaching enterprise. For this purpose, a case study of teaching some linguistic and research methods courses has been conducted in the English department at Chouaib Doukkali University, El Jadida, Morocco, to evaluate to current situation, analyse the data and suggest a reconstructive model based on ICT and learners' integration.

Keywords: ESAP; ICT; linguistics; digital teaching; reconstructive model.

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Yahya Dkhissi

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Keywords: ESAP; ICT; linguistics; digital teaching; reconstructive model.

I. Introduction

Most of the research in the field of English teaching has highlighted the need to embrace a given identity for English for Academic Purposes (EAP) (Flowerdew & Peacock, (2001); (Hyland & Hamp-Lyons, 2002), and Strevens (1988)). EAP is differentiated from other purposes which are specific or general in that it focusses on helping learners to study, conduct research, enhance communicative needs and understand the specific academic disciplines. Although the teaching methodology and the skills to be fostered are not specified in EAP teaching, (Watson Todd, 2003) claims that EAP promotes the development of learner autonomy and exploits new technology. Other researchers (Krzanowski, 2001; Sharpling, 2002; Bell, 2005; Alexander, 2012) have stressed the need for EAP"s institutional awareness and the use of materials informed by corpus-enhanced genre studies and critical pedagogy. These requirements would probably unveil the striking issue of teaching methods and curricula designed for specific purposes of EAP (henceforth ESAP).

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According to Flowerdew & Peacock (2001, p177), 'a... critical step in designing the EAP curriculum is accepting that the methodologies and approaches valid in any other area of ESL are not necessarily the most appropriate for EAP.' Teachers are sensitized first to account for what is done, how it is done and for what academic and specific professional purposes; second, they have to foster learners' skills with regard to their needs, objectives and outcomes.

Accordingly, the main objective of the current paper is to account for the idea that teaching of some linguistic courses, research methods at the Moroccan university requires some special understanding of learners' needs and objectives, a selection of the appropriate tasks and teaching methods, and a practical assessment while monitoring learner's progress to provide effective intervention. It will be demonstrated in this paper that the use of English for specific academic purposes (ESAP) is not only a content based activity where only the delivery of knowledge should be carried out. It is however an experience inside an academic environment that requires careful practical aspects of planning and teaching. Students may not be able acquire everything they need to learn nor can they learn effectively from a random collection of content, exercises and assignments. Teachers and syllabus designers should make a number of key decisions to meet the high-stakes EAP learner needs, teaching approaches, tasks, materials and assessment methods that will enable a better academic performance.

ESAP is taught for a variety of academic purposes all over the world, each with its own local constraints, available materials and resources, teacher preferences and learner goals. Thus, linguistic, social, professional development and needs awareness might be the starting point from where we can determine the overall course design. These needs will accordingly distinguish an ESAP course from general language teaching (Dudley-Evans and St John, 1998; Hutchison and Waters, 1987). Actually, Needs is a broad term that might embrace learners' goals and backgrounds, their language proficiencies, their learning-teaching preferences, and the contexts where they will need to take part in. According to Dudley-Evans and St John, (1998), it is quite accurate to distinguish between present situation analysis and target situation analysis.

The Present situation analysis concerns 'starting where the students are' and refers to information about learners' current proficiencies and ambitions: what they can do and what they want at the beginning of the course; their skills and perceptions; their familiarity with the specialist subject; and what they know of its demands and genres. However, Target situation analysis concerns the learners' future roles and the linguistic skills and knowledge they need to perform competently in their disciplines. This relates to communication needs rather than learning needs and involves mainly objective and product-oriented data: identifying the contexts of language use, observing the language events in these contexts, and collecting and analysing target genres. However, this might be a challenging move as EAP materials and curriculum do no lend themselves to a communicative approach to teaching but to lecture and information transfer.

II. The Teaching-Learning Situation

The Moroccan educational system has been introduced to a new reform that was drafted in 1999 and finalized in 2000. The reform has focussed on practical issues besides the institutional and pedagogic ones. The need to make the teaching as linked to the current needs of the Moroccan market and job requirements. However, after a decade, the Moroccan higher educational system did not fulfil most of the requirements in the national charter. Thus, the current paper targets, through a study of linguistic courses in the English department, a better teaching for a better academic performance. The main belief is that teaching of some linguistic courses at the Moroccan university requires some special understanding of learners' needs and objectives, a selection of the appropriate tasks and teaching methods, and a practical assessment while monitoring learner's progress to provide effective intervention.

Learners belonging to the English department, El Jadida, Morocco use a wide range of strategies in language learning with regard to their awareness of some valuable categories of learning strategies. The most relevant strategies are fairly self-management and self-evaluation strategies in that they are self-regulatory strategies in which the BA students that participated in the questionnaire have claimed to be aware of while evaluating their own learning strategies. Most of the students have claimed the importance of the linguistic courses they are supposed to rate. These courses include phonetics and phonology, Language teaching, applied linguistics, and Research methods.

III. Esap in Higher Education

Within the higher education community, a huge amount of teaching for specific academic purposes takes place. However, whether this specific academic teaching is effective or not is the most legal question. According to Centra (1993), effective teaching is simply "that which produces beneficial and purposeful student learning through the use of appropriate procedures" (p. 42), other scholars like Braskamp and Ory, (1994, p. 40) assume that effective teaching is the "creation of situations in which appropriate learning occurs; shaping those situations is what successful teachers have learned to do effectively".

Actually, Moroccan university students are in effect able to discern practical content, quality, relevance, usefulness, and teacher interference and integration through what is taught and how it is taught. Students are certainly qualified to rate the learning-teaching enterprise and can report the extent to which the experience is beneficial, productive, and objective-oriented. Sociocultural attitudes and practices also need to be considered to avoid forcing unwelcome methods or course content that would result in learners' surrender to the ideologies involved in the syllabus as well as the pedagogical and cultural frustrations with the curriculum and the text book. (See the Sri Lanka case study in Canagarajah (1999: 5), the South African case in Chick (1996), and the Egyptian case in Halliday (1994).

According to the current research, an evaluative stance to knowledge, teaching methods, and available sources should be examined and therefore enhanced. Many university students favour to conserve and reproduce existing knowledge through strategies such as memorization. In Bereiter and Scardamallia's (1987) terms this is 'knowledge telling' which represents immature writing, where the learner tries merely to say what he or she can remember based on the assignment. Effective learning at the beginner and intermediate level might be the natural outcome of effective teaching with respect to the learners' needs and the teacher's creativity in terms of contexts, procedures and materials. However, the current situation involves some intermediate and advanced learners of English as a foreign language. In this ESAP classroom, the teacher might be influenced by the fact that students use previous specialized knowledge and learning processes from other disciplines to this specific linguistic class. The teacher may build on these to develop learners' language and discourse understandings might use a variety of methods, some of which are summarized in Figure 1:

Scaffolding	Learner Progress
Independent learner performance	Potential performance
Reduced teacher involvement	
Increased learner independence	
Zone of Proximal Development	
Considerable teacher contribution	
Learner's entry level	Existing competence

Figure 1 : Teacher–learner collaboration (Feez, 1998: 27)

The relationship within teaching-learning process should highlight according to Feez a reduced involvement of teachers, a motivated independent learner and an autonomous learning. For this reason among others, this paper assumes that an insightful study of linguistic teaching experience in moroccan Higher Education is quite legitimate in order to appreciate the demands of academic study, and is fairly a prerequisite when applying for teaching, tourism, translation or related jobs to the linguistic courses under study. The Russian psychologist Lev Vygotsky (1978) claims that students' discourse competence in EAP classes requires giving considerable recognition to the importance of collaboration, or peer interaction, and scaffolding, or teacher-supported learning. Learners will be assisted through two notions of learning: First, Shared consciousness where learners working together rather than individually learn more effectively; second, borrowed consciousness or scaffolding where learners working with other knowledgeable learners develop greater understanding of classroom activities, and would therefore move from a current academic performance to a potential academic performance level.

IV. The Research

a) Methodology

80 students from the English department, Chouaib Doukkali University, El Jadida, Morocco, were asked to complete the questionnaire to rate the teaching method used in different linguistic courses namely: applied linguistics, phonology, and language teaching, besides research methods course. 26% rated the lecture method as the best teaching method because it is not time consuming and more informative.

This method is economical, it can be used for a large number of students, the material can be covered in a structured manner and the teacher has a great control of time and reference materials. 59%/ opted for the communicative approach where group discussion is prevailing because it offers authentic communicative settings devoid from any rote learning, while only 15% rated the data-driven method as a practical one to understand phonetics, phonology and morpho-syntax. On the other side, the corresponding teachers rated the eclectic method as the most practical one given its appropriateness to different teaching situations that enhance the quality of the enterprise where the learners' strategies are taken into consideration. Another suggested method by students is related to Project Based Learning which is a teaching method in which students acquire knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge. This method is a form of presentation where a group of students work together to brainstorm, raise interest and enhance critical thinking to come up with practical suggestions for the linguistic item under study. Consider the following feedback of learners' strategies in learning linguistic courses:

This chart shows that 33% rely on memorization and the information delivered by their teachers; whereas 50% learn independently and look for self-assurance. However, this category of students claimed that consciousness rising might be novel to them given it fosters creativity and reflection on what they read so that they can construct their own examples of the linguistic genres. This state of affairs is assumed, according to these students, to be related to the materials used in class namely lecturing, handouts and explanations when needed at the expense of stimulus materials that involve a full range of media. Less authentic materials would probably distract learners from any involvement in the progress of the academic endeavour involved in the teaching of somewhat scientific linguistic subjects.

b) Classroom materials and ICT

The classroom materials and their implementation for a better academic achievement are usually a striking issue at the Moroccan university. The teaching staff is supposed to abide by the academic texts and the delivery of the content as a form of lectures, presentations or as explanatory hand-outs. As digital natives, these BA students were asked to rate the materials used in class and the relationship they have with their performance and assessment. Students' digital awareness was explicit in their rating of the classroom materials as inefficient: reading texts on applied linguistics, sociolinguistics, language teaching or morphology were assumed by 62% of the students to have very limited impact on their performance.

The students comments were that poor performance is related to length and specific terminology, the texts designed do not fit the real life and market needs, and the teacher talking time is extremely high while students' involvement is very low. However 20/ of students think that reading texts, reviewing and reflecting on them would help academic performance and might reduce the teacher's talking time (TTT) and empower their reflective thinking..

The use of PowerPoint presentations, Video reach to explanations, offline and online blogs were rated highly in that 85% wish for an implementation of digital teaching; while only 33%/ admitted that they do actually use this e- learning; while only 5% asked to maintain the face-to-face lecturing and reading texts-based teaching.

So, the current challenge is to accommodate the digital natives or (Millenniums) by provisioning for ICT integrated teaching and learning mode other than the conventional lecturing methods. The available sources can be summarised as the following:

- Open educational resources (OERs),
- Massive open online courses
- (MOOCs),
- Wikis , Online and Offline Blogs,
- Podcasts , Slide Share
- Learning Management Systems (e.g.
- Web CT or Moodle).

With respect to the suggested sources, a primary move has been taken to check the possibility of the Moodle implementation in research methods course (RMC). Moodle works in a way where students are supposed to go online and deal with the course before it is delivered in class as in the following phonetics course:

Example: Chapter one: Place and Manner of Articulation Reading text

- Teacher's notes
- quiz

The prospective objective of the course is to keep students informed and involved in the delivery of the course. Consider the following results after checking the number of visits of some 41 students attending the research methods course:

Activity	Number of visits
Reading	129
Lecture Notes	118
Quiz 1	162
Quiz 2	66
Problem Sheet	45

The reading activity seems accordingly not to be a burden for students as it is the case for content based courses like applied linguistics, semantic and pragmatics and sociolinguistics. The reason might be attributed first to the small size of the selected texts. Second, students attending the course of phonetics do benefit from the help of this e-learning platform where they can check their performance while going through the quiz 1 and/or quiz 2. Lecture notes are an explicit explanation of the texts and the course as a whole. The poor number is the visits for problem sheet which reflects the inner need to learn explicitly and practically as the number of visits for quiz 1shows.

Contrariwise, some 76% of students taking the applied linguistics course (ALC) were asked to rate the course of applied linguistics in terms of three simple questions:

- What do you like about the applied linguistics course?
- What you don't like about the applied linguistics course?
- Any suggestions for the design and delivery of the applied linguistics course?

ALC is a content based course where the teacher is not just a facilitator but the manager who decides about everything in class: the syllabus, the teaching method to be used, and the type of assessment. Lecturing and few power point presentations are the only means used in class. 85% rated the ALC as an important course that facilitates the understanding the social and cultural factors involved in language acquisition or learning. However, 78% acknowledged the act of reading the texts assigned but most of them acknowledged some difficulty with the length of the texts assigned for reading and the complexity of the multitude definitions of major notions involved in the chapters. 20% admitted that they don't read the totality of the chapters but just skim and scan because they are not assessed for their reading but for their written performance either as a formative or summative evaluation. 44% suggested using ICT in teaching this course, giving presentations and reducing the number of readings, while 60% appreciated their teacher's energy and enthusiasm.

Notice that RMC offers through the use of Moodle more space and time for students to reflect on the materials and content assigned. The number of visits for readings in RMC rate 3times the number of readings for ALC. This result is foregrounding issue for our reconstructive model in this paper.

To enhance this model, another investigation in language teaching course (LTC) was undertaken as a semi-structured interview with two groups involving 38 and 41 students respectively.

72 % rated the presentation-delivery a very challenging and motivating method; while they have shown some readiness, contrary to ALC, to read the texts chosen because they represent their future interests. In this course, students are supposed to learn about the diverse teaching methods, learning strategies, teaching language skills and different proficiency levels as the major units of the course. Classroom management and curriculum development are also involved in the course as interactive items where the teacher tries to foster students' preferences and contentions.

Given that I was in charge of this course, I tried to sensitize students of the objective of the course as a first move to empower their ability to teach English and also to create a pseudo-teaching context for EAP. Delivering a presentation using ICT was a usual practice in this course. PowerPoint, videos, tape recorded speeches, charts, and diagrams were an integral part of the course. 88% used the PowerPoint presentation and the accompanying devices to manage the classroom as a teacher and not only as a student delivering a presentation.

The students taking this course have been asked to adopt a learning strategy I referred to as ACT and REACT strategy. ACT is an endeavour whereby every student experiences 3 minutes teaching in class where he or she chooses a given grammatical or functional item in English and tries to adopt a teaching method to deliver it as a course. Others have to REACT to the student's choice, the method, consistency, speech tone, classroom management and language use. Some 60 % have acknowledged that they have never witnessed the use of videos in class at the faculty; while 55 % appreciated the opportunity rarely given to experience the teaching act. These reactions have encouraged a very interactive course that involved the practice of language teaching as an act and react strategy rather than acquiring knowledge in a specific academic context.

The major contention of students in English Department is that content based courses represent a heavy reading texts load that requires smart pacing of activities and reading. Students deal with applied linguistics, semantics and sociolinguistic courses as content and lecture based courses where the teacher is not a facilitator as in phonetics/phonology, research methods or language teaching course.

This state of affairs undoubtedly requires special care and a reconstructive teaching method that might reconsider the learning role as an integral part of teaching (see the model below).

With respect to the BA students' feedback, we assume that teachers and syllabi designers, more than linguists, should take the following suggestions into account:

- Collecting information needed to develop efficient ICT strategies by leveraging the available technologies to create interactive and innovative class atmosphere and provide key solutions to higher education problems of inappropriate methods to digital natives learning needs.
- The implementation of academic linguistic skills as well as linguistic e-books.
- The use of unified textbooks where most linguistic courses textbook are compiled in.
- The use of academic textbooks made for the classroom context rather than research text-books.
- An integration of ICTs into the educational system not only in terms of technology but also curriculum and pedagogy, with a certain institutional and teacher readiness, and continuous follow-up and financing.
- The implementation of Moodle as an open-source Learning Platform.

c) Assessment

Generally, students preparing for the BA degree in Moroccan universities are assessed in terms of written formative and summative exams. Students were asked to rate the exams in linguistic subjects. 42% of students find the way they are examined in linguistic subjects a challenging one, 37% find it theoretical, and 21% find it helpful. Students are examined in linguistics in a challenging way where exams design is unpredictable and might take into account different data analyses, reading materials, and lecture or presentations details.

Linguistic assessment tasks require a piece of writing with its broader objective meant to test students on tutorial component and homework based on sources produced by teachers; and without homework students would feel the exam content unfamiliar and not practical. A less stressful and free context however would require the implementation of e-portfolios which reflect the practice of academic linguistic tasks that can be done individually or in-group. These linguistic e-portfolios may involve phonological data analysis in Phonology course, written lesson plans in LTC, or organizing bibliographies in RMC.

However if we follow the belief that students do remember only 20% of what they hear and learn while they need the other 80% to fulfil all academic requirements, it will be straightforward to call for group work where integration of online and offline sources might offer more practice and reflection on the classroom materials. However, given the technical nature of the linguistic subjects, learners should be primarily advised to withdraw if not ready to make some commitments before and during evaluation time.

They should be told about the amount and hours of reading, time communication, how to evaluate and handle the assignment without relying on textbooks as a unique input but a reflected-upon output.

A constructive alignment idea is that concerning curriculum development, academicians should ask teachers to teach and examine students differently and not the same way for many years. This way, students will be examined in an efficient method that would involve an integration of the required skills and their development with respect to the academic objectives of the assessment.

The illuminating idea about the course can be purposefully exploited in the assessment by asking open ended questions, solving problem questions, attitudes towards various linguistic or skill-based

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phenomena, or even asking course related questions that were implicitly explained by the teacher.

V. The Reconstructive Model

For an efficient teaching of ESAP in Moroccan higher education to take place, contingency plans and credible assessment should ensure that the teaching-learning development is the output of the exploitation of the available ICT sources, the students' motivation and the teacher's readiness for change. Accordingly, some new prospects should be taken into account among which: graded presentations, online/offline quizzes, e-portfolios, and learners' participation in lesson planning and delivery; besides the motivation to solve phonological, syntactic, language teaching problems in terms of group work and reflective thinking in handling problems.

The model we would like to propose in this paper might help in reconstructing the delivery of the linguistic courses and a better academic performance. The model will exploit the students' linguistic awareness, the online or offline blogs, and the teachers' experience in the lesson planning and delivery. This model can be summarized as follows:

Content delivery	In class
Practice	Teacher Oriented
Assessment	
Follow-up	Learner Oriented
Homework	

Figure 2 : The Standard Model

Readings, (suggested blogs, Slides and wikis) Teacher's notes or uploaded videos Inductive learning	Online
Brainstorm: Raising course questions Feedback and Content delivery	Teacher-Learner oriented In class
Checking and developing learners'' Linguistic awareness Simulation and contextualization	Learner oriented
Practice in group Assessment (online ungraded worksheets)	Teacher Oriented
Follow up via Moodle Homework (online quiz) Online or in class Assessment feedback Problems statement (online)	Learner oriented

Figure 3 : The Reconstructive Model

This reconstructive model looks forward to integrate two non-negligible factors in the teaching of ESAP in Moroccan higher education: ICT and the learner involvement. So often, students are considered in English departments as foreign learners that target the learning of the language itself and the skills required. However, teachers in English departments have different objectives associated with the nature of the linguistic course they are assigned to teach. On the other hand, students are straightforward in their choice to learn English because it ensures a teaching or a communicatively oriented job; however, academic performance does not entail a professional achievement given the current psychomotor domain that reflects the learners' inefficient communicative competence.

- A correct practice of the reconstructive model will enable the teacher to:
- Foster the learner's responsibility in the delivery of the lesson.

Deal with queries appropriately and offer appropriate help to those that have demonstrated some linguistic difficulties in the follow-up or problems statements sections.

- Use time efficiently in order to maximize opportunities for student learning.
- Pace Activities in class or online with respect the attention span needed for each.
- Satisfy learners' academic needs and their future professional objectives.
- Make assessments a learning activity that is done online before it is done in class.

VI. Conclusion

The teaching of ESAP in Moroccan English departments has not reflected the basic academic objectives and the current learners' needs for the last few years. Thus, this paper is a way to consider the digital generation and its needs to use the new technology and their professional needs as means and ends of e-learning/e-teaching dichotomy. Learners' ratings have shown their awareness of the new challenges that require their involvement in every step of the linguistic learning-teaching enterprise.

ICT and Moodle are shown to be essential practices in lesson delivery and assessment. Given the different nature of the linguistic courses in question, a general reconstructive model is proposed to integrate the learner and teacher oriented activities with respect to the psychomotor and attention span of learners. In this model, teachers are considered as in-class facilitators and online teacher-counsellors.

Most steps of the model are learner oriented to give credit to the creative and critical thinking of the students with regard to their academic expectations and professional development. The linguistic curriculum development should also be implemented and even changed if required.

Phonetics, anguage teaching, applied linguistics and research methods were the concern of this paper, while other courses will be the subject of an action research in our English department to share all types of teaching experience and promote new integrative models that might satisfy the needs of the digital natives.

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Utilization of Library Resources for Effective Research Output among Post Graduate Ministerial Students of Adventist University of Africa in Babcock University

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Abstract- Adequate and relevant library resources and services, at the level of postgraduate degrees offered by Nigeria universities should be that which support the intellectual culture of conduction an independent study. Hence, the degree of utilization of library resources for effective research output among postgraduate students of Babcock University becomes critical to understudy.

This study made use of the survey research design method. A total enumeration sampling technique was used for the selected sample. A total of 51 respondents made the total sum of the students. The major objective of the study was to investigate the utilization of library resources for effective research output by post graduate ministerial students of Adventist University of Africa (AUA) in Babcock University. Findings revealed that the most frequently used library materials is the online database, dictionaries, books and encyclopedia which are used daily, while the least used material was CD-ROM database. Furthermore, respondents in this study affirmed that the available library resources have a very low impact on their respective research work. This influenced majority of the respondent's level of satisfaction with the use of library information resources to be perceived low.

Keywords: utilization, adventist university of africa, library resources.

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UTILIZATIONOFLIBRARYRESOURCESFOR EFFECTIVERESEARCH OUTPUT AMONG POSTGRADUATE MINISTERIAL STUDENTS OFADVENTISTUNIVERSITY OF AFRICAINBABCOCKUNIVERSITY

Strictly as per the compliance and regulations of:

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In conclusion, bases on the result, Libraries in Nigerian universities should regularly evaluates the quality, adequacy, and use of their library's information resources and services in other to meet up with the quality of library services.

Keywords: utilization, adventist university of africa, library resources.

I. Introduction

People need information for making vital and relevant decisions. Hence, they may acquire this information through the means of researching, which entails the process of finding ideas, facts and new information by a scientific and systematic study. Hence, the library then serves as a vital and important channel where information is acquired, processed and disseminated through the provision of appropriate information resources in its various formats i.e print and non-print.

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Library resources are therefore critical to a post-graduate research. Ibenne (2010) reveal that libraries are channels of delivering information. The rigid nature of the traditional role in providing information services to its respective users have been revolutionized by the advancement in information communication technologies. This in one way or the other has made postgraduate research much more flexible and a lot more rewarding.

Universities are to generate new knowledge and also encourage transferred and adopted of this new innovation. Since this requires an atmosphere of research, libraries are left with no options or choice than to provide access to relevant information resources by applying this to enable quick access, integrate and repackage information for the end user that will capacitate and enrich higher educational institutions means of conducting research.

Basically, library resources are materials that users consult in making decisions and also for problem-solving. These sources could be primary or secondary sources. Ojedokun (2007) noted that primary sources are un-interpreted, first hand materials such as records and raw data. In other words, library sources are sources that users make use of from time to time in order to meet their information needs. These library resources could also refer to audiovisual materials, such as Audio CD and CD-ROM for data storage which do not depend solely on reading to get their meanings but they convey relevant information.

According to Ubogu (2000) library users are expected to locate the resources they want in a digital form and accessible electronically and are beginning to demand a one-stop shopping in an integrated information environment. This demand by university library users calls for more decisive strides by Nigerian universities to equip their libraries with the necessary information communication technology (ICT) facilities that would enable the university libraries to provide the services expected of electronic libraries of the present times. In the opinion of Ojedokun (2000), the increases in the prices of publications, the cost of buildings, storages, preservation and inadequate funding have been a major challenge for traditional libraries in Nigeria.

This view was also supported by Ke & Chang, (1999), who posited that supporting research and learning activities becomes a major mission for academic libraries, however in recent years, academic libraries face pressure like diminished budgets, increased patrons demands and rising costs for book purchase and subscripted for. Many of libraries have therefore decided to review their subscription of purchase policies, including reduction in journal titles.

The resultant effect of this is that the university libraries are no longer able to satisfy the demands of their users for current and relevant titles. Akinade, (2003) observed that the expectations of people are high when sourcing and retrieving information and when such information needs are not met frustration normally set in and this may drive the user away from the library. In addition to this, Bassey, (2006) posited that satisfying the request of users implies providing the actual information or services that will meet their needs. Hence, this leads to low standard of teaching and research intuitions through the provision of obsolete e-books, e-journals, and other library resources, which reduces access to academic libraries and result into poor scholarship for desire study, research and lifelong learning.

The Adventist University Africa (AUA) is an educational institution whose headquarters is based in Kenya. It has an extension campus in Babcock University where it runs a Summer Postgraduate program on a module of four year duration.

It's basically a ministerial postgraduate program which has a two-pronged objective of training workers for the church and the academia. Hence, the nature of postgraduate study demands that students must do a lot of independent studies on their own. The use of library resources and services is thus indispensable to the postgraduate students in order to achieve their academic objective.

However, resources of a library can influence its use by postgraduate students. Literature has revealed that information availability does not mean accessibility and utilization therefore; university libraries are to market their resources and service to attract users. (Popoola, 2001).

There have been many literature of utilization of resources and services such as Ogbomo and Adomi, (2003), Turtle, (2005) Haruna, (2004) and Swarna, (2004) among others. In a study carried out by Hussain and Kumar, (2013) on utilization of information resources and service of the postgraduate students, majority of the users frequently visit the library almost daily and it was further found that books, newspapers and periodicals are the most used by user. In addition, in a study on students and faculty use of academic libraries in Nigeria, Okly,(2000) found that respondents used books more than other materials and that they browsed the shelves to locate these materials. In line with findings, Ugah,(2007) further found out that textbooks account for most library visit.

Base on the gap in literatures on the extent of utilization of the library resources for effective research output among postgraduate students of Babcock University it becomes critical to understudy this population of postgraduate students.

II. Objectives of the Study

The major objectives of this study is to investigate utilization of library resources for effective research output by post graduate ministerial students of Adventist university of Africa (AUA) in Babcock university and the specific objectives are:

1. To investigate the frequency of use of library resource by Adventist University of Africa post-graduate students in Babcock University.
2. To examine the extent to which library resources have impact in their research work.
3. To determine the extent to which AUA Post graduate students have access to library resources.
4. To investigate the accessibility and use of Library resources by AUA post graduate students in Babcock University.
5. To examine the level of satisfaction of AUA post graduate when using library resources.

III. Research Question

1. What is the frequency of use of library materials by Adventist University of African Post-graduate students in Babcock University.
2. To what extent do Library resources have impact on their research work.
3. To what extent do AUA Post graduate students have access to library resources.
4. What is the level of satisfaction of library resources used by AUA Post graduate students..
5. Hypotheses
6. Ho^1: There is no significant relationship among AUA post graduate students accessibility and use of library resources in Babcock University.

IV. Methodology

The population of this survey research is the Adventist postgraduate student of Babcock University who use library resources. The instrument used for the study was a structured questionnaire divided into two parts. Part one dealt with the bio-data of the students which included the age, sex, marital status and educational level of the respondents. While section two included items eliciting information on library resources. Twenty-one (31) item close ended questions were designed to be answered by the respondents.

A total enumeration sampling technique was used for the selected sample base on the homogeneous of the population. A total of 51 respondents made the population and sample for this study. While distributing the questionnaire it was ensured that none of the respondents was given a questionnaire twice. A total of 51 questionnaires were distributed and all were returned. Giving a response rate of 100 %.

Descriptive statistics was employed to analysis the data using the Statistical Package for Social Sciences (SPSS). The analysis included the use of frequencies, percentages and correlation statistics analysis.

V. Findings and Discussion

Table 1 : Demographic Characteristics

Demographic Characteristics	Categories	Frequency	Percentage
Sex	Male	51	100
Age	40-49	26	51
	50 and above	25	49
Marital status	Married	51	100
Educational level	MSC/MA	51	100

Source: Field Survey, 2014

Demographic information on the respondents revealed that all of them 51 (100%) respondents were male undergraduates. This implies that all the respondents for this study are all male. Their age group ranges from 40-49 years that is 26 (51%) and respondents were 50 and above 25 (49%). All of the respondents were married 51(100%). Finally, all the respondents have a minimum of either MSC or MA educational level 51(100%).

VI. Frequency of use of Library Materials

Table 2 : The frequency to which postgraduate students make use of library resources in carrying out research works

S/N	Library resources	Daily	Twice a Week	Weekly	Occasionally	Never	Forth nightly
1.	Online Database	18(35.3%)	8(15.7%)		25(49%)		
2.	Dictionaries	18(35.3%)			17(33.3%)	16(31.4%)	
3.	Books	9(17.6%)	17(33.3%)	17(33.3%)	8(15.7%)		
4.	Encyclopedia	9(17.6%)	8(15.7%)		26(51%)	8(15.7%)	
5.	Journals		26(51%)		16(31.4%)	9(17.9%)	
6.	Print Journals		8(15.7%)		27(52.9%)	8(15.7%)	
7.	Thesis or Dissertations				26(51%)	17(33.3%)	
8.	Indexes and Abstracts				17(33.3%)	26(51%)	
9.	Bibliography				25(49%)	17(33.3%)	
10.	CD-ROM Database				25(49%)	17(33.3%)	

Source: Field Survey, 2014

Table 2 revealed that respondents view on the extend they use the stated library materials. From the analysis it is revealed that the most frequently used library materials is the online database and this is followed by Dictionaries, books, encyclopedia which are used daily, while the least is use material is CD-ROM database. In other words, respondents utilize online database of the university and dictionaries often to enhance their research study than any other information resources in available in the library. This result contradict that of Hussain and Kumar, (2013) who found that books, newspapers and periodicals are the most used by the group of postgraduate students he sampled in their study. Their finding also correlates with that of Ugai (2001) who found out that textbooks account for most library visits.

Table 3 : The extent to which use of library resources impact on research work?

S/N	Library Resources	very low degree	low degree	high degree	very high Degree
1.	Encyclopedia	17(33.3%)	16(31.4%)	9(17.6%))	9(17.6%)
2.	Dictionaries	25(49%)	8(15.7%)	9(17.6%)	9(17.6%)
3.	Print Journals	17(33.3%)	8(15.7%)	9(17.6%)	9(17.6%)
4.	Online database	17(33.3%)	8(15.7%)	17(33.3%)	9(17.6%)
5.	Journals	17(33.3%)	9(17.6%)	16(31.4%)	9(17.6%)
6.	Books	17(33.3%)	8(15.7%)		26(51%)
7.	Bibliographies	26(51%)	16(31.4%)	9(17.6%)	
8.	CD ROM Database	26(51%)	16(31.4%)	9(17.6%)	
9.	Indexes and abstract	8(15.7%)	25(49%)	9(17.6%)	
10.	Thesis or Dissertations		33(64.7%)	18(35.3%)	

Source: Field Survey, 2014

Table 3 revealed the respondents perception on the extent to which the library resources they used has impacted into their research work. From the responses it was revealed that all the library resources have a very low impact on their respective research work. This implies that they have not benefited much from the library resources. With less than 35% of the respondents' indication a high degree of impact of the library resources on their research works. This implies that the library resources available to them fail to meet and improve their research work.

Table 4 : The extent to which the library resources are accessible in the institutions

S/N	Library Resources	Very High Degree	High Degree	Low Degree	Very Low Degree
1.	Bibliographies	18(35.3%)	17(33.3%)	9(17.6%)	8(15.7%)
2.	Books	17(33.3%)	26(51%)		8(15.7%)
3.	Directories	17(33.3%)	26(51%)		8(15.7%)
4.	Print Journals	17(33.3%)	17(33.3%)	9(17.6%)	8(15.7%)
5.	Dictionaries	9(17.6%)	25(49%)	17(33.3%)	
6.	Encyclopedia	9(17.6%)	17(33.3%)		17(33.3%)
7.	Online Databases	9(17.6%)	17(33.3%)		17(33.3%)
8.	Dissertations or Thesis	9(17.6%)	8(15.7%)	17(33.3%)	17(33.3%)
9.	CD-ROM Database	8(15.7%)	26(51%)	9(17.6%)	8(15.7%)
10.	Abstracts	8(15.7%)	8(15.7%)	9(17.6%)	17(33.3%)

Source: Field Survey, 2014

Table 4 above reveals the respondents objective view on the library resources accessibility in their respective institution. From the responses the degree of the stated materials accessibility is high.

This implies that all the materials are highly accessible. However, the most accessible among them all is Bibliography, Books, Directories, Printed, while the least is abstract.

Table 5 : Level of Satisfaction with the library resources

	Frequency	Percent
Very Highly Satisfied	8	15.7
Highly Satisfied	17	33.3
Lowly Satisfied	18	35.3
Not Satisfied	8	15.7
Total	51	100.0

Source: Field Survey, 2014

Table 5 above revealed the respondents level of satisfaction with the library resources. From their response it is revealed that 8(15.7%) of the respondents said they are very much highly satisfied, 17(33.3%) are highly satisfied, 18(35.3%) are lowly satisfied, while 8(15.7%) are not satisfied. Hence, majority of the respondent's level of satisfaction with the use of library information resources is below average. This implies that majority of them are not reasonably satisfied with the library resources. Bassey, (2006) posited that satisfying the request of users implies providing the actual information or services that will meet their needs.

VII. Test of Hypothesis

H_o: There is no significant relationship among AUA post graduate students accessibility and use of library resources in Babcock University.

Table 6 : Correlations

Variables	Correlation(r)	Mean	St.d	P
Accessibility of library resources.	0.481**	1.2435	0.5396	0.000
The use of library resources		1.4341	0.4765	
N	51			

**. Correlation is significant at the 0.01 level (2-tailed)

Source: Field Survey, 2014

The stated hypothesis on table 6 was tested using Spearman Correlation to actually check the relationship between the two state variables, Accessibility of library resources and the use of library resources. From the result the coefficient of the correlation is 0.481. This implies that there is a positive relationship between the two variables with Mean value of 1.2435 and Standard Deviation of 0.5396 for the first variable while the second variable has Mean value of 1.4341 and Standard Deviation of 0.4765. And this is significant at a significant level less than 0.05. Hence, the H^0 is rejected; this invariably implies that there is a significant relationship among AUA post graduate student's accessibility and use of library resources in Babcock University.

VIII. Conclusion and Recommendations

Libraries in Nigerian universities should regularly evaluates the quality, adequacy, and use of their library's information resources and services in other to meet up with the quality of library services which was the aim of this study. According to Ajayi and Adetayo (2005), if Nigeria and Africa is to excel in the research output, students are to have foresight of the opportunities open to them; they must be given access to books, periodicals, data-bases, technical data and opinion, which will transform and project their view about cultural, scientific, technical and social ideas. Hence, the libraries are the mechanisms for granting access to researcher.

Library resources when adequately provided and utilized would produce great critical thinkers and well taught graduate students in Nigerian universities. From the findings, the result indicates that the postgraduate student's of Adventist University of Africa in Babcock university frequently on a daily bases used library materials such as online database and this is followed by Dictionaries, books, encyclopedia for their research study. It was further revealed among AUA postgraduates students that all the library information resources have a very low impact on their respective research work. This had an effect on majority of the respondent's level of satisfaction of library information resources which was low.

However, all the information resources provided by the Babcock university library were all highly accessible to them. In order to establish the relationship between accessibility and use of library resources among AUA post graduate students in Babcock University a correlation statistics analysis was used to determine it which result indicates a positive relationship. Even though library users may make limited use of library resources, they continue to trust libraries as reliable source of information for their academic pursuits. Nigerian university administrators and decision-makers should use the results of the evaluations based on the use and satisfaction of the library resources to improve the effectiveness of these resources. This could be done by providing enough funding for the universities libraries so that both digital resources and library resources are provided for the use of postgraduates and faculty members. The library has an important role to play in education and each educational institution should have a library with adequate funds, infrastructure, collections, and technology (Seth and Parida 2006). Although, electronic resources no matter how flexible cannot replace the function of the library in an academic environment. This further explains why African universities should try in making their libraries equipped so that adequate and timely materials would be provided for the academic community and increases library relevantly by maintaining their patrons of various kinds.

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Islamic Spirit as Revived in Al Mahmud's Poetry

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Abstract- Al Mahmud explores Muslim history for imagery and effectively uses them in his poetry to speak for suppressed humanity in different corner of the world and to protest against the oppressors of humanity. His poetry inspired by Islamic spirit pungently protests against tyrants of the world. He resists imperialistic evil oppressors through Islamic spirit in his rebellious poetry. Islam inspires its followers to abolish all kinds of injustice from earth and to establish parity and peace on earth. He is greatly inspired by the spirit of jihad in Islam to accomplice this task. He regards jihad as the last step to abolish evil as well as a means of self defence. He has also glorified prayer by raising it to the most consecrated level infusing the spirit of jihad in it and upheld the high ideals of humanity of Islam. He sings to restore the rights of all mankind on earth and Islamic spirit adds an extra dimension to his song. His poetic diction from rural Muslim world raises his poetry to an extra-ordinary level.

Keywords: jihad, humanity, muslim history, prayer, azan.

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ISLAMISPIRITASREVIVEDINALMAHMUDSPOETRY

Islamic Spirit as Revived in Al Mahmud's Poetry

Salma Begum [α] & Nusrat Jahan [σ]

Abstract- Al Mahmud explores Muslim history for imagery and effectively uses them in his poetry to speak for suppressed humanity in different corner of the world and to protest against the oppressors of humanity. His poetry inspired by Islamic spirit pungently protests against tyrants of the world. He resists imperialistic evil oppressors through Islamic spirit in his rebellious poetry. Islam inspires its followers to abolish all kinds of injustice from earth and to establish parity and peace on earth. He is greatly inspired by the spirit of jihad in Islam to accomplice this task. He regards jihad as the last step to abolish evil as well as a means of self defence. He has also glorified prayer by raising it to the most consecrated level infusing the spirit of jihad in it and upheld the high ideals of humanity of Islam. He sings to restore the rights of all mankind on earth and Islamic spirit adds an extra dimension to his song. His poetic diction from rural Muslim world raises his poetry to an extra-ordinary level.

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I. Introduction

Al Mahmud, a major poet of Bengali literature, upholds Islamic spirit in many of his poetry. He uses Islamic consciousness and Muslim history to resist imperialism, to prevent injustice or to alleviate evil from the world. Even in his love poems, the use of words taken from the daily life of Muslim people, their culture and belief is clearly evident. His choice of words from Muslim culture and the language really spoken by common people gives his poetry a unique characteristic as Muhammad Motiur Rahman says,

> for poetic diction, Al Mahmud does not explore dictionary laboriously, nor does he seek image to show off scholarly knowledge, rather he presents a colourful picture of his poetic imagination using easy and simple words exclusively familiar, common in rural Muslim society (MotiurRahman, Al Mahmud and His Own Poetic World, Prekkhon, p 64).

In regard to poetic diction, Al Mahmud's idea is very near to that of William Wordsworth as the latter states in his A Preface to the Lyrical Ballads, that for the language of poetry he has used the words really spoken by men (Wordsworth, a Preface to Lyrical Ballads, p 27). Al Mahmud, a Muslim poet living in a Muslim society, easily and consciously uses words of Muslim culture that give his poetry a unique taste of novelty andmake him a peace loving poet. He says, '……….I've embraced Islam as my religion and peace of this world and the world hereafter' (Al Mahmud, a long way for poetry, p 33 cited by Motiur Rahman in Prekkhon p 70).

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Islam is a religion of peace '…this day have I perfected your religion for you, completed my favour upon you, and have chosen for you Islam as your religion'(Al Quran, sura al Mai'dah 5:3). For establishing peace it wants abolition of all evil power and institutions working against peace in the society as well as in the world.

Again Islam affirms equity and parity among all human beings indiscriminating nation, religion, caste, sex, powerful, powerless, rich, poor in the world. Here in Islam, only Allah, who is the Creator and the Sustainer of the universe, is the Greatest and only Allah deserves greatness (Al Qur'an, sura Al Fatiha, 1: 1) and nothing is equal to Him (Al Qur'an, sura Ikhlas, 112: 4). Allah is the only one who has the Supreme power and the Supreme authority over all as it is declared in the Quran,

Glorified be He
In whose hands
Is dominion;
And He over all things
Has power (Al Qur'an, sura al Mulk, 67: 1).

So, according to Islam, only Allah deserves the greatness and honour from all His creation. He is the King of all Kings (Al Qur'an At Ti-n, 95:8) and all human beings are his slaves (Al Qur'an, 1:5). Thus Islam denies discrimination between man and man and their prophet Muhammad (peace be upon him) announces this in his farewell speech delivered in the field of Arafa. In his speech, after praising and thanking Allah, Prophet Muhammad (pbuh) said that all people are servants of Allah, that they all descended from the same mother and father, all people are equal, regardless of their race, color, language and class; the measure of superiority is their piety before Allah. Prophet Muhammad (pbuh) generally mentioned about the human rights. He emphasized the security of life, property and chastity. He ordered that people should be careful about human rights, avoid cruelty and haram (religiously forbidden) food and protect trusts; he threw light on the mutual rights, obligations and duties of the husband and wife. The Prophet also stated that all Muslims are brothers and sisters, and he emphasized the importance of unity and cooperation (Farewell Sermon of Muhammad, pbuh). This was a revolutionary declaration that equalizes all human being raising them to the level of man to show their obedience only to Allah. This equity and parity are embodied in the system of their performing prayer when all Muslims regardless the rich and the poor, the ruler and the ruled, white and black stand in the same line to prostrate before the Almighty Allah.

Jihad is another important factor in Islam, which is mostly misinterpreted too. According to Oxford Advanced Learners Dictionary, the meaning of Jihad is 'holy war' and 'struggle for achieving something' (A.S. Hornby, Oxford Advanced Learner's Dictionary). According to Islam, jihad means struggle against evil. Jihad is an Arabic word from the root Jee Ha Da. It literally means to struggle or strive.

'Jihad is struggling or striving in the way or sake of Allah. Jihad takes a very important status in the doctrine of Islam and is one of the basic duties for every Muslim. Though, it has nothing whatsoever to do with the term Holy War. Such a term, or its equivalent doesn't exist in the Islamic doctrine. The Christian Crusaders in the mid-ages invented this ideology of Holy War. There is nothing "Holy" about wars. Wars only involve killings and disasters!

Jihad has many forms,

- Jihad of the heart/soul (jihad bin nafs/qalb)
- Jihad by the tongue (jihad bil lisan)
- Jihad by the pen/knowledge (jihad bil qalam/ilm)
- Jihad by the hand (jihad bil yad)
- Jihad by the sword (jihad bis saif)

Sometimes it is necessary to undertake Jihad by the sword. This would include usage of arsenals and engaging in a combat. This could be simply a bunch of freedom fighters or an organized campaign of army. Jihad by the sword is use of arms to engage into a combat. It is not misuse of arms to create violence.

There are only two situations where Jihad by the sword is allowed to be undertaken.

a) For Self-Defence

When someone attacks you or when your nation has been attacked. Engaging into combat due to self defence.

b) Fighting against Evil and Unjust

It is also a sin if a Muslim sees unjust been done, capable of stopping it, yet not doing anything about it. This can include war on drug, war on child labour as well as war on terror! The American administration today seems to be launching a global war on terror, but are they the first to launch the war on terror? The Muslims already announced the war on terror fourteen centuries ago, under the name of Jihad bis saif! There are many rules and limitations when engaging in combat under the title of Jihad. For example, civilians are not to be harmed; trees are not to be cut down; asylum should be granted to surrendering enemy soldiers; etc.'(justislam, internet)

Al Mahmud adopts the last form of jihad in his poetry as a means to uproot evil and to set the suppressed humanity free.

Al Mahmud speaks for justice and humanity with the assurance of all basic human rights for all regardless man, woman, rich, poor, black, white in the world. Wherever these rights are at a stake, his voice is high against the oppressor. In this regard, he is highly inspired by the Prophet Muhammad (pbuh)'s farewell sermon where he clearly pronounces the equality of all men and discards all discrimination between man and man. The Prophet declares,

'from today all discrimination between man and man is abolished. There is no superiority of Arabs over non-Arabs, white over black, rich over poor; he who is the most loyal to Allah, is the best in the eyes of Allah'(Prophet Muhammad, the Farewell Sermon).

Undoubtedly, this exults any human- loving person.

Prayer is another feature of Islam. Al Mahmud also revives the spirit of prayer in his poems showing how prayer, instead of being a means of getting small things, can be a source of strength to fight against evil, and to get the help of Allah whose help, according to Islam, is the best help to accomplice any work. So he avails prayer to alleviate evils of suppression and repression from the world. Thus he uses prayer for a great goal purposive of all good. Emerson also echoes the same purpose of prayer, '.....prayer that craves a particular commodity,-anything less than all good,-is vicious' (Emerson, self-reliance, Essays of Emerson edited by Tilak , p 106).

Al Mahmud applies Islamic idea of humanity, prayer, liberty, jihad or struggle against evil in his poetry. He presents these things of Islam with a view to freeing humanity from the hands of tyrants everywhere in the world. Application of these terms through common words of everyday use is not only wonderful but daring too.

Here in this article I have explored Al Mahmud's poems like 'Bakhtier's horse', 'whose flag it is on the conscienceless earth', 'Prayer at Qadre Night', 'Sound of Triumph', and 'The Soul of a Singing Poet'. In these poems Al Mahmud abundantly uses words of Islamic culture and brings out the spirit of jihad, prayer, freedom of human kind from slavery, absolute loyalty to the Almighty and revolt against all tyranny -----everything to set humanity free and to sing the victory of mankind.

II. Discussion

In the poem Bakhtier's Horse, Al Mahmud revives the spirit of 'jihad' to resist suppression, repression, and injustice to set humanity free. Here he adopts the final form of jihad as the last means when all other means fail to resist injustice of evil power. Here in this poem, he recalls from the history of Bangla, the incident of a great Mujahid (fighter for justice) Bakhtier Khilji who attacked the palace of Lakkhan Sen who was a cruel dictator at that time. Lakkhan Sen tortured lower class people and Muslims of his state. Getting this news, Bakhtier Khilji, from Indian territory, came at a storm-speed(only 17 soldiers could follow him) and entered the palace at midday when Lakkhan Sen was taking lunch and at this news he escaped without making any resistance. In this way, Bakhtier Khilji won Bangla without any bloodshed and he established a welfare state in Bangla.

> ……………he was not bloodthirsty. He would not like murder and torture. He used to satisfy the chiefs of internal administration and military army by establishing a kind of feudal system in the country (Sir Jadunath Sarker, History of Bengal vol. ii, Muslim Period, p 9 cited in Muslim History of Bengal, Abbas Ali Khan, p 25).
>
> After the conquer of Bengal, Muhammad Bakhtier established internal laws and order. Though he set up mosques and Madrasas in different places of the country, he followed a generous policy towards the non-Muslims (Abbas Ali Khan, Muslim History of Bengal, p. 25).

Al Mahmud adopts the spirit of jihad against the tyrant suppressor. Establishment of peace and order in Bangla by Bakhtier became possible by the extreme form of jihad that took place to set people free and not to enslave them under another king. Al Mahmud, obviously, is inspired by the following saying of Al Qur'an---

And fight them on
Until there is no more
Tumult and oppression,
And there prevail
Justice and faith in Allah; (Al Qur'an ,sura al Bakarah, 2: 193).

According to Al Qur'an, a faithful Muslim's aim of life is to uproot from the earth all lordship and worship of man and to establish the lordship of Allah only. This is the aim of jihad (Delwar Hossain Saydee, An Appraised Nation Bound to Worst Destination, p, 493). Jihad of extreme stage aims at setting the suppressed and oppressed humanity free from all man-made lordship, authority, sovereignty, suppression, oppression and deprivation. Al Qur'an says---

And why should you not
Fight in the cause of Allah
And for those who, being weak,
Are ill-treated (and oppressed)?—
Men, women, and children,
Whose cry is: " Our Lord!
Rescue us from this town,
Whose people are oppressors;
And raise for us from You
One who will help!" (Al Qur'an, sura Nisa, 4:75).

This Qur'anic inspiration is evident in lines of this poem. Here Bakhtier fights for this very cause. In this poem a Muslim mother is telling story of Bakhtier to her boy while sleeping. Being greatly inspired by the story, the boy sleeps and in his dream he shouts 'jihad, jihad' that means he is inspired greatly by the chivalry of the soldier and wants to fight against all tyrants of the world. A few lines from the poem,

My heart often cries for fighting
Blood seems to be the only solution, gunpowder the supreme pleasure;
And then I wake up uttering jihad, jihad in dreams.
……………………………………………………………………
……..
Curious by the lullaby he puts his ear on the pillow to hear
The beeps of his heart in the chest of the pillow.
It seems to him he is hearing the horse race. He asks,
Mom, who is Bakhtier?
Mother moves the fan and smiles,
He is Allah's soldier, the king of the destitute.
Wherever the believers fear to call azan,
And man worships man,
He appears there. The rider of the white horse of the Khiljis.
Look, the tyrant is escaping through the back door
Look. (Al Mahmud in English, translated by Ali Azgor, p 46)

Al Mahmud's aspiration for freeing humanity obviously gets strength from Islamic ideology and the history of Muslims. Here Al Mahmud presents Bakhtier Khilji as a symbol of justice, an emissary to free the suppressed humanity, a chivalrous Mujahid at whose appearance ' jalim palai khirki deye'/ dictator escapes through back door. This historical event naturally revives all freedom loving people's spirit. Another thing is notable here, Al Mahmud shows how Muslim mothers can make up the mentality of their children by telling them the true chivalrous story of their own history instead of making them timid by telling fictitious false ghostly stories. In this poem, the mother very nicely tells her boy-child when she is trying to lull him, how Bakhtier riding on white horse is coming with seventeen soldiers with open swords to fight against the dictator who enslaved human being. The boy becomes curious to know about Bakhtier Khilji. Mother replies that he is the soldier of Allah, and the king of the suppressed poor people. She /mother makes her child visionary and dreamy. The child seems to hear in the pillow his own heart-beat as the sound of horses toe. Al Mahmud now wants that inspired boy to fight against all injustice because there is no way but fighting to bring back peace in the world. But for success in jihad the poet feels extreme need of Allah's help to save humanity.

To get the help of Allah, Al Mahmud prays at a dignified night. He writes a nice poem on 'Qadr Night' (Lailatul Qadre), a superbly dignified night when the holy Quran was revealed to Prophet Muhammad (pbuh). Allah Subhanahu Ta'ala declares that this night is better than. thousands of months.

The Night of Power
Is better than
A thousand Months.
Therein come down
The Angels and the Spirit
By Allah's permission,
On every errand :
Peace! …….This
Until the rise of morn!

(Al Qur'an, 97:3-5,The Holy Qur'an translation by Abdullah Yusuf Ali)

So, prostrating himself at this night, Al Mahmud earnestly prays to Allah not for any trivial personal things or for his personal redemption hereafter, but he prays to save the liberty of his nation of which majority people are Muslims. He earnestly and humbly prays not to destroy the nation for the sins committed by their kings because Allah says that no person will shoulder the burden of sin of others. As Allah says,

No bearer of burdens
Can bear the burden
Of another; (Al Qur'an 17: 15).
That was a people that has
Passed away. They shall reap
The fruit of what they did,
And you of what you do!
Of their merits
There is no question in your case: (Al Qur'an, 2:141)

He expresses his extreme fear of losing liberty at the hands of idol-worshippers and so he importunates to Allah not to handover the string of liberty to powerful pagans. He justifies his importunities saying that the people of his country by generation were servants of Allah and in the past they never escaped from any jihad in the path of Allah. The poet also assures that the prostrated children will finally choose the solution of blood and bomb if only the mercy of Allah is with them. He prays to rescue his country from evil darkness, save the people from robbers and hijackers, protect the educational institutions from the hands of bandits and to bestow knowledge on all people. An extract from the poem will make it clear,

O Allah
O Lord of all rising and declining rays
Bestow all sorts of blessings of this great holy night on me.

……………………………..
O Allah,
The lord of the holiest night,
We know you don't impose one's sin upon another.
O you who promised that the father's sin wouldn't touch the son,
Look, with more than a thousand human corpses we are prostrating in this blessed night
When the holy Qur'an was revealed
O Allah, don't destroy us for the sin of our kings and princes.
Why would you like to give an old monotheistic people's rope of freedom
Into the hands of the brute idolaters!
Haven't we been your slaves for generations?
Never have we retreated from any jihad in your name.
If you bless
Our prostrating children also will at last choose the solution through bullets and blood

(A Prayer at Kadr Night, Al Mahmud in English, p 54-55)

His concern for his motherland is very touching here. Here he prays for the optimum instead of any trivial thing. He gives topmost priority to liberty and knowledge in his prayer.Thus Al Mahmud upholds Islamic norm of prayer making jihad its essence. He also glorifies prayer by elevating it to the level of Jihad and setting them at the dignified night of Qadre.

Justice of Islam is evidently stated in this poem. Al Mahmud mentions here that Allah does not punish one person for the crime or sin of others; son should not be punished for the sin committed by father (Al Qur'an, 17:15). So, he argues that the people of his country should not be punished or destroyed because of their kings' and forefathers' sin and he ardently prays for this to the Almighty, because He is the greatest Judge as it is mentioned in surah AtTin------- " Is not Allah the wisest of Judges?" (Al Qur'an, 95: 8).Another point is evident here. Islam wants freedom of humanity from the hands of tyrants to save and elevate it.

In the poem 'digbijoyer dhoni' or 'Sound of Triumph Al Mahmud sings the song of liberty and humanity on the background of war of independence of his country. He symbolically describes how he with his fellow people crossed the river of blood after shouldering the chain for a long time. But at last, he and his fellow countrymen have been able to reach on the shore of victory. Still he feels that though they have crossed many rivers, they have not yet given up their slavery. So they crossed the river, made up of their own blood, at dawn. It was dawn and hearing the sound of a miraculous Azan (calling for prayer)floated through their being dropping off all pains and fetters. Al Mahmud feels that freedom is being sounded in the calling of Muazzin (person who announces Azan). Then he prostrates before the Almighty Allah. Then he wants all people to start their unending journey without any pause until they reach the destination neglecting the buzzing of fear, because there was no sign of cowardice and fear on anybody's dress of them. Finally, he wishes the procession to go ahead crossing all sound penetrating the horizon towards Azan, the call, the victory.

Here in this poem, the consciousness of Islam makes him confident as he says,

Our very Azan is our freedom.
Our prostration is in fact the victory song of humanity.
………………
Then we, after crossing the river built in our blood, notice that it is dawn. That was crack of dawn
A miraculous Azan floated through our being
And dropped off all fastenings of fetters and pain
So, isn't the freedom being pronounced through that calling of Muajjin raising face towards the the firmament?
Let's prostrate down.
…………….
Crossing all sounds may this procession pierce out the horizon
Towards Azan
To call
To triumph.

Here he feels identical with all rivers, all people, all birds, and insects, and environment. Al Mahmud appears with his usual images of country life. These images are infused with dome of mosque inseparable from the life of Muslims that form the majority of his nation. Millions of domes of mosques sprout from the existence of this Muslim people making them inspired by the sound of Azan. Here 'Azan' is not simply a call to people for prayer, rather it has become a symbol of independence; as the Muslims through Azan announces the supremacy of the Almighty Allah , only to whom the Muslims bend their heads instead of to any other power of the world. Muslims show their obedience to and dependence on Allah only by prostrating before Him and to no other power. Here 'prostration to Allah' becomes the symbol of victory of humanity because through this prostration all men become equal before Allah without any discrimination among the people. Few lines are quoted from Azan to clarify the idea:

	Allah is greatest, Allah is greatest.
Ash-hadu an-lā ilāha illā allāh	I bear witness that there is no Ilah but Allah.
Ash-hadu anna Muḥammadan-Rasulullāh	I bear witness that Muhammad is the Messenger of God.
Hayya ʿala ṣ-ṣsalāt	Hasten to worship (*salat*).
Hayya ʿala 'l-falāḥ	Hasten to success.
Allāhu akbar	Allah is greatest.
Lā ilāha illā-Allāh	There is no Ilah but Allah.

He also mentions that by the sound of an unearthly Azan, all fetters dropped off from their body and so he assures only this calling of Muajjin announces the sound of freedom of people. Here Al Mahmud hints at the Muslim history of his country where people were freed from slavery after Islamic rule was established. Then Al Mahmud suggests his people to prostrate down to express thankfulness and acquiring inspiration he tells to start their irresistible speed of going ahead towards Azan that becomes a symbol of victory this time.

Al Mahmud takes shelter in Muslim history of Indian subcontinent where Muslim rulers ruled for almost eight hundred years. In this poem he refers to the Indian history of the emperor Kutubuddin Ibek who was a slave-turned-emperor. He built a high rise tower known as 'kutub minar'. Al Mahmud takes this tower standing unshaken even by rain, winter, summer and all sorts of storms, as a symbol of freedom of Hindustan(India). In this poem, he says that the revolt of a slave-emperor against all types of slavery is only the sign of keeping head erected. As he was a slave, so he built this cloud-touching tower against the slavery of this subcontinent.

And now that tower is a warning against colonialism and imperialistic capitalism. The poet leans on this tower after searching for a room for standing. Here the souls, surrounding him like fire-flies, of many poets are weaving design with light. After a while, he will go to the Royal Mosque through the Sher shahshuri Road crossing the old fort to offer Azan. Delhi is near—let it be sung in the roaming and restless poet. In this poem, al Mahmud refers to historical events during Muslim rule in India. Kutub Minar ----made by the emperor Kutubuddin Ibek stands for liberty and the warning to those who tend to extort the liberty of others. Kutubuddin being inspired by Islam established parity and uprooted slavery among men. So, Al Mahmud's inspiration is evident in his reference to the kutub minar. Here he also refers to 'Azan' that he takes for announcing the greatness of Allah to whom all people should down their heads and to nobody else. So Al Mahmud's desire for fraternity and parity among men gets another vivid outlet here. A few lines from the poem,

I felt
Kutubuddin Ibek's large gesture like a huge forefinger,
The gesture of independence of Hindustan. Standing with so straight a head
That remains unshaken by the force of clouds, rain, winter, summer Storms and seasons.
The rebellion of a slave emperor against all sorts of slavery Simply a symbol of holding the head high.
……………………
Today that petrified forefinger is a sign
Protesting colonialism and imperialistic capital.
(The Singing Soul of a Poet, Al Mahmud in English, p 105)

Thus Al Mahmud, standing against the seculars, highlights the very Islamic culture and consciousness inseparable from the Muslims' lives of his territory. As a responsible poet, he regards it his duty to uphold the life, culture and mental make-up of countrymen for whom he writes his poetry. He also upholds Islam's eternal beauty of humanity, liberty, equality, freedom from human slavery.

The revival and fusion of Islamic spirit gives his poetry novelty and diversity. Using very common ordinary words touching the real life of Muslim people Al Mahmud writes excellently humanitarian poems that appeal to all freedom loving people of the world. Being spirited by Islam, his poetry rises to an extra-ordinary height.

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Unbiased Gender Education as a Remedy for Social Inequality in Nigeria

By Adediran Adekunle Amos & Dr. Ojebiyi Olufemi Adesola

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Abstract- Gender biases exist in form of laws and customs that continue to impede female access to make imputes into developmental process. Economic and domestic workloads also impose severe time burden on the feminine gender. Educationally, feminine gender have mostly affected by these negative factors as the National literacy rate for female is lower compared to that of males. In certain states of the federation, the female literacy enrolment and achievement rates are much lower. This is against the fact that education is a basic and fundamental right of all citizens. This study examines whether or not gender roles assigned to feminine gender affect their school performance; the extent gender is used to discriminate feminine gender for access to school. Findings from this study include: Assisting in rearing the going ones is time consuming and it affects educationally performance of girl child or no payment of school fees and sexual harassment. For gender social equality to be achieved and sustained, there is the need for female education to fill the gap. Negative cultures should be adjusted; teachers should stop devaluing girls by and gender equality should be adhered to in any society.ridiculing them and enhancement of women education.

Keywords: unbiased, social inequality, gender education, remedy, developmental.

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UNBIASEDGENDEREDUCATIONASAREMEDYFORSOCIALINEQUALITYINNIGERIA

Strictly as per the compliance and regulations of:

Unbiased Gender Education as a Remedy for Social Inequality in Nigeria

Adediran Adekunle Amos [α] & Dr. Ojebiyi Olufemi Adesola [σ]

Abstract - Gender biases exist in form of laws and customs that continue to impede female access to make imputes into developmental process. Economic and domestic workloads also impose severe time burden on the feminine gender. Educationally, feminine gender have mostly affected by these negative factors as the National literacy rate for female is lower compared to that of males. In certain states of the federation, the female literacy enrolment and achievement rates are much lower. This is against the fact that education is a basic and fundamental right of all citizens. This study examines whether or not gender roles assigned to feminine gender affect their school performance; the extent gender is used to discriminate feminine gender for access to school. Findings from this study include: Assisting in rearing the going ones is time consuming and it affects educationally performance of girl child or no payment of school fees and sexual harassment. For gender social equality to be achieved and sustained, there is the need for female education to fill the gap. Negative cultures should be adjusted; teachers should stop devaluing girls by and gender equality should be adhered to in any society.ridiculing them and enhancement of women education.

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I. Background of the Study

The issue of gender biases according to Orimogunje (2012) could be traced to the traditional African society that creates disparity between men and women. The believe is that, men are more superior than women which invariably allow men to have dominion in every aspects of the community. The issue of gender refers also to the private status of men, the weight they carry, the struggle to assert their masculinity, their fears and concerns and the redressing of imbalance based as male – female relations. Gender as a concept interact with other social classification to affect the degree to which disparity or marginalisation can be evidence in society, such other forms of social identification include racism, sexism, class, caste and other types of prejudices that are built into many institutions all over the world (Ochudo 2010).

According to Kabeer (1994) cited by Ochudo (2010) submitted that gender relation simultaneously "dominate natural equality between sexes and exacerbate the differences". Gender relations therefore reinforces pattern of character traits and dubbed masculine/feminine. Gender is a range of physical, mental and behavioural characteristics distinguishing between masculinity and femininity (Eleanor, 1996, Graham 2001 and WHO 2009). Depending on the context, the term may refer to biological sex (i.e the state of being male, female or inter-sex) social roles (as in gender roles), or gender identity, sexologist. John money introduced the terminological distinction between biological sex and gender as a role in 1955. Before his work, it was uncommon to use the word "gender" to refer to anything but grammatical categories (Eleanor 1996 and Graham 2001). Gender identity is the gender a person self-identifies as one's biological sex that is directly tied to specific social roles and expectations. Butler (1990) considers the concept of being a woman to have more challenges, owing not only to society's viewing women as a social category but also as a felt sense of self, a culturally conditioned or constructed subjective identity (Fausto-Sterling 2000).

The term "Women" according to Fausto-Sterling (2000) has chronically been used as a reference to and for the female body, this usage has been viewed as controversial by feminist in the definition of "woman". There are qualitative analyses that explore and present the representations of gender feminist. WHO (2009) challenge the dominant ideologies concerning gender roles and sex. Social identity refers to the common identification with a collectively or social category that creates a common culture among participants concerned (Hofstede 2001).

Categorizing males and females into social roles creates binaries in which individuals feel they have to be at one end of a linear spectrum and must identify themselves as man or woman. Globally, communities interpret biological differences between men and women to create a set of social expectations that defines the behaviours that appropriate for men and women and determine women's and men's different access to rights, resources, power in society and even health behaviours (Fenstermaker,2002).

Although the specific nature and degree of these differences vary from one society to the next, they typically favour men, creating an imbalance power and gender inequalities in all countries. Gender bias on the other hand is separation of gender in a way which

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prefers one sex over the other. Discrimination is seen where girls are less valued than boys. They are given less educational employment, recreational opportunities. They are exposed to sexual harassment, subjected to violence and abuse. Women have been marginalised, this involves the experience of being rejected, omitted, isolated, segregated and discriminated against because one is a woman. To be marginalized is to be limited in scope, space and freedom of operation, to be restricted in what one can or cannot do under threat of penalty and taboo. Zwalchir, Jurmang & Yaro (2001) opined that there is technology gender gap and gender bias: technology should be equally accessible to male and female students, however gender gap should not exist between males and females in the use of technology and this will bridge social inequality among males and females in the society.

Education which is seen as the main text for liberation is not made available to all, because of gender bias. Corroborating this view, Oguomu (2008) cited by Orimogunje (2012) submitted that, Nigeria like any other developing countries, a notable difference exists in the way men and women participate in community development activities, even though women play a significant role in nation building. In Nigeria for instance according to Orimogunje (2012) submitted that, the national literacy rate for male is 56% compared to 72% for female in certain states of federation, the female's literacy, enrolment and achievement rate are much lower against the back drop of education as a basic and fundamental right of all citizens. As stipulate by Orimogunje (2012) citing national policy on education (2004) made it clear that education is a tool per excellence and a fundamental right to all human person's as enshrined in the United Nations charter (and charter of associated continental and regional bodies) but in particular as in the Nigeria successive constitutions, however, existing evidence indicates that access to education for female has been hampered by several factors (Herz, 1991, Filson and Indabawa, 1991:, UNESCO 1993 and Indabawa 1994 and 1995) Oni (2006), indicated that two-third of the world illiterates are females and the rate of employment of women is also two-thirds to that of men. Importantly, in Nigeria, women are not enjoying the same privilege as men.

Few women go to school, hardly participate in politics and they have no voice in issue relating to development. Filson & Indabawa (1991) in their research findings indicated that where schooling opportunities exists for girls, their participation significantly lag behind to that of boys by 20% at the primary level and dropping again at the secondary and tertiary levels (UNICEF 2003) cited in (Orimogunje 2012).

To ensure gender equality for boys and girls means that they have equal opportunities to enter school as well as to participate in and benefit from the range of subjects or other learning experienced given in the classroom and schools. Curricular for gender, teaching aids and teaching leaning process, girls and boys become equal, equipped with life skills and attitudes that they will need to achieve their fullest potential within and outside of the educational system, regardless of their sex (Orimogunje 2012).

To achieve social equality in the society, there should be equal accessibility to education without gender bias. In order to also achieve overall development in every sector of every nation, there is need for gender equality. Every Nigerian women and men, young and old must be made to participate in the nations journey to greatness. Woman education in this regard becomes the tool for such equality and participation (Orimogunje 2012). In view of the above, this paper assessed unbiased gender education as a remedy for social inequality in Nigeria.

II. Objectives of the Study

The objective of this study is to:

1. Find whether gender roles traditionally assigned to girl children affect their academic performance.
2. Find if gender is being used to discriminate the girl child in terms of access to education.
3. Find if gender issues result in violence against the girl child in education.

III. Research Questions

1. Do gender roles traditionally assigned to girl children affect their academic performance?
2. Is gender being used to discriminate the girl child in terms of access to educational opportunity?
3. Do gender issues result in violence against the girl child in education?

IV. Methodology

The design of this study is descriptive survey. The population of this study was the teachers in secondary schools within Odeda local government area of Ogun state. Simple random sampling method was used to select 120 teachers who have better judgement over the issue since they have more opportunity to observe the girl child, boy child in school and interact with the parents. The instrument was a questionnaire with sections "A" and "B". In section "A" 77 (64%) of the respondents were males while 43 (35%) were females. The age range of the respondents showed that: 18-21 years were 71 (59%); 21-30 years were 33 (27%); 31-40 years were 15 (12%) and 41-50 were 1 (0.84). The educational background of the respondents were as follows: NCE = 80 (68%), BA/BED/BSC = 32 (26%) and MED 7= (5%).

Section "B" of the questionnaire consists of the ten items. Each item was analyzed using mean score. Opinions on the questionnaire were rated based on the intensity of the responses as follows: Strongly agreed

(SA) = 5 points, Agreed (A) = 4 points, Undecided (UD) = 3 points. The decision making therefore is that when the mean is 3 or > 3 the statement in the questionnaire is accepted. When the mean is found to be < 3, the statement in the questionnaire is rejected.

Items 1,2,3 and 4 in the questionnaire are linked to research question one, while items 5,6,7 and 8 in the questionnaire took care of research question two, item 9 and 10 in the questionnaire are for research question three.

V. Results and Discussion of Findings

Research question 1: Do gender roles traditionally assigned to girl child affect academic performance? (Item 1,2,3 and 4).

Table 1 : Traditionally Assigned Gender Roles

S/N	Gender Roles	Mean	Remark
1	Girl child helping taking care of the younger ones	4.5	Highly negatively affecting girl child education
2	Girl child fetching water and dusting household chore	3.8	Negatively affecting girl child education
3	Girls sweeping offices	4.3	Highly negatively affecting girl child education
4	Boys doing more work in the school	3.7	Negatively affecting boy child education.

The four questions above were all accepted. Therefore, the research question which sought to find out whether gender roles traditionally assigned to girl child affect academic performance is found to be true.

The respondents agreed that some girls are assigned with enough work like caring for their younger ones, they scarcely have time to read and this in turn affects them academically. The duties of girl child looking after their younger ones, sweeping, doing house chores etc. are considered female gender roles in Odeda Local government area of Ogun state and Nigeria in general. The girls are usually not only exhausted but their precious time for studying are usually being wasted. The mean score of 4.5, which is the girl role of helping to rear the young ones. This is followed by sweeping the offices, especially when the lessons have began, it has less mean score of 4.4, girl child fetching water and doing house chores has a mean score of 3.8, which is accepted as intersecting with the girl child's school work. On boys working more than girls in school, the mean score is 3.7. This is presenting the girl child negatively. This is in support that, since the girl child scarcely have time to study due to so many works that has been assigned for her to do, but her gender counterpart which is the boy child who has all time to himself and his studies performs better and is noted to be more duty bound than the girl child. This view is in support of the opinions of Orimogunje (2012), Filson & Indabawa (1991), UNICEF (2003) which indicated that where schooling opportunities exist for girls, their participation significantly lag behind than that of boys by 20% at the primary level and dropping again at the secondary and tertiary level. UN (1995) cited by Zwalchir, Jurmang & Yaro (2011) reveal that when girls start to undertake heavy domestic chores at a very early age and are expected to manage both educational and domestic responsibilities, it often results in poor scholastic performance and an early dropout from school.

Research question 2: Is gender being used to discriminate the girl child in terms of access to educational opportunity.

Table 2 : Discrimination in girl child access to school.

S/N	How girls are denied access to school	Mean	Remark
5	Paying school fees of boys before that of girls	4.16	This is highly negatively affecting girl child education
6	That preferring girls to go to coeducational school	3.67	Negatively affecting the girl child in terms of coeducation
7	Girls are less involved in practical subject.	3.86	Negatively affecting the girl child.
8	The position of head boy is higher than that of head girl	3.60	Negatively affecting the girl child by placing her to an inferior position to the boy child.

The four questionnaire items (5,6,7 and 8) drawn from research question two which ask: To what extent can gender be used to discriminate the girl child in terms of access to educational opportunities are all accepted.

This is in agreement that, gender is used against the girl child in terms of access to educational opportunities. The boy child is given priority over the girl in terms of paying their school fees.

The issue that girl child suffers most is in terms of lack of paying their school fees. This has a mean score of 4.18. Many girl children have been discriminated upon and their fees were not paid especially when money cannot go round to support the education of all children in the family. Some parents at times prefer their children to attend only girl schools. They don't like girl child to go to mixed schools. The mean score for this statement is 3.96. Often times girls are spoiled in terms of sexually abused and also do practice lesbianism among themselves. According to UN (1995) cited by Zwalchir, Jurmang & Yaro (2011) discrimination and gender neglect in childhood can initiate a lifelong downward spiral of deprivation and exclusion from the social mainstream. Many factors have also been indicated for girl child not to have access to education. Some of these factors can be traced to traditional believe that the place of woman is in her husband's kitchen and bearing of children (Herz, 1991, UNESCO, 1993, Indabawa 1994 & 1995 and Zwalchir Jurmang and Yaro 2011).

Research question 3: Do gender issues result in violence against girl child in school?

Table 3 : Gender issues resulting to violence against girls.

S/N	Issues resulting to violence against girl	Mean	Remark
9	Girls are more ridiculed than boys	3.27	Negatively affecting the girl child
10	Girls are more sexually harassed than boys.	4.11	Highly negative affecting the girl child

The two questionnaire items (9 and 10) on whether gender issues result in violence against girl child in school are all accepted. The mean score for this is 3.28. This affect the girl child negatively. As to whether girls are more sexually harassed than boys, it has a mean score of 4.11. This is highly negatively affecting the girl child. This is in consonance with the statement that gender is used against the girl child in terms of being ridiculed or harassed sexually at school.

World vision (2007) states that, girls can experience violence physically, psychologically or sexually. Such violence damages health and can prevent education and give scar to girl child for ever, spiritually, psychologically and emotional well being.

VI. Conclusion

This paper focused on the need to educate girl/woman so as to ensure gender unbiased in educational opportunity in order to avoid social inequality among males and females gender. This study has 64% of the respondents as males, and 35% females, most of them fall within the young ages of 18 to 20 years (59%) and none was above 40years. Most of them also are NCE holders (68%).

The respondents were unanimous in accepting that the traditionally assigned roles to the girl child like being assigned much work with caring for their younger ones, sweeping offices, fetching water and doing the house chores affects their readiness for academic work and easily affecting their overall performances. The study also revealed that many girl children have been discriminated against in term of payment of school fees and some parents prefer their girl child to attend girl's school only. This has made many of them to be involved in the practising of lesbianism. Also girl child has been affected negatively through sexually harassment, this has left a long negative experience in many girl children. Finally, the paper revealed that, if women are given better education, they would only be useful in their husband's kitchen and not to better the lots of the societal development.

VII. Recommendations

Based on this study and the revelations given by this paper concerning negative effect of woman education in general. The paper therefore recommends among other things that

- There is need for gender equality legislation by the national assembly.
- Scholarship and waiver of school fees should be provided for women to pursue education to any level.
- The aspects of cultures that are negative to the development of the girl child should be changed or adjusted positively.
- Traditions and beliefs that hinder gender equity and discriminate against the girl child should be changed.
- At school, teachers should be educated to prevent them from devaluing girls by ridiculing them through negative language.
- Early marriage should be discouraged and there should be a law to discourage the early withdrawal of girls from schools.
- There should be child abuse code of conduct signed by every adult in places of work especially in schools and communities.

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Delayed Effects of Education on Graduate Earnings: A Degree of Hope

By John Simister
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Abstract- This paper tests the 'valence hypothesis' which claims a graduate's pay tends to increase in steps, a few years after he or she graduates from university. Data from over a hundred EuroBarometer surveys are combined, to produce a data source with a very large sample. There are drawbacks to using EuroBarometer data to assess this hypothesis, and it appears that a more convincing source of data is needed for us to tell if the valence hypothesis is correct. But the evidence in this paper, while not perfect to assess this topic, does appear to support the valence hypothesis. This suggests there would be advantages to individuals, and to society, if more people are encouraged to attend universities.

Keywords: education; productivity; valence hypothesis.

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DELAYED EFFECTS OF EDUCATION ONGRADUATE EARNINGSA DEGREEOFHOPE

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John Simister

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Keywords: education; productivity; valence hypothesis.

I. Introduction

This paper uses information from European household surveys from 1996 to 2013, to assess the effects of education on earnings. In particular, the focus is on how degree-level education affects earnings –to investigate the 'valence hypothesis' suggested in Simister (2014). There seems widespread agreement that education is desirable, for the individual and for society, but the benefits of a degree may not be obvious if we look at a group of recent graduates – some recent graduates are likely to be unemployed, and other graduates to be in low-paid jobs. The valence hypothesis suggests we should not expect immediate results from a degree: it might take several years for a graduate to acquire the firm-specific skills which an employer values. To make a more reliable assessment of the effects of education on productivity, it may be appropriate to take a longer-term view, by investigating a sample of graduates who left university several years ago. If most graduates eventually obtain higher-paying jobs (compared to non-graduates), then the skills learnt at university (such as using computers, researching, and writing essays) seem beneficial. And if most graduates obtain a higher pay (relative to non-graduates), it seems likely that this higher pay is associated with higher productivity – which implies the degree generally gives benefits to the graduate's employer, and hence to society as a whole. Education would then be a useful investment for society; perhaps justifying bursaries for gifted students from poor backgrounds (West *et al.*, 2009). The key question this paper addresses is: does education give long-term benefits?

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II. Literature Review

Many authors have commented on the importance of education to provide economic progress (e.g. Simister, 2011a). If education increases wages, this suggests education also increases productivity (assuming employers would not pay more to hire graduates, unless graduates were more productive than non-graduates). A few writers disagree, claiming that education should be seen as a 'signal', in that qualifications imply a person has desirable qualities such as being hard-working and intelligent; but empirical evidence generally supports the view that education increases productivity (Rohling, 1986; Simister, 2011b). Holland et al. (2013: 7) wrote "The empirical literature typically finds a positive relationship between education and GDP growth", a view supported by Organisation for Economic Co-operation and Development (2012: 68). 'Human capital theory' is a widely-accepted approach in economics, which claims education confers skills on students (van der Merwe, 2009).

Holland et al. (2013: 56) report that there seems to be a gradual effect of education on economic growth (measured by Gross Domestic Product): the long-run adjustment of an economy is gradual, with about 5 to 15% of the increased education being absorbed into the economy per year. Their regression methodology used an 'error-correction' approach, under the hypothesis that there is a long-term link between education and economic growth.

Empirical analysis by Simister (2014) focused on delayed effects of education, and suggested the hypothesis that a graduate's earnings increase not smoothly, but in two steps. The first step seemed to occur about 3 years after leaving education; and the second step about 7 or 8 years after leaving education. Simister (2014) reported steps in the apparent effects of training graduates: a pattern visible in microeconomic data from the 'British Household Panel Study', and in macroeconomic data on many countries from the World Bank.

Some writers suggest a country should increase the productivity of its workers, in order to be internationally competitive (e.g. Cockburn & Slaughter, 2010: 145; Freeman & Van Reenen, 2009: 5; Holland et

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al., 2013: 23). Other writers (such as Gordon, 2009) imply education may be a positive-sum game, in which all countries can benefit. For example, we would be better able to implement new resources such as mobile phones incorporating computers and satellite navigation, electric vehicles, and 3D-printers if our citizens are more educated. Computer skills can increase productivity (Bapna et al., 2013). However, unlike Holland et al. (2013), the valence hypothesis does not predict a steady rise in productivity after an increase in the number of graduates in an economy.

Previous research has found state spending on education helps economic growth (Hanushek and Wößmann, 2007: 7). Holland et al. (2013: 8) conclude that increasing education of graduates, and the resulting increase in productivity, contributed to about 20% of GDP growth in the UK from 1982 to 2005. However, education spending tends to be less than optimal (Barr, 2004: 344), and hence state subsidy of university education is appropriate. The need to borrow money to pay tuition fees seems to discourage school-leavers from attending university (Callender& Kemp, 2000: 91; Metcalf, 2003: 324). Hence, evidence in this paper is relevant to the debate on how much a government should subsidise education.

The remainder of this paper investigates the 'valence hypothesis'. This hypothesis appears to support 'human capital theory', because it implies a university education tends to have a long-term effect on wages (and, presumably, on productivity).

III. Data and Methods

This paper uses data from the 'EuroBarometer' (EB) series of household surveys, carried out by the European Commission, and made available via Gesis (2014). EuroBarometer surveys aim to assess public opinion in Europe, on topics such as energy use in the European Union; the Euro currency; and the desirability of new countries to join the EU. EuroBarometer surveys also include a number of 'background' variables, often called demographic variables, such as age and gender of the respondent; these background variables are the basis for this paper.

For this paper, the term 'education level' is to represent the person's qualifications, using the 'International Standard Classification of Education' (ISCED), shown in Table 3 below. EuroBarometer report this data for three surveys from 2010; I recode similar education data on Sweden and Norway, to match - as far as possible - the ISCED categories. However, such data are not available in most EB surveys, so a proxy is used. EB surveys ask the respondent "How old were you when you stopped full-time education?" This, subtracted from the respondent's age, tells us how long ago the respondent left education – and acts as a measure of the respondent's education level: it is assumed that any respondent who left university at the age of 23 years or older has tertiary education, and is referred to in this paper as a graduate; whereas anyone who left education younger than 23 years of age is classified as a non-graduate. This indirect assessment is far less reliable than the ISCED classification. People still in full-time education are removed from this analysis.

To compare data from different countries, data in each currency is converted to the equivalent value in Euros using Eurostat (2014b) and Eurostat (2014c): 'Purchasing Power Parity' exchange rates using Eurostat (2014d). To control for inflation between surveys, monthly 'Consumer Price Index' data (set as 100 in 2005) from Eurostat (2014a) is used for this paper. Hence, all income data are in Euros, at 2005 prices.

The earliest monthly CPI data in Eurostat (2014a) is January 1996, hence EuroBarometer data before 1996 are not considered in this paper. This paper uses data from 103 EuroBarometer surveys, from EB 44.2 to EB 80.1 (the latest data available via Gesis at the time of writing). Data cover the period from January 1996 to November 2013. A EuroBarometer survey typically includes interviews in sixteen countries, but more countries are included from 2004; in each country surveyed, about a thousand people are interviewed (Gesis, 2014). Each survey is intended to be representative of the countries covered. EuroBarometer survey data files include various variables for use as weights, but findings in this paper are unweighted (hence, results in this paper are not necessarily representative of the European Union as a whole). Combining surveys for this paper produced a very large sample: over two million people – note, however, that some variables analysed in this paper are only included in a few of the EuroBarometer surveys.

This paper uses two forms of information about earnings: personal income, and household income. The preferred form of data is personal income (variable D15E in EB), because this is the best measure of whether tertiary education raises wages. Unfortunately, only one of the 103 EB surveys used for this paper includes (gross) personal income: EB 67.3, in 2007, which gives a sample of 9,339 people. Another form of income data is household income, which has the advantage that it is available for many EB surveys from 1996 to 2004. To increase the link between household income and the respondent's education, the household income variable (D29) is used to limit the sample of people to households where the respondent said he/she is the main income earner for the household – this provides evidence on 276,260 respondents from thirty-seven EB surveys. In some households, household income is reported as zero - in such households, household income is not used for this paper.

One of the EuroBarometer surveys used for this paper (EB 52.1) includes a question on the main *source* of earnings for the respondent's household, D31b. The author's analysis of D31b (not included in this paper) indicates that where the respondent said he/she is the main earner in their household (in question D19b), the main income source for their household is employment (as opposed to other sources such as pensions or state benefits). Hence, household income used in association with variable D19b may be a reasonable proxy for the respondent's income.

Table 1 : Average age the Respondent Left Full-Time Education, by Year of Interview

Year of interview	Average age at which the respondent left education	Number of people Interviewed
1996	17.6	121,703
1997	17.6	57,757
1998	17.7	43,294
1999	17.8	58,143
2000	17.8	43,078
2001	18.0	103,419
2002	17.9	104,330
2003	18.1	102,863
2004	18.5	87,269
2005	18.4	177,819
2006	18.4	180,550
2007	18.4	127,357
2008	18.5	78,055
2009	18.6	205,943
2010	18.9	204,329
2011	18.8	204,945
2012	19.0	155,796
2013	19.0	133,413

Source: EuroBarometer surveys 44.2 to 80.1 *(author's analysis)*

A noticeable feature of Table 1 is that the average age at which people leave education rose from about 18 years in 1996, to about 19 years in 2013. This is a small change over such a long time-scale, and may explain why Europe seems to have had disappointing economic performance in recent years: for example, most European countries have had little growth in national income since the global financial crisis around 2007. In some countries, such as UK, government austerity measures in the last few years seem to be harming education. For example, Rowlands (2008: 95) reports closure of several science departments in UK universities. Other sources expressing concern about closures of science & engineering departments include Milkround (2004). Lefrere (2007: p. 204) suggested that in Europe, only élite universities can obtain sufficient funding for science & engineering equipment: middle-ranked and low-ranked European universities are now becoming less able to compete with Chinese universities.

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Table 2 : EuroBarometer surveys including ISCED education level

EuroBarometer Survey	Year of Interview	Countries which include data on education level	Sample size (all countries)
46.1	1996	Sweden	886
52.1	1999	Norway	978
54.2	2001	Norway	1015
56.1	2001	Norway	1032
73.2	2010	26 countries & Iceland & Norway	27,552
73.3	2010	26 countries & Iceland &Norway	27,524
75.4	2011	26 countries	26,072
TOTAL			85,059

Source: EuroBarometer *(author's analysis)*

Most EuroBarometer surveys do not include the respondent's education level: it was asked in seven surveys, listed in Table 2 – but in the first four surveys shown (46.1 to 56.1), the question on education level was only asked in Sweden or Norway. In terms of reliability, three of these surveys (73.2, 73.3 and 75.4) have much larger sample-sizes. The 26 countries referred to in Table 2 are as follows: Austria, Belgium, Bulgaria, Cyprus, Czech republic, Germany, Denmark, Estonia, Spain, Finland, France, Greece, Hungary, Ireland, Lithuania, Luxembourg, Latvia, Malta, Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Sweden, and United Kingdom.

Table 3 : Age of Leaving Full-Time Education, by Education Level

Education level of respondent	Average age the respondent left full-time education	Number of people interviewed
Primary education or first stage of basic education	13.5	7,419
Lower secondary or second stage of basic education	16.1	13,189
(Upper) secondary education	18.7	29,969
Post-secondary, non-tertiary education	20.5	7,560
First stage of tertiary education	24.1	16,523
Second stage of tertiary education	26.0	1,566

Source: EuroBarometer surveys 46.1, 52.1, 54.2, 56.1, 73.2, 73.3 & 75.4 (author's analysis)

Table 3 uses education level of the respondent, based on the ISCED classification. Table 3 indicates that on average, people with 'tertiary education' (often called higher education: usually representing graduate or postgraduate-level education) tend to leave education later – typically at 24 or 26 years of age.

Chart 1 reports EuroBarometer respondents' earnings. The horizontal axis shows the time between leaving education and being interviewed; it extends to 37 years, excluding respondents who left full-time education over 37 years ago (if graduation occurs about 24 or 26 years old, as Table 3 suggests, 37 years takes most graduates close to retirement age).

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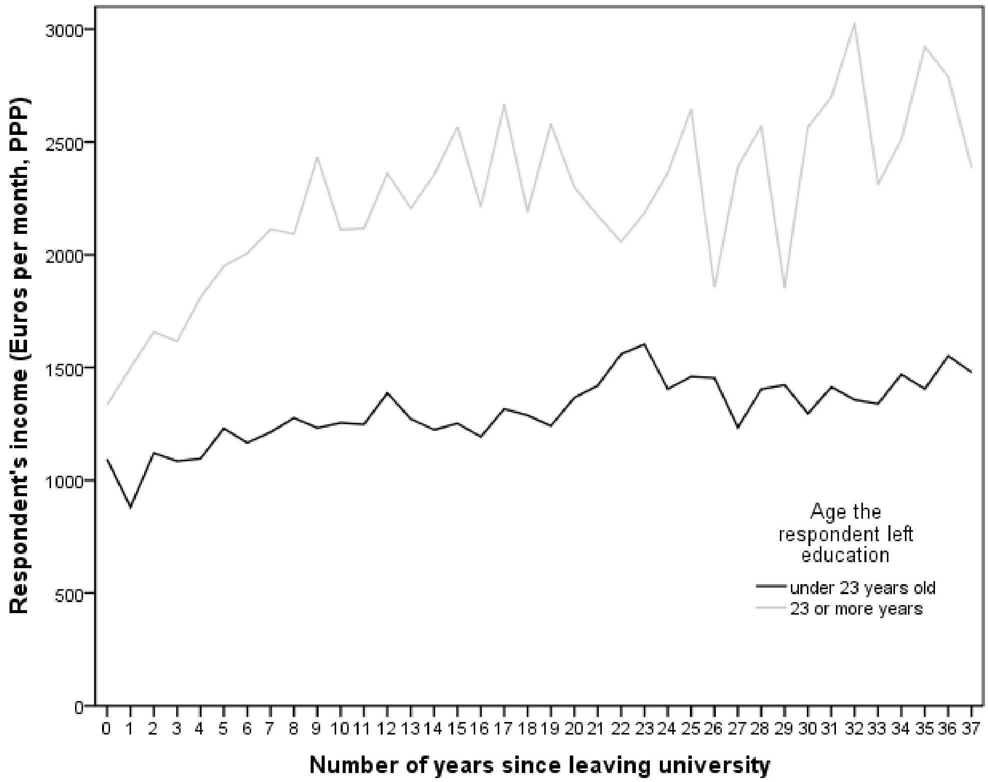
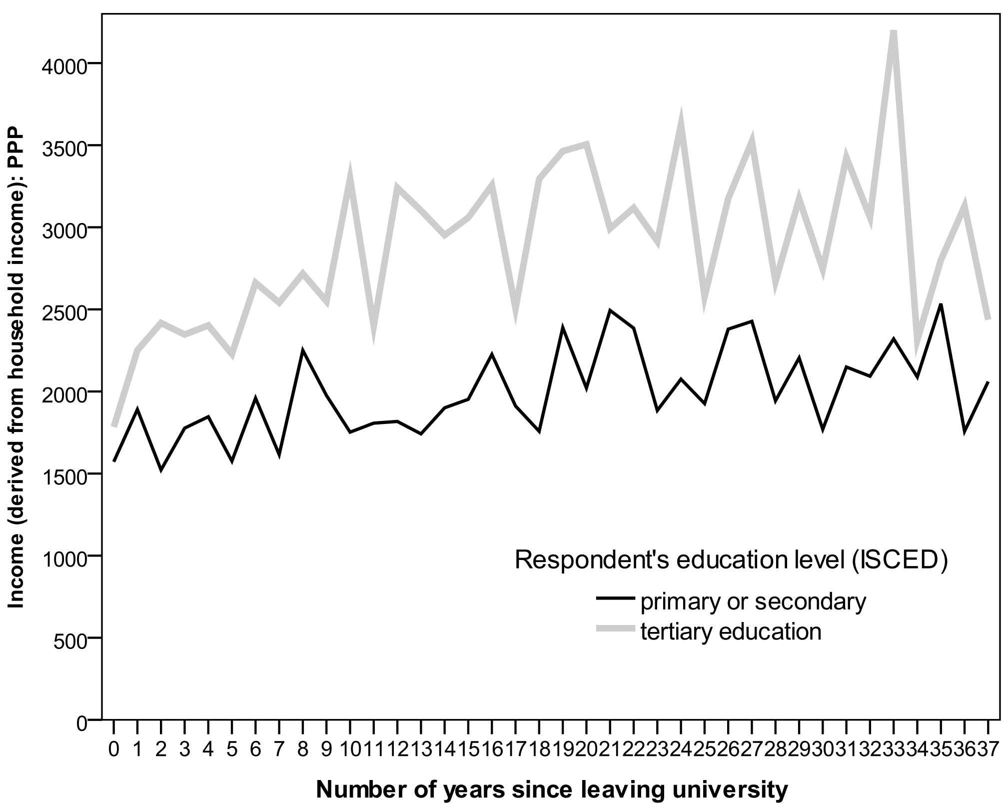


Source: Eurobarometer survey 67.3, 2007: 7,744 cases

Chart 1 : Respondent's Income by Years Since Left Education, and age of Leaving Education.

Chart 1 shows a large difference in pay between graduates and non-graduates (assuming people in full-time education until over 22 years old are 'graduates'). Graduate pay rises from zero to 2 years after leaving education, and (after falling) rises again from 3 to 7 years after graduation – which supports the valence hypothesis (Simister, 2014).



Source: EuroBarometer surveys in 1996, 1999 & 2001: 989 cases.

Chart 2 : Income by Education, and Number of Years Since Leaving University

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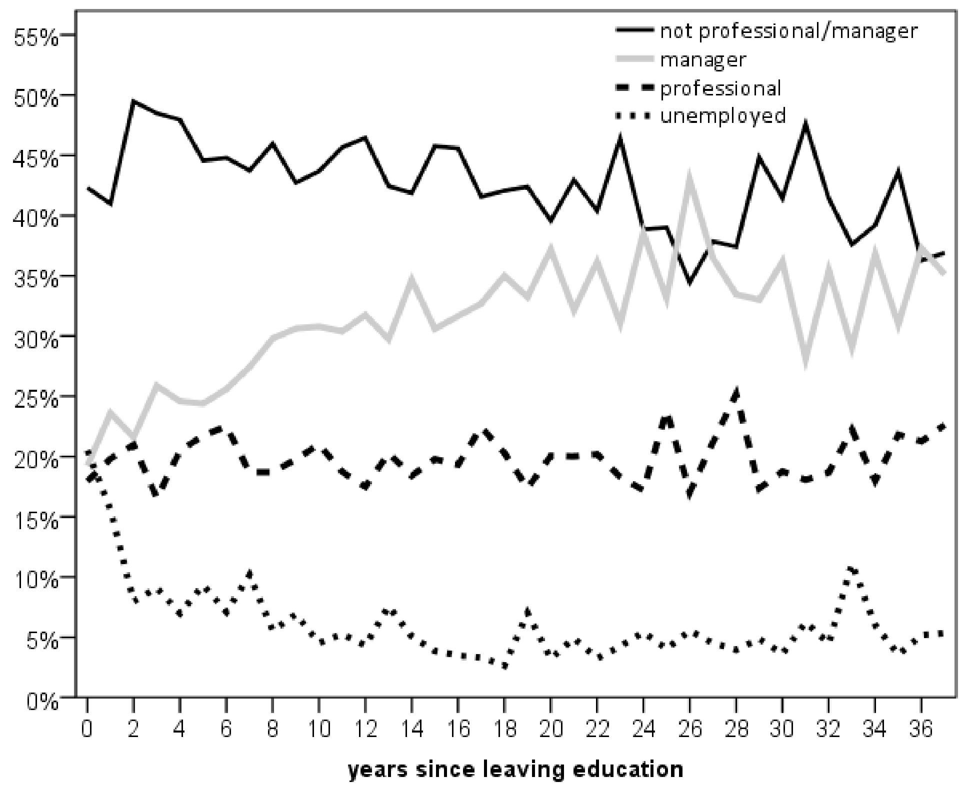
Chart 2 uses household income to assess a respondent's income (limiting data to respondents who are the main earner in their household). Among graduates, pay increases from zero to two years after graduation; followed by a plateau, then a step from year 5 to 6; and there is a further step from year 9 to 10. The first two steps confirm the valence hypothesis; Simister (2014) did not report the third step from year 9, but it seems consistent with Chart 1. Perhaps the valence hypothesis should be revised to include three steps, rather than two – but more research is needed before we can be confident.

A degree seems to delivers rewards: Charts 1 & 2 suggest graduates earn about twice as much as non-graduates, from about ten years after leaving education. This is consistent with Holland et al. (2013: 57) who (studying 15 countries) found "Within our sample, graduates, on average, are paid 70-180 per cent more than workers without formal educational qualifications. Within the UK, the wage premium for graduates is higher than average, at about 160 per cent relative to workers without formal educational qualifications".

It would be helpful to understand steps in graduate pay (after leaving university) in Charts 1 and 2; one possible explanation is promotion. Chart 3 allows us to assess this, by considering whether graduates are likely to be promoted after about 3 or 7 years after leaving education. For Chart 3, graduates are classified into four groups: unemployed; managers; professionals; and other employed people (these add up to 100%).



Source: EB surveys, 1996 to 2013.

Chart 3 : Employment Status, by Years Since Leaving Education (Respondents Who Left Education Over 22)

Chart 3 shows respondents who left full-time education when they were 23 or more years old, giving insights into careers of European graduates. There seems to be a transition about year 2: falling unemployment from about 20% to about 8%, accompanied by an increase in normal (i.e. neither professional nor management) jobs. There is a small rise in the fraction of respondents calling themselves 'professionals', about 4 to 6 years after leaving university; and a steady rise in the fraction of graduates who are 'managers', from about 6 to 8 years after graduation. These changes seem consistent with the valence hypothesis – suggesting pay-rises about 2 years after graduation are due to graduates getting a low-paid job, and the second upward transition in pay at about 7 to 8 years is due to a shift from a low-paid job to a better-paid job (professional or managerial).

Source: EuroBarometer surveys from 1996 to 2004.

Chart 4 : Graduate Pay by Years Since Leaving Education, and Job Type

More evidence is shown in Chart 4, regarding graduate pay in three types of job (normal, professional, and managerial); there seems to be a pay rise for 'other workers' (i.e. not professionals or managers) and managers in the first few years after graduation, although this does not appear to be a sudden step. About six years after graduation, there is increasing pay among professionals; this could be explained by people being promoted to a professional job, or by people who already have a professional job receiving a pay-rise. The fall in managers' pay at year 6 suggests some managers become professionals, but why should this apparently reverse the following year? In the UK, we might interpret rising professionals' pay 6 years after graduation in terms of passing profession exams such as CIMA or ACCA to become qualified accountants, or to become solicitors or medical professionals; but these details may vary from one country to another, and the sample of (for example) accountants in one country may be too small to rely on.

IV. Conclusions

This paper investigates the 'valence hypothesis', which claims there is usually a delay between a person graduating from higher education, and the corresponding increase in his/her earnings. This delay seems to be of several years; and it may consist of two steps. However, the Charts in this paper are not entirely clear; another data source might prove more effective than EuroBarometer surveys, to test the valence hypothesis. The evidence presented in this paper suggests the valence hypothesis is worth pursuing, but more research is needed before we can feel confident about the hypothesis.

There is a large body of previous research which demonstrates the beneficial effects of education on economic progress. This paper supports the mainstream view, in that graduates are better-paid than non-graduates suggesting education raises productivity. The 'valence hypothesis' adds to this literature, because much of the previous empirical work did not allow for possible delayed effects of education; hence, much of the previous research may have underestimated the beneficial effects of education.

This paper supports the claim that education can help Europe escape the current long-term recession which began around 2007. The UK government since 2010 attempted to put the cost of higher education onto students; many young adults in Britain chose to invest in their own education (a wise choice: this paper makes clear that graduates tend to earn more than non-graduates). But the current UK loan scheme may turn out to be more expensive than offering financial support for students, and it seems likely that tuition fees of around £9,000 per year will have discouraged many Britons from going to university (Crawford et al., 2014: 5). Other European countries have no reason to be complacent: Europe seems to be falling behind more forward-looking countries such as USA. According to World Bank (2014), 94.3% of young adults in USA took some form of tertiary education in 2012, compared to 79.6% in Denmark, 61.9% in UK, and 61.7% in Germany. Freeman & Van Reenen (2009: 7) claim there is not enough private investment in education or research– increased government spending seems appropriate; the state should intervene to ensure an egalitarian outcome (Zajda, Majhanovich and Rust, 2006: 10). Education is beneficial.

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"Researching Educational Reforms in Latin America. Inscriptions and Resignification"

By Rosa Nidia Buenfil Burgos

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Abstract- It is commonsense that international agencies dictate courses of action for education. Plenty of research shows how these mandates penetrate domestic policies. However, the way in which these mandates are inscribed in national reforms is not mere imposition or 'just discourse that does not impact on daily educational practices'. The case of two in Latin American countries will help to provide evidence against the previous approach since it does not consider many angles of the process, In this paper from a discursive perspective, and using a different intellective resources I will attempt to illustrate the re-signification of these international mandates in national reforms,and the ways in which it involves positive and negative effects in educational practices that are worth analyzing.

Keywords: 1.educational reforms, 2. political analysis, 3. latinamerican educational reforms, 4. Discourse analysis, 5. teacher education reforms, 6. late xx century educational reforms, 7. political analysis of educational reforms, 8. discursive analysis of educational reforms.

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RESEARCHINGEDUCATIONALREFORMSINLATINAMERICA.INSCRIPTIONSANDRESIGNIFICATION

Strictly as per the compliance and regulations of:

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I. Introduction

Both international and national research have emphasized that educational guidelines and recommendations issued by international agencies such as UNESCO, OECD, WB and IMF cannot be ignored by national policies.

The way in which these guidelines are inscribed in domestic educational policies has mainly been considered to be either a faithful copy –since it is taken to be just an external dictate- or a distortion of what had been mandated.

My claim is that none of these two approaches visualize other ways in which these recommendations are re-signified while being inscribed in national educational schemes and in so doing rich experiences are ignored and no one takes advantage of the potentiality of these re-significations.

Latin America, given its economic, social and cultural conditions, has been considered a geopolitical region upon which educational mandates proceeding from international agencies are imposed. In the following pages I will try to provide some examples of educational reforms in Latin America, namely Mexico and Argentina that in spite of having been a "translation" of World Bank guidelines were re-signified in the process of their implementation (Buenfil, 2000, Cruz, 2000).

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I have organized this paper in three sections: firstly I will briefly contextualize the late eighties reforms in Argentina and Mexico; secondly I will suggest some forms to interpret these resignifications interweaving some conceptual indications as I gather they can be useful; and thirdly, I will present some points for discussion[1].

a) *Examples of educational reforms in two Latin American countries*

In the late 80s and early 90s of the XX century there were important domestic educational reforms both in Mexico and Argentina, the former called Educational Modernization in 1988 (Secretaría de Educación Pública, 1992), and the later named Educational Transformation (Ministerio de Cultura y Educación de la Nación, 1993). Traces of the mandates issued by the World Bank (1990, 1995) and other international agencies can be found in both programs.In this paper I will only mention some aspects of them. For instance, both were openly considering challenges imposed by the globalizing process,[2] both installed strategies to

[1] This paper is based on research conducted at the Departamento de Investigaciones Educativas del Centro de Investigación y Estudios Avanzados, del Instituto Politécnico Nacional in Mexico. An umbrella project on educational policies scrutinized in a qualitative approach under the perspective known as Discourse Theory and Political Analysis (Laclau and Mouffe) or Discursive political analysis (Buenfil) from 1996 to 2008. Within this wide-ranging project specific case research served for MSc degrees (López Ramírez, 1998, Cruz P, 2000, Castro 2003, Juárez, 2005 and a PhD thesis also by Juárez, 2009, *inter alia)* each one was based on field work, interviews, documental analysis, and gave place to specific dissertations and publications). Partial results have been already presented in different formats: graduate dissertations, in 2007 a Key note conference by Buenfil: El Análisis político de discurso como perspectiva analítica para pensar las políticas públicas. La situación de América Latina for the *Especialización para inspectores regionales Política y conducción educativa de la Universidad Pedagógica de la provincia de Buenos Aires*, Buenos Aires, June. In 2009, also by Buenfil a Lecture Jointly Sponsored by Latin American and Caribbean Studies and Department of Curriculum and Instruction, University of Wisconsin at Madison, Dec. 2009, among many others.

[2] Globalization has been widely discussed by scholars during the last decades of the XX century and still in the early XXI. Two extreme perspective still prevail: one that glorifies globalization and another that objects it because of its neoliberal orientation that would allegedly pervade the whole planet. The position I sustain (Buenfil 2000, 2006 and 2009) within this debate is that as interconnectedness globalization involves interpenetration of economic tendencies, contact of cultural diversity, intertwining of many traditions, interdependence of political trends; the production of syncretic and hybrid economic, cultural, educational and political outlooks and prospects. It does not occur without conflict since our planet has

reach some consent from the teacher's union in the Mexican case, and from provinces' authorities and civil society in the Argentinean case (consulta, pactoy concertación); and the main points to be reformed were said to go from curriculum to incentives, from administration to teaching and learning methods, from syllabi to text books; from contents to expected skills, and so on. It is well known that these recommendations have better possibilities to penetrate national programs because the financial support that the World Bank (WB) provides is conditioned to the adoption of their proposals. However, knowing that it penetrates says little about the ways it does so. In terms of the context of their inscription as national policies, Argentina and Mexico show differences since they were not going through similar economic and political processes.

In Mexico Educational Modernization, issued in 1988, was as a part of a political reform [3], a national developmental program associated with "social liberalism" (an euphemism for neoliberalism), and a salvation narrative [4] involving: a) subtle withdrawal of public services (education, health); b) a generalized and increasing call to "community partnership"; c) a national tendency towards "social liberalism" since the current government considered this would compensate their loss of credibility; and d) an increasing involvement of the Catholic Church in public education planning.

Of great importance is the influence of the teacher's union: the Sindicato Nacional de Trabajadores de la Educación (SNTE). This union was founded in the forties, as a result of a union-government compromise, and it recruits on a compulsory basis all the schoolteachers in service in the country, and its only opposition is from within: the so called democratic tendency (CNTE for its initials in Spanish) that emerged within the former though criticizing the authoritarian and corrupt tradition of the SNTE.

Argentina on its part, was living a process of political transition from the military regime (1976-83) to a democratic one. As an attempt to replace conservative values, democracy achieved a nodal position in their discourse that constituted another salvation narrative to rescue the nation from economic crisis, a week institutional system, intense pain in the population, and no doubt, a deteriorated educational system. The teacher´s union Confederación de Trabajadores de la Educación de la República Argentina (CTERA) was founded in 1973 to defend teachers from the authoritarian regime, and recruits teachers in the whole nation.

In spite that both reforms involve programs concerning administration, syllabi, teaching methods amongst their main concerns, in this text I will draw only in the case of the schoolteacher aspects that involved teacher education, updating, and other issues attached to this question.

Both the Argentinean and the Mexican governments adopted the urgency expressed in international recommendations to form proficient schoolteachers: improve teacher formation both by means of demanding training schemes, seminars, lessons, classes, curricula, programs, and a whole system of wage compensations and punishments corresponding to their accomplishment in them, in other words, a curricular turn in their academic formation professionalizing their career.

In terms of the implementation of these policies a common feature was the short time the teachers had to become familiar with the new academic, administrative and employment regulations.

In terms of the signification constructed by schoolteachers around these policies, research has illustrated that cascades of complaints were collected that went from the lineage of the reform: "they are imposed by the WB", "our government just obeys the WB mandates", and so on; to its political incorrectness and its incompetent implementation.

My point here is that domestic impositions and distortions of the recommendations may take place as a result of the fusion of international guidelines into domestic reforms; however this is not the only thing that happens. In the very process of its inscription in domestic programs many re-significations take place that involve persuasion and adoption, resistance and simulation, opposition, contestation and reoccupation of the reform meaning, and many combinations of the former thus opening other political possibilities. These discursive movements allow our understanding of the hegemonic relations taking place as part of the political operations involved in the process under scrutiny.

These political and discursive possibilities are related to the conditions of appropriation each one has, which involve not just epistemological and pedagogical scaffoldings but also: a) a salvation narrative in the sense that the national program promises all sorts of strategies to save the country from the crises it was undergoing. And b) cultural traditions, employment

unequal development in each realm and geopolitical area. Tension, encounter, friction, clash and conflict are constitutive of globalization.

[3] A political reform that opened state-governments and municipal positions to representatives of political parties, while for the previous 70 years only one party (the Partido Revolucionario Institucional, PRI) had been in government (democratically elected). This was unthinkable back in 1980. In the 1990s it became possible, for instance, finding a governor from the conservative Partido Acción Nacional (PAN) legitimately establishing educational orientations undoubtedly regressive in moral and intellectual terms. E.g. in Guanajuato, there was a PANista governor and authorized by the local representative of the Minister of Education, a "Guide for the Good Schoolteacher" was published recommending attitudes, clothing, rituals combining a strong authoritarianism (as for discipline) and puritan values (as for dressing, speech, teaching subjects etcetera). This is easily identifiable with a pre-revolutionary ethical imaginary (i.e. the so called 'Porfirista morals').

[4] Salvation narrative follows the Foucauldian logic implicit in the pastoral modality,a metaphorization of Christian dispositives.

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conditions, and even moral and political preferences and prejudices. The working conditions of Argentinean and Mexican teachers presented some similarities such as low wages with the frequent consequence of schoolteachers having two and even three teaching jobs, poor social allowances, and poor social esteem. However they also have peculiarities. Firstly, the main difference between Mexico and Argentina is paradoxically also related with the very working conditions of teachers, since the former were invited and even summoned to adhere to the new regulations, norms, and updating system, while the Argentineans were warned that the lack of adherence to the reform would cause their job destitution. This sort of intimidation suffered by Argentineans (that the Mexicans did not undergo) plus the presence of each union sets different conditions for the integration and re-signification in each country. Secondly, a subtle cultural difference concerns that Argentinian teachers are mainly formed in universities while in Mexico they have been traditionally trained in Normal Schools (although the Pedagogical University started to instruct teachers in 1978). Thirdly, the unions although being national and massive, they show political differences in terms of their history and their relation with their respective Ministry of Education. Let me now present some examples drawn from research about these reforms.

1. An approach to the Mexican reform called Modernization focused on the way in which teacher's professionalization was differently signified according to the political and ideological orientation of those who have to put it into practice: authorities of the Ministry of Education, militant unionist teachers and teachers in service. The authorities tended to faithfully reproduce the meaning proposed by the reform text itself: a much needed reform to introduce Mexican education in the global competition with less disadvantages, and the much needed teacher updating and training system to raise their professional practice and thus their self-esteem. The militant unionists of the SNTE tended to boast a little, propose some subtle complementary remarks but mainly they did not subvert the meaning proffered by the reform documents. The unionist teachers belonging to the CNTE tended to intensely reject the reform, constructing it in a radically opposed way to the meaning indicated by the reform wording. Finally, the teachers in service, in spite of being members of the union, their position seemed quite indifferent from activist views, and some confessed not to be familiar with the reform as such; they opposed to it "because it was designed on the desk and not within educational reality"; however what they claimed to need from a reform was not really different from the pedagogical, epistemological and even labor approach formulated in the reform text (López Ramirez, J. 1998).
2. A research on the Mexican teacher professionalization pursued through two strategies: Carrera Magisterial (CM) and Programa de Actualización Permanente (PRONAP) focuses on the way in which teachers understand the latter. CM was structured around a set of seminars and classes whose addition would represent a labor promotion and wage increase, while PRONAP was organized to update on qualifications that teachers were supposed to have already, and did not conduce to better labor conditions. Research conducted along teachers illustrate firstly, the evident re-signification of the updating policy since teachers did not realize the differences of these two programs; secondly, That teaches did not identified themselves with this program since they argued it did not take into consideration their own formation trajectories, and because no labor benefits were at sight. The signifier "updating" (in Spanish actualización) is detached from the professionalizing meaning it had within the teacher educational policy and attached to a labor (wage and position) condition (Juárez, 2005).
3. A research comparing the Mexican and Argentinean reforms also illustrates the way in which these policies were differently signified by the designers and the users; however some similarities can be found between the Argentinian and the Mexican schoolteachers in spite of the diversity of their contextual conditions of implementation. Schoolteachers of both countries mentioned the need of a reform, however not with the form, content, strategies and norms of the ones implemented in each country. They also shared the view of a global imposition responding to World Bank mandates. There was a similar doubt as to the pedagogical novelty of the reform. Perhaps because both Argentinean and Mexican teachers had a difficult time to learn the methods indicated by the reforms, they preserved old practices and teaching methods, and they did not realize the substitution of teaching by objectives by teaching competences, or using the Vigotskian model instead of the structural one to teach language. This was not interpreted by the interviewed as a deliberate strategy, but as something that happens. Connected to the previous, they also shared the view of the inefficient implementation in terms of how the reforms were disseminated (too much to learn too soon). The differences turned around the positions they assumed before this new regulation: the Argentineans tended to provide narratives wherein frustration was explicit since although intellectually and politically dissenting, they showed nonetheless the tendency to comply the new rules.

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In this aspect, the Mexican teachers that were interviewed produced narratives more conformist, less controversial, and a bit less compelled to follow faithfully the new mandate (Castro, M. 2003). Further research needs to be done in order to interpret what politically means this conformism and simulation, as well as the educational effects it will bring about in children.

This brief sample of research pieces (succinctly presented) illustrates different ways in which the meaning of educational reforms and policies mutates in the very process of its dissemination along the users, be it from the international mandate to the national policy, be it from the policy designers to the authorities and middle rank functionaries to the teachers, be it from the white unionist to the "dissident" unionist or apolitical teachers, be it from the teacher understanding of some of the specific schemas for their updating and professionalization, or be it from one country to the other.

Many questions arise at this point. Is it administratively useful to explain this alterations as a matter of misunderstandings that can be resolved with non-distorted communication? How many attempts are needed to turn and create a different approach? Is it politically convenient to try and retry imposition and obligation of policies which do not reach a context of appropriation convenient for the strong reduction of dissent, contestation and simulation? Is it pedagogically suitable to produce more teacher educational reforms that hardly ever manage to convoke the alleged beneficiaries? What type of research do we need in order to cope with these paradoxes? One answer to this has been that as policies are distorted in their dissemination there is no use in studying them, and an extreme approach would even claim that policies do not reach everyday school life.

Focused research, in situ studies and micro politics have provided insightful information of the way in which school life goes on. However, the divorce and tensions between particularity –as represented by these studies- and universality as pursued by policies is not confronted. Is it possible and academically feasible to bridge the gap between these two research traditions? Can this intricate web of meanings be rendered understandable in order to achieve both an educational and a political fertile intervention? Is this an adequate terrain to inquire about the teacher formation of dispositions and sensibilities? The weapons of critique need to be refined.

II. Implications on the Way One Interprets this

As it was mentioned earlier in this article, educational reforms have been studied as public policies, as courses of action, as just a set of words that have no effect on daily life in schools; and contrarily, as mere impositions of global neoliberalism producing a homogeneous planet. These opposed interpretations relying on a dichotomy and a disjunctive logic frequently miss a constitutive and thus important dimension of the process. Entangled in an "either/or" approach, the tension between opposed processes is missed and thus a rich field of epistemological and political possibilities. When studied as public policies, reforms are understood in terms of procedures (setting the agenda, choosing policy designers, and administrative rationality organizing implementation plans). Whatever is beyond the expected results is considered anomalous, distorting, or the result of sheer incompetence.

When reforms are understood as just a set of words that have no effect on daily life in schools, no interpretation can be given to both the productive and the sterile changes taking place in schools as a result of these policies, forcing interpretation to cultural, pedagogical or economic causes, either isolated or added in a sum. However, teachers who have been interviewed, claim their everyday life has changed because of these reforms bringing about new burdens.

When educational reforms are studied as mere impositions of global neo-liberalism producing a homogeneous planet, the result of research is predicted before the very act of researching, and indeed, commonsensical generalities are confirmed rather than new knowledge of the particularities of this relationship, its nuances and exceptions. A whole universe of specifications of the way in which these reforms are inscribed in the teachers practice is missed, questions about the formation of sensibilities and dispositions are barely posed, forms of contestation are infrequently observed, interstice tactics a rarely studied as such. The very frontier between what is included and what is excluded, and the process whereby this frontier is demarcated, are seldom scrutinized

In all those approaches the political dimension is basically ignored, either by focusing on imposition and exclusion, disregarding contestation, or by understanding politics just as imposition and missing its persuasive dimension; either by focusing on the administrative aspects of policy design or by enhancing only pedagogical aspects as the very essence of the reform; either by having communicational reason as the foundation and destiny of educational reforms (where all particularity is seen as distortion), or by understanding as separate spheres something that in its existence operates in an imbricate way.

My claim is that without ignoring the neoliberal aspects of these reforms, and without overlooking the distance between the meaning proposed by the reform documents and that constructed by the users, one can also acknowledge and focus on the reverse of this process, the dark side of the moon, the lesser movements that emerge in the interstice of social regulation, and sometimes distort their meaning and even subvert it eventually. In my view, ignoring tension and interstice moves ends up being epistemologically poor and politically useless.

To deal intellectually with tension some methodological tools are needed concerning ontological and epistemological assumptions that I will not fully develop here but that I will at least mention. (Buenfil, 2000). The claim of an ontological position that is discursive, historical, and political, entails the understanding of social reality as constructed, and that one can have access to it as a signifying open ended, imperfect, temporarily stable system. This means that the existence of the "world-outside" (to use an expression dear to Analytical Philosophy) is taken for granted, however, its social meaning (i.e., its objectivity) is not derived from its mere existence, but socially constructed in time and space (i.e., in history). In addition, this contextually conditioned construction entails power relations in the sense that the instituting process of all social convention takes place through the inclusion of some features, norms, values, and practices, and the exclusion of others in a social, epistemological and political asymmetric condition of existence (i.e. historic and ontic). The claim of an epistemological position that is pragmatic, conversational and culturally mediated rejects the possibility of objectivity and truth beyond some discursive network (Rorty, 1989). Thus I am standing on a contextual, relationalist and post-foundationalist terrain (Critchley and Marchart 2004), that involves that all foundations, including "our universal values", are historically established, ergo, context-dependent.

This means that there is no a-temporal essence but all universal principles have once been particular values which came to reach some universality (and thus universality carries traces of particularity and political relations). [5] It has become more frequent to consider universals as the outcome of negotiations historically and geographically situated and no longer transcendental a priori (Laclau 1994). [6] This brings to the fore the constitutive character of the political. Thus, Reason with capital R, rather than being the foundation of universality (as Habermas would desire) is an intellectual nodal point that was universalized from the Enlightenment onwards, leaving aside its counterpart: irrationality.

In order to understand and deal with tension as a fertile approach some logics such as imbrication, displacement and condensation (i.e., over determination), and aporia, seem to be convenient as intellectual images to figure out these relations. Imbrication suggests the idea of a systematic overlapping at the edges, and a resource for understanding that the universal and the particular cannot be thought of apart from each other.[7] Displacement evokes the circulation and mutual pervasion between significations from one symbolic site to another, thus inoculating its intensity in different nodes of a given socio/symbolic network. It represents the reverse side of condensation (the fusion of a multiplicity of intervening factors in one). [8] And aporia suggests an unsolvable tension between opposite forces, co-dependent forces that reciprocally undermine each other while being each other's condition of possibility, and differently from the Hegelian synthesis or the Aristotelian "middle disposition", this very lack of resolution is what produces multiple intellectual and strategic alternatives, since the terms of the tension undermine each other force but do not ultimately eliminate it.

Let us revisit the previous examples where the reforms for teacher education were re-signified in the very process of their implementation in schools.

- Before this reforms were issued, schoolteachers did not have to comply the rules and qualifications they had to after, so there is an undeniable link between the reform and the teacher everyday practice. For instance: teaching by competence, in knowledge areas instead of disciplinary fields, excluding behaviorism and embracing cognitive psycholinguistic; attending update and training classes assigned by the respective Ministry of Education, and so on. A different issue is whether these changes do correspond to those planned and indicated in the reform documents, or not.
- A mandatory dimension cannot be denied either; as we saw that teachers from both Argentina and Mexico signified and represented reform as a sort of obligation or inescapable mandate. However,

[5] The universal is colloquially understood as "something common to all particulars", but one seldom asks oneself how these universals came to be: are they derived from a metaphysical entity (God or Reason) or the outcome of social agreement?

[6] This should not be misunderstood as the abyss of relativism", as foundation lists call it. The lack of an ultimate-positive foundation of morals, science, the community, and so on, does not amount to say that "anything goes" (as Habermas, 1987, bitterly accused the postmodern thinking to be doing, such that the difference between repression and emancipation is blurred). I very much agree with the arguments posed by Bernstein (1983), Rorty (1982) *inter* alia, that relativism is a false problem posed by foundationlists.

[7] Several points call my attention here: universality and particularity are not separable, they are imbricate; the displacement of the signifier is poorly understood with images of determination and "necessary and sufficient causality", instead the logic of overdetermination provides inspiring descriptions (in the Rortyan sense); interpretations of mere imposition (e.g., UNESCO and World Bank impose their principle on national education reforms) are far from observing the multiplicity of processes taking place; the movements of the signifier "educational competence" along different geopolitical scales shows the political and discursive operations that -without excluding- go far beyond an economic, schooling or ideological unidirectional tendency.

[8] In Psychoanalysis these represent two processes operating in dreams.

imposition and obligationare only one side of the process, since on the one hand, some schoolteachers were convinced of the benefits involved in this policy, therefore, persuasion also operated in the reform addressees; and in addition, some teachers were not convinced at all and straightforwardly opposed to it, both through militant collective contestation and through personal dispositions and attitudes towards the reform.

Accordingly, in spite that globalization could have the goal to produce the gradual homogenization of the planet under a universal direction (if this were possible), no insightful inquiry can consider a thorough understanding of globalization as the mere loss of particularity; as research has shown: there is a tension between universality and particularity, and between similarities and differences. As we saw in previous lines global educational policies which are already an outcome of the contact between universalism and particularism, are re-signified when they reach particular sites of educational practices and agents (sites that are not merely physical topo but complex signifying/symbolic networks).

Once we understand this as a process that has also been constructed by means of a variety of meanings, we can handle these significations not as some being faithful and others being distorted, but as discursive constructs entangled with power relations amongst international agencies, national States, governmental institutions, local authorities, and singular schoolteachers. And these agents are inscribed in cultural, institutional and administrative traditions, and take part in political relations to convince and force other about the benefits or harms of some policy, to persuade and impose on the users some dispositions and sensibilities, include and exclude in a reform some principles, in other words, they take part in hegemonic relations: articulation and antagonism (Laclau and Mouffe, 1985).

III. Interweaving Threads: Points For Discussion

In the guise of conclusion (which is an oxymoron in a paper that claims for open ended discourse) I will attempt to interlace some descriptions, arguments and considerations. So far I have introduced some claims, I have presented some examples of educational reforms for teachers in Argentina and Mexico in the late 80s and early 90s, focusing on the diversity of re-significations taking place in their dissemination amongst assigned benefitiaries, and in the process of inscription of international mandates into these reforms. I then commented upon some usual approaches that focus on some aspects ignoring not just relevant data but constitutive processes involved in the dissemination and implementation of reforms. I criticized them arguing that a whole universe of specifications of the way in which these policies are inscribed in the teachers practice is missed, questions about the formation of sensibilities and dispositions are barely posed, forms of contestation are infrequently observed, and interstice tactics a rarely studied as such. And I also suggested the exploration of different concepts and logics of inquiry that enable our understanding of these allegedly lesser processes (i.e., signifying movements, operations, and activities) and render visible epistemological, cultural and political dimensions of reforms in the everyday practice of teachers.

Methodologically speaking, educational research will benefit with the revision of its theoretical tools (i.e., concepts, logics and onto–epistemological positions), as well as the technical aspects of data collection (i.e., not just to gather what will confirm our initial theory) and their analysis; and in addition, reconsider the very questions we ask.

When dichotomy is the logic inspiring our approach we will probably end up with a flat all negative or all positive view of processes (i.e., an "either/or" approach). My contend is that educational research would benefit with logics that visualize unsolvable tension in the heart of social processes, since this may enable the search of political particularity connected with universality in both its senses of imposition and persuasion, inclusion and exclusion, domination and inducement, antagonism and articulation. It would also help to understand the way in which opposed values coexist, imbricate, get in tension and operate in our self; for instance how a schoolteacher who politically and pedagogically reject the reform can choose to comply it, simulate obeisance, cheat in their reports, oppose it openly, undermine it by interstitial tactics, ignore it and keep on teaching the way they know; and so on and so forth. These may be seen by some as minor aspects that do not produce a revolutionary change in education; however, these lesser and sometimes even isolated moves can create a sort of totalizing effect (Foucault) promoting different sensibilities and dispositions. Educational policies affect in different forms the school everyday life of students, teachers and clerks, ignoring the way this happens does not help to induce and conduce them to more effective and democratic paths.

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Learning Model of Physical Education using Multiple Intelegenscies Approaches and Influence on Social and Environmental Development

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Abstract- This study aims to develop a model of teaching physical education using multiple intelligences approach and its influence on the development of society and the environment. Using research methods development research and experimental comparison group design. The population is kindergarten in town, Blitar, Malang, Batu, Malang regency, consisting of 36 preschool, kindergarten as many as 12 samples taken in 3 cities, namely Malang, Blitar stones and as many as 240 people, a path analysis using ANOVA (one way ANOVA) , the F-test at significance level of $\alpha = 0.05$ level. Results, the model of physical education with a model of multiple intelligences approach to the game and play smart relay circuit cheerful, and its influence on social development and the environment with Fhit. = 60 636> F = 3,871.

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Strictly as per the compliance and regulations of:

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Roesdiyanto

Abstract- This study aims to develop a model of teaching physical education using multiple intelligences approach and its influence on the development of society and the environment. Using research methods development research and experimental comparison group design. The population is kindergarten in town, Blitar, Malang, Batu, Malang regency, consisting of 36 preschool, kindergarten as many as 12 samples taken in 3 cities, namely Malang, Blitar stones and as many as 240 people, a path analysis using ANOVA (one way ANOVA) , the F-test at significance level of α = 0.05 level. Results, the model of physical education with a model of multiple intelligences approach to the game and play smart relay circuit cheerful, and its influence on social development and the environment with Fhit. = 60 636> F = 3,871.

I. Preface

Physical Education (PE) cannot be separated from the National Education System, and it is the integral part intergrated with the national Education System. The success of the Physical Education at schools will affect to the success of the National Education System. The physical education has an important role to form the qualified human being physically, mentally, socially and morally.

Successful in life, in the reality it is seen that a person with high IQ does not mean that he is successful and does not mean that he is happy. It shows that IQ is not a warranty for someone's success, although the IQ has an important role in someone's life, especially in the matter of knowledge development (cognitive). According to Gardner (2003) there are at least eight intelligence domains possessed by human being that can be developed since the early time i.e: (1) music, (2) body kynesthetic, (3) mathematics logic, (4) language, (5) (spaces), (6) interpersonal, (7) intrapersonal and (8) naturalistic. Entirely the eight intelligences are called Multiple Intellengecies (MI). Every one has these eight intelligences and every day he or she uses with the different combination and portion (Amstrong, 2003). The multiple intelligence theory of Gardner gives us the point of view of the complete student potention, therefore their multiple abilities that are neglected will be apreciated and developed as well.

Developing the multiple intelligence can be done since the early time, one of the ways is through the education institution for the early-age children. The Sisdiknas regulation no. 20 , 2003 verses 28 about the education for the early-age children states that PAUD is held through the formal education namely TK (kinder garten) and RA (Rudotul Atfal/Islam kindergarten), informal education i.e: Play Group and TPA (Al Qur an Education school) and held through informal education i.e: family education. This research will discuss about the physical education held in the level of the formal education namely Kinder garten or RA (Islam kindergatren).

Besides that, the early-age children are the important period in their ability development. In this case, just like what is stated by Erikson that the age of 3-5 years is the golden period that really determines the children to learn the sensitive period to absorb all information around them and less of the learning stimulation during this age is a disadvantage (Erikson in the Ayahbunda magazine, 2000). That opinion is strengthened by the research result done by some child psychologists. It is explained that the intellectual development of children happens maximally when they are at the early age, more or less 50% of the intelligence variabilities happen when they are at the age of four years old (Diknas, 2002). Those above statements show that at the early-age children, the intelligence is determined, therfore the stimulation given to the early-age children will determine the quality of the children in the future in their life.

Physical Education is given to the students for every level of education, starting from the basic level until the university ones. Based on the curriculum used at schools, the Physical education in kindergarten is called as the Physical development namely the subject /lesson given at the early age is to develop the basic ability through physical activities. Although they are different in words, theoritically, they have the same essence both between the physical education and the physical development i.e: both of them are the parts of

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the education process directed to develop and increase the ability of the human being entirely (physically, mentally, intellectually, emotionally and spiritually) through the media of the physical activities.

The physical education in PAUD (the early-age education) has a potention to develop the intelligence domain of children because the physical education is an education done through the physical activities, by using various activities in the forms of sport activities. Edward (1973) explained that the definition of sport begins from the wide definition including play (bermain), games (permainan) and sport (olah raga). The teaching characteristic in the early age is 'playing while learning' or 'learning while playing' (Diknas, 2004), therefore it is really right if the physical education is used as media to develop intelligence of the early-age children.

II. Method

This study aims to develop a model of teaching physical education using multiple intelligences approach and its influence on the development of society and the environment. Using research methods (1) research and development (2) experimental studies using the static group comparison design. The population is kindergarten in town, Blitar, Malang, Batu, Malang regency, consisting of 36 preschool, kindergarten as many as 12 samples taken in 3 cities, namely Malang, Blitar stones and as many as 240 people, a path analysis using ANOVA (one way ANOVA), the F-test at significance level of $\alpha = 0.05$ level. Results, the model of physical education with a model of multiple intelligences approach to the game and play smart relay circuit cheerful, and its influence on social development and the environment with Fhit. = 60 636> F = 3,871.

III. Result

The influence of the learning model based on the multiple intelligence towards the learning result of the social and environmental development.

The influence of the learning model by using multiple intelligence approach with the learning model at school towards the learning result for the area of the social and environmental development of the early-age children is analyzed by using the ANOVA analyses, from the test we found some data as follows:

Table 1 : The influence of the multiple intelligence learning method Towards the learning result of the social and environmental development

ANOVA

Tes

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	31.646	1	31.646	60.636	.000
Within Groups	163.873	314	.522		
Total	195.519	315			

The result of count F with significance $\alpha = 0.000$ adalah 60.636. Table F (0.05,1,134) = 3.871.Because the count F > F table atau 60.636 > 3.871, therefore the working hypotheses is accepted (H1 is accepted) and the zero hyphotes is rejected, therfore we can say that there is an influence between the learning model by using the multiple intelligence with the learning model existed at school towards the learning result in the area of the social and environmental development.

IV. Discussion

The application of the learning model used by teachers for learning of the early-age children at school basically is not too different from the learning models by using the multiple intelligence. It is just like something explained by Tienjte and Iskandar (2004) which stated that the learning for the early-age children has five essential charateristic of playing in relation with the children's development , namely : a. playing is doing an activity because there is motivation from the children, this activity is done in order that we can entertain ourselves, b. playing is the free choices of the children, they can choose to play or not to play, c. playing must be fun, children must feel fun in getting the experience to do the activity, d. playing is a non-linear activity, this activity involves an element which is from one step to the next step, e. in playing, children are involved actively, this activity involves the children physically and phsychologically.

Hawadi (2001) said the same thing, he explained that the learning for children aged 4-7 years old (early ages) emphasizes on the game forms that have functions to make the children have oportunities to explore, find something, express feeling, have creativity and learn with fun ways. To fulfill those needs, teachers as one of the learning sources need guiding about the various sport games in order to develop the early-age children's capability holistically through the games activities.

It also happens to the approach by using the multiple intelligence on the physical and health learning, it is not different from what we mean of the two opinions above, basically the multiple intelligence approach wants to explore more details about each component of those learning purposes, namely interpersonal intelligence, music, laguages, mathematics logic, spacial, naturatistic, intra personal and kinesthetic. In details those purposes are, a. developing the competence of the rough motoric coordination, b. putting in the sportivity and dicipline values, c. developing the physical fitness, d. introducing the healthy life early, e. introducing beautiful movement through the music rhythm (Diknas, 2004).

However, if we see from the component factors that are going to be developed seriously, we can see that there are differences between the model of learning approach done by the teachers at school and the learning model with the multiple intelligence, especially on the development factors : a. the area of language competence, b. the sense of the social and environmental health, c. creativity, d. the development of the physic and health, in which the learning model with the multiple intelligence approach is better if we compare it with the model of learning approcah done by the teachers at schools.

It is caused that in the model approach of multiple intelligence on each exercise model is emphasized very much on developing those factors (elements). On the interpersonal intelligence we put the evaluation in the factor (element) of social and environment health development to be applied in each game models, with the improved indicator namely : cooperation between two (2) people forms a bridge (traffic games). They are the cooperation to finish pictures and the children's ability to give support to their friends who are playing the games (cheerful relay games and smart circuit). It is suitable with the Gardner theory (2003) which explains that the intelligence or competence to communicate with other people (socializing). According to Soenaryo (2004) the way of learning to optimize the interpersonal intelligence is one of them as mediator/developing the ability to work together (to cooperate). The similar condition is also explained by Amstrong (2003) that the best way of learning for talanted children in this category has the realtionship and the cooperation.

In the development of music competence, there is only one game that applies this intelligence ; however, there is still possibility that all games can put this intelligence, the indicator of this music competence used in the games are : the children's competence to sing songs with the traffic theme while clapping their hands (traffic games). It is suitable with the Gardner theory (2003) which explains that the music competence is a competence that is based on the awarness on the pitch of the tone, including various surrounding sounds and the sensitivity towards the music rhythm. Children with the musical competence learn through the rhythm and the melody, therefore in their learning process we can use the percussion as the music instrument as a way to help them learn new materials (Amstrong,2003). Therefore, the children's ability to know the music instrument and to know how to play it can be used as one of the indicators from the music competence.

Meanwhile in the spatial competence that is included in the creativity development, it is applied in almost all games, the indicators that are developed are: a. using the pictures with the traffic themes (traffic games), b. drawing an object by connecting the dots provided in the pictures and knowing the movement directions (straight or turn/curves) (the cheerful relay games), c. using the bottles filled with the red and blue-colored water, the plantation and animal pictures and playing with the circuit concepts (smart circuit games). These activities are suitable with Gardner opinion 2003) which explains that the intelligence that is realized in the competence by using the sense of sight and the ability to visualize an object, includes a competence to create mental-imagination/drawing (painting). This opinion is supported by Amstrong (2003) which explains that to stimulate this intelligence, children need to be taught through drawing, metaphor, visual and colors. The opinion is strengthen by Suparno (2004) which explains if we want to stimulate this intelligence, we can do it by giving activities that support the elements of colors, shapes, designs, textures, patterns, pictures or visual symbols that can be seen.

Interpersonal Intelligence. This intelligence is used in almost all games; there are some difficulties to apply the intelligence indicators in the games. However, in this module we try to apply this intelligence in the forms of games, the intelligence indicators that are developed are: a. feeling the touch of their friends' bodies and motivating themselves to obey every game's rule and introducing human's identity as well based on the genders (traffic games), b. motivating themselves to hand in the flags to their friend in their group (cheerful relay games), c. motivating themselves to finish the game in every post (smart relay games). The activities in those games are suitable with the Gardner opinion (2003) namely the intelligence related to "the inside aspect" of someone (egoism): self reflection, metacognition, and the awareness of the spiritual reality. Suparno (2004) explained that as educators, teachers can help the children to increase intrapersonal intelligence in some training like managing emotion, training concentration, and empathy, knowing

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themselves. This opinion is supported by Amstrong (2003) which explained that children having this intelligence motivate themselves to do an activity.

For the kinesthetic intelligence, we put the learning evaluation of the early-age children is included in the development of the physical and health elements/factors. In the learning process, physical education is one of many subjects at schools that tries to optimize the children's kinesthetic intelligence, with the kinesthetic intelligence indicator developed are: a. children's competence do movement activities like to stand up, run, walk, bend to form a bridge, crawl, march (traffic games), b. hopping, stepping, jumping, running and walking on the footbridge block (cheerful relay games), c. walking on the footbridge, zig zag running, tiptoeing and crawling (smart circuit games). Gardner (2003) explained that the intelligence is related to the physical movements (the movement of the body or the part of body); including the motor brain nerves that controls the movement of the body and the part of the body. In the application Amstrong (2003) suggested to give children an access to play in the field, hurdle field (a field that is already designed), swimming pool and sport room. Besides that this game is aimed to train the gross motor movement of the children. It is suitable with the opinion of Sugiyanto and Sudjarwo which explained that gross motor skill is a movement in which its application involves the big muscles as the main base of movement (running, walking, throwing, etc). The models of the games developed have already adapted with the early-age children's basic movement needs which are divided into three kinds of movement namely locomotor movement (walking, running, hopping, and jumping), non locomotors (stretching, push-up, sit-up and flickering the body to the frontward) and manipulative (catching, throwing and hitting) (Corbin 1980).

V. Closing

Based on the research purposes, we can conclude as follows: First, there are two models that can be developed by using multiple intelligences approach, which models the post game smart and cheerful relay games,. Second There are differences in the physical education learning outcomes in community development element and environmental health among students who use the learning model of physical education based multiple intelligences (Multiple Intellegencies), by using a learning model used by teachers in schools. The use of the model-based physical education learning multiple intelligences (Multiple Intellegencies) is better than the learning model used by teachers in.

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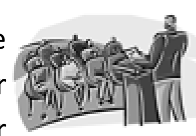

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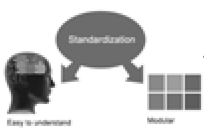

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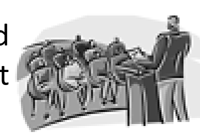

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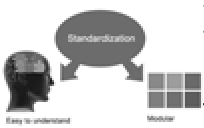

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5.STRUCTURE AND FORMAT OF MANUSCRIPT

The recommended size of original research paper is less than seven thousand words, review papers fewer than seven thousands words also.Preparation of research paper or how to write research paper, are major hurdle, while writing manuscript. The research articles and research letters should be fewer than three thousand words, the structure original research paper; sometime review paper should be as follows:

Papers: These are reports of significant research (typically less than 7000 words equivalent, including tables, figures, references), and comprise:

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(b) A brief Summary, "Abstract" (less than 150 words) containing the major results and conclusions.

(c) Up to ten keywords, that precisely identifies the paper's subject, purpose, and focus.

(d) An Introduction, giving necessary background excluding subheadings; objectives must be clearly declared.

(e) Resources and techniques with sufficient complete experimental details (wherever possible by reference) to permit repetition; sources of information must be given and numerical methods must be specified by reference, unless non-standard.

(f) Results should be presented concisely, by well-designed tables and/or figures; the same data may not be used in both; suitable statistical data should be given. All data must be obtained with attention to numerical detail in the planning stage. As reproduced design has been recognized to be important to experiments for a considerable time, the Editor has decided that any paper that appears not to have adequate numerical treatments of the data will be returned un-refereed;

(g) Discussion should cover the implications and consequences, not just recapitulating the results; conclusions should be summarizing.

(h) Brief Acknowledgements.

(i) References in the proper form.

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References

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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.

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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.

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

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