Online ISSN : 2249-460X
Print ISSN : 0975-587X

Global Journal

of Human-Social Sciences: G

Linguistics & Education

Influence of Socio-Economic

Assessment of Job Performance

Highlights

Social Adjustment Development

Resource Availability and Performance

Discovering Thoughts, Inventing Future

VOLUME 15 ISSUE 11 VERSION 1.0

© 2001-2015 by Global Journal of Human-Social Sciences, USA

Volume 15 Issue 56 was originally issued as G11

Global Journal of Human-Social Science: G
Linguistics & Education

Volume 15 Issue 56
Originally issued as G11

Global Journal of Human-Social Science: G
Linguistics & Education

Volume 15 Issue 11 (Ver. 1.0)

Open Association of Research Society

© Global Journal of Human Social Sciences. 2015.

All rights reserved.

This is a special issue published in version 1.0 of "Global Journal of Human Social Sciences." By Global Journals Inc.

All articles are open access articles distributed under "Global Journal of Human Social Sciences"

Reading License, which permits restricted use. Entire contents are copyright by of "Global Journal of Human Social Sciences" unless otherwise noted on specific articles.

No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without written permission.

The opinions and statements made in this book are those of the authors concerned. Ultraculture has not verified and neither confirms nor denies any of the foregoing and no warranty or fitness is implied.

Engage with the contents herein at your own risk.

The use of this journal, and the terms and conditions for our providing information, is governed by our Disclaimer, Terms and Conditions and Privacy Policy given on our website http://globaljournals.us/terms-and-condition/menu-id-1463/

By referring / using / reading / any type of association / referencing this journal, this signifies and you acknowledge that you have read them and that you accept and will be bound by the terms thereof.

All information, journals, this journal, activities undertaken, materials, services and our website, terms and conditions, privacy policy, and this journal is subject to change anytime without any prior notice.

Incorporation No.: 0423089
License No.: 42125/022010/1186
Registration No.: 430374
Import-Export Code: 1109007027
Employer Identification Number (EIN):
USA Tax ID: 98-0673427

Global Journals Inc.

*(A Delaware USA Incorporation with "Good Standing"; **Reg. Number: 0423089**)*

Sponsors: Open Association of Research Society
Open Scientific Standards

Publisher's Headquarters office

Global Journals Headquarters
301st Edgewater Place Suite, 100 Edgewater Dr.-Pl,
Wakefield MASSACHUSETTS, Pin: 01880,
United States of America
USA Toll Free: +001-888-839-7392
USA Toll Free Fax: +001-888-839-7392

Offset Typesetting

Global Journals Incorporated
2nd, Lansdowne, Lansdowne Rd., Croydon-Surrey,
Pin: CR9 2ER, United Kingdom

Packaging & Continental Dispatching

Global Journals
E-3130 Sudama Nagar, Near Gopur Square,
Indore, M.P., Pin:452009, India

Find a correspondence nodal officer near you

To find nodal officer of your country, please email us at *local@globaljournals.org*

eContacts

Press Inquiries: *press@globaljournals.org*
Investor Inquiries: *investors@globaljournals.org*
Technical Support: *technology@globaljournals.org*
Media & Releases: *media@globaljournals.org*

Pricing (Including by Air Parcel Charges):

For Authors:
22 USD (B/W) & 50 USD (Color)
Yearly Subscription (Personal & Institutional):
200 USD (B/W) & 250 USD (Color)

Integrated Editorial Board
(Computer Science, Engineering, Medical, Management, Natural Science, Social Science)

John A. Hamilton,"Drew" Jr.,
Ph.D., Professor, Management
Computer Science and Software Engineering
Director, Information Assurance Laboratory
Auburn University

Dr. Henry Hexmoor
IEEE senior member since 2004
Ph.D. Computer Science, University at Buffalo
Department of Computer Science
Southern Illinois University at Carbondale

Dr. Osman Balci, Professor
Department of Computer Science
Virginia Tech, Virginia University
Ph.D.and M.S.Syracuse University, Syracuse, New York
M.S. and B.S. Bogazici University, Istanbul, Turkey

Yogita Bajpai
M.Sc. (Computer Science), FICCT
U.S.A.Email:
yogita@computerresearch.org

Dr. T. David A. Forbes
Associate Professor and Range Nutritionist
Ph.D. Edinburgh University - Animal Nutrition
M.S. Aberdeen University - Animal Nutrition
B.A. University of Dublin- Zoology

Dr. Wenying Feng
Professor, Department of Computing & Information Systems
Department of Mathematics
Trent University, Peterborough,
ON Canada K9J 7B8

Dr. Thomas Wischgoll
Computer Science and Engineering,
Wright State University, Dayton, Ohio
B.S., M.S., Ph.D.
(University of Kaiserslautern)

Dr. Abdurrahman Arslanyilmaz
Computer Science & Information Systems Department
Youngstown State University
Ph.D., Texas A&M University
University of Missouri, Columbia
Gazi University, Turkey

Dr. Xiaohong He
Professor of International Business
University of Quinnipiac
BS, Jilin Institute of Technology; MA, MS, PhD,. (University of Texas-Dallas)

Burcin Becerik-Gerber
University of Southern California
Ph.D. in Civil Engineering
DDes from Harvard University
M.S. from University of California, Berkeley & Istanbul University

Dr. Bart Lambrecht
Director of Research in Accounting and FinanceProfessor of Finance
Lancaster University Management School
BA (Antwerp); MPhil, MA, PhD (Cambridge)

Dr. Carlos García Pont
Associate Professor of Marketing
IESE Business School, University of Navarra
Doctor of Philosophy (Management), Massachusetts Institute of Technology (MIT)
Master in Business Administration, IESE, University of Navarra
Degree in Industrial Engineering, Universitat Politècnica de Catalunya

Dr. Fotini Labropulu
Mathematics - Luther College
University of ReginaPh.D., M.Sc. in Mathematics
B.A. (Honors) in Mathematics
University of Windso

Dr. Lynn Lim
Reader in Business and Marketing
Roehampton University, London
BCom, PGDip, MBA (Distinction), PhD, FHEA

Dr. Mihaly Mezei
ASSOCIATE PROFESSOR
Department of Structural and Chemical Biology, Mount Sinai School of Medical Center
Ph.D., Etvs Lornd University
Postdoctoral Training,
New York University

Dr. Söhnke M. Bartram
Department of Accounting and FinanceLancaster University Management SchoolPh.D. (WHU Koblenz)
MBA/BBA (University of Saarbrücken)

Dr. Miguel Angel Ariño
Professor of Decision Sciences
IESE Business School
Barcelona, Spain (Universidad de Navarra)
CEIBS (China Europe International Business School).
Beijing, Shanghai and Shenzhen
Ph.D. in Mathematics
University of Barcelona
BA in Mathematics (Licenciatura)
University of Barcelona

Philip G. Moscoso
Technology and Operations Management
IESE Business School, University of Navarra
Ph.D in Industrial Engineering and Management, ETH Zurich
M.Sc. in Chemical Engineering, ETH Zurich

Dr. Sanjay Dixit, M.D.
Director, EP Laboratories, Philadelphia VA Medical Center
Cardiovascular Medicine - Cardiac Arrhythmia
Univ of Penn School of Medicine

Dr. Han-Xiang Deng
MD., Ph.D
Associate Professor and Research
Department Division of Neuromuscular Medicine
Davee Department of Neurology and Clinical NeuroscienceNorthwestern University
Feinberg School of Medicine

Dr. Pina C. Sanelli
Associate Professor of Public Health
Weill Cornell Medical College
Associate Attending Radiologist
NewYork-Presbyterian Hospital
MRI, MRA, CT, and CTA
Neuroradiology and Diagnostic Radiology
M.D., State University of New York at Buffalo,School of Medicine and Biomedical Sciences

Dr. Roberto Sanchez
Associate Professor
Department of Structural and Chemical Biology
Mount Sinai School of Medicine
Ph.D., The Rockefeller University

Dr. Wen-Yih Sun
Professor of Earth and Atmospheric SciencesPurdue University Director
National Center for Typhoon and Flooding Research, Taiwan
University Chair Professor
Department of Atmospheric Sciences, National Central University, Chung-Li, TaiwanUniversity Chair Professor
Institute of Environmental Engineering, National Chiao Tung University, Hsin-chu, Taiwan.Ph.D., MS The University of Chicago, Geophysical Sciences
BS National Taiwan University, Atmospheric Sciences
Associate Professor of Radiology

Dr. Michael R. Rudnick
M.D., FACP
Associate Professor of Medicine
Chief, Renal Electrolyte and Hypertension Division (PMC)
Penn Medicine, University of Pennsylvania
Presbyterian Medical Center, Philadelphia
Nephrology and Internal Medicine
Certified by the American Board of Internal Medicine

Dr. Bassey Benjamin Esu
B.Sc. Marketing; MBA Marketing; Ph.D Marketing
Lecturer, Department of Marketing, University of Calabar
Tourism Consultant, Cross River State Tourism Development Department
Co-ordinator , Sustainable Tourism Initiative, Calabar, Nigeria

Dr. Aziz M. Barbar, Ph.D.
IEEE Senior Member
Chairperson, Department of Computer Science
AUST - American University of Science & Technology
Alfred Naccash Avenue – Ashrafieh

President Editor (HON.)

Dr. George Perry, (Neuroscientist)
Dean and Professor, College of Sciences
Denham Harman Research Award (American Aging Association)
ISI Highly Cited Researcher, Iberoamerican Molecular Biology Organization
AAAS Fellow, Correspondent Member of Spanish Royal Academy of Sciences
University of Texas at San Antonio
Postdoctoral Fellow (Department of Cell Biology)
Baylor College of Medicine
Houston, Texas, United States

Chief Author (HON.)

Dr. R.K. Dixit
M.Sc., Ph.D., FICCT
Chief Author, India
Email: authorind@computerresearch.org

Dean & Editor-in-Chief (HON.)

Vivek Dubey(HON.)
MS (Industrial Engineering),
MS (Mechanical Engineering)
University of Wisconsin, FICCT
Editor-in-Chief, USA
editorusa@computerresearch.org

Sangita Dixit
M.Sc., FICCT
Dean & Chancellor (Asia Pacific)
deanind@computerresearch.org

Suyash Dixit
(B.E., Computer Science Engineering), FICCTT
President, Web Administration and
Development , CEO at IOSRD
COO at GAOR & OSS

Er. Suyog Dixit
(M. Tech), BE (HONS. in CSE), FICCT
SAP Certified Consultant
CEO at IOSRD, GAOR & OSS
Technical Dean, Global Journals Inc. (US)
Website: www.suyogdixit.com
Email:suyog@suyogdixit.com

Pritesh Rajvaidya
(MS) Computer Science Department
California State University
BE (Computer Science), FICCT
Technical Dean, USA
Email: pritesh@computerresearch.org

Luis Galárraga
J!Research Project Leader
Saarbrücken, Germany

Contents of the Issue

i. Copyright Notice
ii. Editorial Board Members
iii. Chief Author and Dean
iv. Contents of the Issue

1. Teacher Questioning in College English Class: A Guide to Critical Thinking. *1-5*
2. Bangladeshi Engineering EFL Learners' Attitudes towards Learning English: A Comparison between Public University and Private University Students. *7-16*
3. Prompting Learners' Active Participation in an EFL Class. *17-24*
4. Influence of Socio-Economic Background on Social Adjustment Development of Adolescents with Hearing Impairment in Oyo State. *25-27*
5. Promoting a Culture of Scholarship in Higher Education. *29-38*
6. A Cross Disciplinary Assessment of Job Performance among Teachers of Secondary Schools in Cross River State, Nigeria. *39-43*
7. Relationship between Resource Availability and Performance in French Subject in Public Secondary Schools in Vihiga County-Kenya. *45-72*

v. Fellows and Auxiliary Memberships
vi. Process of Submission of Research Paper
vii. Preferred Author Guidelines
viii. Index

Global Journal of human-social science: G
Linguistics & Education
Volume 15 Issue 11 Version 1.0 Year 2015
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Teacher Questioning in College English Class: A Guide to Critical Thinking

By Wang Lihui, Wang Huimin, Zhao Qun, Lin Feng & Qin Yuqing

Ocean University of China, China

Abstract- Amidst the great revolution in China's education system, promoting critical thinking in school education to prepare students for the needs of modern world has been advocated by more and more educators. Critical thinking is a learned skill that needs to be cultivated by effective instruction. Research suggest that teacher questioning plays an important role in promoting students' critical thinking through classroom interaction. This article reviews literature on how critical thinking relates to teacher questioning instructional approach and advocates effective use of teacher questioning technique in college English class to actively engage students in the learning process and guide them to critical thinking.

Keywords: *China, college English class; teacher questioning; critical thinking.*

GJHSS-G Classification : *FOR Code: 420102*

Strictly as per the compliance and regulations of:

© 2015. Wang Lihui, Wang Huimin, Zhao Qun, Lin Feng & Qin Yuqing. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 3.0 Unported License http:// creativecommons.org/licenses/by-nc/3.0/), permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

Teacher Questioning in College English Class: A Guide to Critical Thinking

Wang Lihui [α], Wang Huimin [σ], Zhao Qun [ρ], Lin Feng [ω] & Qin Yuqing [¥]

Abstract- **Amidst the great revolution in China's education system, promoting critical thinking in school education to prepare students for the needs of modern world has been advocated by more and more educators. Critical thinking is a learned skill that needs to be cultivated by effective instruction. Research suggest that teacher questioning plays an important role in promoting students' critical thinking through classroom interaction. This article reviews literature on how critical thinking relates to teacher questioning instructional approach and advocates effective use of teacher questioning technique in college English class to actively engage students in the learning process and guide them to critical thinking.**

Keywords: China, college English class; teacher questioning; critical thinking.

I. Introduction

Critical thinking, widely recognized as an essential skill for the knowledge age, is often regarded as "a fundamental aim and an overriding ideal of education" (Bailin & Siegel, 2003, p.188). A national survey in the United States showed that employers, policy-makers, and educators reached consensus that the dispositional as well as the skills dimension of critical thinking should be considered an essential outcome of a college education (Tsui, 2002).

Critical thinking skills are important because they enable students "to deal effectively with social, scientific, and practical problems" (Shakirova, 2007, p.42). To put it another way, in order for being able to live, work, solving problems, and making decisions effectively in our constantly changing world, merely having knowledge or information is not enough, learners must be able to think critically.

Amidst the great revolution in China's education system, promoting critical thinking has been advocated by more and more Chinese educators (Guo, 2013; Xu, 2013) and has been written into the college curriculum requirements by the Ministry of Education of the People's Republic of China in 2000 (Shen & Yodkhumlue, 2012). Thus cultivating a critical mind has become an indispensable part of college education in China. College English is a compulsory course in Chinese universities. In learning English, students are experiencing the culture of which the English language is part of, the history of the language, the literature of English-speaking countries, and the different thinking dispositions loaded to the English language. Students' understanding, interpretation, and critique of these aspects engage the comprehension, application, analysis, synthesis, and evaluation activities in their cognition. That is critical thinking (Facione, 1990, p.3). Hence, integrating critical thinking into class to engage students in active learning has become a goal for college English teachers.

However, in a typical English class in China, language teachers usually dominate the class and do most of the talking, while most students are busy taking notes. In this way, students become accustomed to merely memorizing and recalling information, hence, being passive learners. As Clement (1979) stated that "we should be teaching students how to think. Instead, we are teaching them what to think" (p.1). The quote reflects this unproductive teaching and learning situation in the Chinese English class.

How can college English teachers integrate critical thinking into their English class and engage the students as active thinkers? The answer may be in our instructional methods.

II. Critical Thinking and Instruction

a) Definition

An early definition of critical thinking was proposed by Bloom. According to Bloom, critical thinking involves the cultivation of a set of skills such as knowledge, comprehension, application, analysis, synthesis, evaluation, and the ability to apply these skills in novel situations (as cited in Fahim & Eslamdoost, 2014, p.141). Ennis (1987) defines critical thinking as the skills introduced by Bloom (1956) in addition to the habits of using the skills. Critical thinking has also been referred to as the process of "thinking about thinking" (Flavell, 1979).

A high-profile definition about critical thinking was developed by American Philosophical Association Delphi panel of 46 experts, including leading scholars in this field such Ennis, Facione, and Paul:

> We understand critical thinking to be purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations upon which that judgment is based. … The ideal critical thinker is habitually inquisitive, well-informed, trustful or reason, open-minded, flexible, fair-minded in evaluation, honest in facing

Author α σ ρ ω ¥: Ocean University of China.
e-mail: lihuiwang108@hotmail.com

© 2015 Global Journals Inc. (US)

> personal biases, prudent in making judgments, willing to reconsider… and persistent in seeking results which are as precise as the subject and the circumstances of inquiry permit. (Facione, 1990, p.3)

Critical thinking has significant theoretical and educational implications in that it has been found to be associated with other higher-order cognitive and meta-cognitive abilities. According to Phan (2010), critical thinking ability plays a pivotal role in shaping learners' motivation and self-efficacy in the learning processes.

b) How Critical Thinking Relates to Instructional Methods

Critical thinking is not an inborn capability, rather, it is a learned skill that needs to be cultivated by teaching and practice (Perkins & Salmon, 1989). However, merely memorizing facts or accept what they read or are taught, students won't be able to develop critical skills, because critical thinking requires students to use higher-order thinking skill to think about their own thinking. Therefore, lecture and rote memorization do not promote critical thinking; critical thinking must be developed, practiced, and continually integrated into the curriculum by engaging students in interactive investigations of intellectual activities so that they can discover and understand important cognitive rules for themselves (Wong, 2007).

In the 1980s, western educators advocated a shift from knowledge-based instruction to new educational approaches in which the main focus is to foster thinking ability of learners (Fahim & Eslamdoost, 2014). Since then, a large number of empirical studies have been conducted to devise activities and strategies to translate this objective to real instructional approaches integrated into classroom and to examine the effects of different instructional approaches aiming at promoting critical thinking among college students.

Findings of research in this vein showed that instructional approaches such as concept mapping (Khodadady & Ghanizadeh, 2011), problem-based learning (Nargundkar, Samaddar, & Mukhopadhyah, 2014), inquiry-based learning (Ku, Ho, Hau, & Lai, 2014), and questioning approach (Shen & Yodkhumlue, 2012; Yang, 2008; Yang, Newby, & Bill, 2005) contribute to critical thinking. Recently, a comparative study investigating the effects of different instructional approaches on critical thinking in online learning settings showed that questioning was the most effective in advancing critical thinking skills (Kalelioğlu & Gülbaharand, 2014).

III. Thinking is Driven by Questions

a) Questioning Instructional Approach

Thinking is driven not by answers but by questions. Teacher questions that stretch students' mind, invite curiosity, stimulate interest, and instill a sense of wonder can not only keep students engaged but also can develop their critical thinking ability.

Brown and Kelley, in their book "Asking the Right Questions: A Guide to Critical Thinking", documented the premise that students' critical thinking is best supported when teachers use critical questioning techniques to engage students actively in the learning process (Brown & Kelley, 1986). Examples of the questions include:

- What do you think about this?
- Why do you think that?
- What is your knowledge based upon?
- What does it imply and presuppose?
- What explains it, connects to it, leads from it?
- How are you viewing it?
- Should it be viewed differently?

Questions stimulate students' ideas, engage them in clarifying their thinking, assessing their evidence, making inference, and promote the depth and breadth of their thinking. Therefore, when questioned about their thinking process, students can begin thinking about their thinking.

Students engaged in questioning process benefit from the clarification of concept, emerge of new ideas, and enhancement of problem-solving skills. By questioning, teachers assess students' knowledge, explore students' ideas, correct misunderstanding, and encourage students to think at higher cognitive levels.

b) Theoretical Basis

Teacher questioning instructional approach can be seen as teaching practice based on Piaget's cognitive constructivism learning theory (Piaget, 1953; Powell & Kalina, 2009) which proposes that knowledge is not passively received but is actively constructed by the learner and Lev Vygotsky's social constructivism learning theory (Powell & Kalina, 2009; Vygotsky, 1962), which emphasizes that social interaction is an integral part of learning. Both the two theories value the question-and-answer instructional approach and suggest that constructivism applied to education is characterized by teachers as facilitators and students who actively construct their own understanding based on their existing knowledge (Powell & Kalina, 2009, p.245).

Teacher questioning in language classrooms can also be seen as is in line with the features of Communicative Language Teaching (CLT) method. In CLT (Richards & Rodgers, 2001), students are expected to interact with the teacher and fellow students, and to use the target language both as a means of communication and as an object of learning. By responding to teachers' questions, students learn the language and also learn to think and communicate with the language.

© 2015 Global Journals Inc. (US)

c) Questioning in College English Class in China

Recently, more and more Chinese educators have noticed the importance of employing questioning instructional approach in college English class. However, these previous studies mainly focused on the relation between teachers' questioning behavior in the classroom and students' oral output (David, 2007; Hu, 2004; Zhou & Zhou, 2002) and how questioning instructional approach enlivens classroom atmosphere, facilitates interaction between teachers and fosters positive teacher-learner relationship (Sun, 2012). Very few research have discussed the potentiality of teacher questioning in promoting students' critical thinking in the Chinese context (Shen & Yodkhumlue. 2012). Therefore, it is important that college English teachers be aware of the power that teacher questioning plays in nurturing critical thinking and strategically employ questioning techniques to advance students' ability to learn, discover, understand, and solve problems on their own.

d) Guiding Students' Critical Thinking

According to questioning expert and educational consultant Lee Hannel (Hannel & Hannel, 2005), teachers who ask the right questions kindle fires of critical thinking and create effective problem solvers.

Bloom (1956) described seven different types of questions. These include: memory, translation, interpretation, application, analysis, synthesis, and evaluation. Other researchers identified more types of questions and argue that different types of questions have different effects (Elder & Paul, 1998).

For example, questions on information guide students to search and revisit their knowledge base and assess the quality of their knowledge; questions on interpretation guide students to examine how they organize and give meaning to information and to consider alternative ways of giving meaning; questions on assumption guide students to examine what they take for granted; questions on implication guide students to follow-up where their thinking is going; questions on relevance guide students to discriminate between what does and what does not bear on a question; questions on precision guide students to give details and be specific; questions on consistency guide students toward thinking about contradictions.

Situated within the problem-solving framework, teacher questioning may also become a tool for controlling students' behavior (Nunan, 2007, p.80) and, therefore, brining them to both intellectual and social-emotional growth (Folsom, 2006) conductive to effective learning.

For example, questions that require student to observe, may instill students the habit of observing and find valuable clues and information that would otherwise be habitually ignored; questions that require students to think and react in another person's position may evoke them to place themselves into another persons shoes to solve conflicts in a decent way; questions that require students to look for connections among seemingly unrelated ideas or things may guide students to logically integrate their thoughts, to make sure that it makes sense within a reasonable systems of some kind.

IV. Effective Questioning

To engage students effectively with questions, educators proposed several strategies (Caram & Davis, 2005; Wang & Wang, 2013).

First, teachers should create a classroom culture open to dialogue in which students are encouraged and willing to respond, and feel confortable thinking through an answer rather than simply having an answer. Positive body language such as smiling, nodding agreement to constructive responses can encourage students to participate in discussions. Teachers should pose questions in nonthreatening ways and receive answers in a supportive fashion. Harsh tones should be deliberately avoided in posing questions and responding to answers.

Second, teachers should select an appropriate level of questions based on students' needs and tailor questions so as to elicit maximum number of responses. Tricky questions and those that simply require a Yes or No response should be avoided because tricky questions may frustrate students and simple Yes-or-No questions without further probing rarely contribute to critical thinking.

Third, teachers should be explorative in mind, allow an indeterminate number of acceptable answers, and open the floor to students' ideas. In this way, the interaction is dialogic and interactive and can create opportunities for students to use English to communicate their thinking with the teacher and peers.

Fourth, teachers should use both pre-planned and emerging questions. Pre-planned questions are those prepared by the teacher to engage students in brainstorming, introduce new concepts and topics, and steer the students' thinking toward specific directions. Emerging questions may derive from students' responses and reactions. Most of the time, emerging questions would bring depth and breath to the discussion and guide both the teacher and the students to unexpected higher-level thinking.

Fifth, teachers should give sufficient wait time. Wait time is the amount of time the teacher waits for students to respond. Generally, five or ten seconds are needed for students to generate responses. Questions at higher cognitive levels tend to require longer wait time. Sufficient wait time is necessary for students to think at higher levels.

Sixth, teachers should respond to students' answers. Listen carefully to the answers given by students; do not interrupt unless where they seem unfocused or straying far off course. Respond to

© 2015 Global Journals Inc. (US)

constructive answers with positive reinforcement. Keep questioning and probing until the student run out of thinking because only when an answer generates a further question does thought continue its life as such.

V. Closing Thoughts

Improving students' critical thinking ability is considered to be an important aspect of teaching at the university level by most educators today. Traditional instructional method in China's college English class as it is usually practiced does not meet the real-world need for developing students' critical thinking ability. Hence, how to cultivate students' critical thinking ability has gained increasing attention in research in China. Drawing from previous research, teacher questioning is an effective instructional approach that promote students' critical thinking. In order for the teacher questioning instructional approach to work as an effective teaching tool in the college English classroom, it is crucial that teachers strategically use and formulate questions of different type and effect to guide students toward critical thinking.

To promote students' critical thinking in college English class in China, equally important may be the shift of focus of curriculum and assessment system. Research (Landsman & Gorski, 2007; Sandholtz, Ogawa, & Scribner, 2004; Sheldon & Biddle, 1998; Wong, 2007) suggest that the standardized curriculum and focus on test scores undermine teachers' ability to address critical thinking in the classroom. The emphasis on "teaching to the test" distracts the learning process from student-centered instruction and places the emphasis on the content. Therefore, to promote critical thinking in English language classroom, besides continuous search for effective instructional approaches, further studies on a shift of focus of curriculum and assessment system would be equally desirable.

References Références Referencias

1. Bailin, S. & Siegel, H. (2003). Critical thinking. In N. Blake, P. Smeyers, R. Smith & P. Standish (Eds.), *The Blackwell Guide to the Philosophy of Education* (pp. 181-193). Oxford, UK: Blackwell.
2. Bloom, B. S. (1956). *Taxonomy of Educational Objectives: The Classification of Educational Goals*. New York: David McKay.
3. Brown, M. N. & Kelley, S. M. (1986). *Asking the Right Questions: A Guide to Critical Thinking* (7th ed.). Englewood Cliffs, NJ: Prentice Hall.
4. Caram, C. A. & Davis. P. B. (2005). Inviting student engagement with questioning. *Kappa Delta Pi Record*, *42*, 18-23.
5. Clement, J. (1979). Introduction to research in cognitive process instruction. In J. Lochhead & J. Clement (Eds.), *Cognitive Process Instruction*. Hillsdale, NJ: Lawrence Erbaum Associates.
6. David, O. F. (2007). Teachers' questioning behavior and ESL classroom interaction pattern. *Humanity and Social Science*, *2*, 127-131.
7. Elder, L. & Paul, R. (1998). The role of socratic questioning in thinking, teaching, and learning. *The Clearing House*, *71*, 297-301.
8. Ennis, R. H. (1987). A taxonomy of critical thinking dispositions and abilities. In J. Baron & R. Sternberg (Eds.), *Teaching Thinking Skills: Theory and Practice* (pp. 9-26). New York: W. H. Freeman.
9. Facione, P. A. (1990). *Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction. Research Findings and Recommendations.* Newark, DE: American Philosophical Association.
10. Fahim, M. & Eslamdoost, S. (2014). Critical thinking: Frameworks and models for teaching. *English Language Teaching*, *7*, 141-151.
11. Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive-development inquiry. *American Psychologist*, *34*, 906-911.
12. Folsom, C. (2006). Making conceptual connections between gifted and general education: Teaching for intellectual and emotional learning (TIEL). *Roeper Review*, *28*, 79-87.
13. Guo, M. (2013). Developing critical thinking in English class: Culture-based knowledge and skills. *Theory and Practice in Language Studies*, *3*, 503-507.
14. Hannel, G. I. & Hannel, L. (2005). *Highly Effective Questioning*. Phoenix, AZ: Hannel Educational Consulting.
15. Hu, Q. (2004). A survey of the models of college English teachers' questioning. *Foreign Language World*, *4*, 22-27.
16. Kalelioglu. F. & Gülbahar, Y. (2014). The effect of instructional techniques on critical thinking and critical thinking dispositions in online discussion. *Educational Technology and Society*, *17*, 248-258.
17. Khodadady, E. & Ghanizadeh, A. (2011). The impact of concept mapping on EFL learners' critical thinking ability. *English Language Teaching*, *4*, 49-60.
18. Ku, K. Y. L., Ho, I.T., Hau, K-T., & Lai, E. C. M. (2014). Integrating direct and inquiry-based instruction in the teaching of critical thinking: An intervention study. *Instructional Science*, *42*, 251-269.
19. Landsman, J. & Gorski. P. (2007). Countering standardization. *Educational Leadership*, *64*, 40-41.
20. Nargundkar, S., Samaddar, S., & Mukhopadhyay, S. (2014). A guided problem-based learning (PBL) approach: Impact on critical thinking. *Decision Sciences Journal of Innovative Education*, *12*, 91-107.
21. Nunan, D. (2007). *Task-based Language Teaching*. Cambridge, UK: Cambridge University Press.

© 2015 Global Journals Inc. (US)

22. Perkins, D. N. & Salomon, G. (1989). Are cognitive skills context - bound. *Educational Researcher*, *19*, 16-25.
23. Phan, H. P. (2010). Critical thinking as a self-regulatory process component in teaching and learning. *Psicothema*, *22*, 284-292.
24. Piaget, J. (1953). *The Origins of Intelligence in Children*. New York, NY: Basic Books.
25. Powell, K. C. & Kalina, C. J. (2009). Cognitive and social constructivism: Developing tools for an effective classroom. *Education*, *130*, 241-250.
26. Richard, J. & Theodore, S. (2001). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
27. Sandholtz, J. H., Ogawa, R. T., & Scribner, S. P. (2004). Standards gaps: Unintended consequences of local standards-based reform. *Teachers College Record*, *106*, 1177-1202.
28. Shakirova, D. M. (2007). Technology for the shaping of college students' and upper-grade students' critical thinking. *Russian Education & Society*, *49*, 42-52.
29. Sheldon, K. M. & Biddle, B. J. (1998). Standards, accountability, and school reform: Perils and pitfalls. *Teachers College Record*, *100*, 164-180.
30. Shen, P. & Yodkhumlue, B. (2012). A case study of teacher's questioning and students' critical thinking in college EFL reading classroom. *International Journal of English Linguistics*, *2*, 199-206.
31. Sun, Z. (2012). An empirical study on new teacher-student relationship and questioning strategies in ESL classroom. *English Language Teaching*, *5*, 176-183.
32. Tsui, L. (2002). Fostering critical thinking through effective pedagogy: Evidence from four instructional studies. *Journal of Higher Education*, *73*, 740-763.
33. Vygotsky, L. S. (1962). *Thought and Language*. Cambridge, MA: MIT Press.
34. Wang K. & Wang, X. (2013). Promoting knowledge construction and cognitive development: A case study of teacher's questioning. *Theory and Practice in Language Studies*, *3*, 1387-1392.
35. Wong, D. (2007). Beyond control and rationality: Dewey, aesthetics, motivation, and educative experiences. *Teachers College Record*, *109*, 192-220.
36. Xu, Q. (2013). Fostering critical thinking competence in EFL classroom. *Studies in Literature and Language*, *7*, 6-9.
37. Yang, Y. C. (2008). A catalyst for teaching critical thinking in a large university class in Taiwan: Asynchronous online discussions with the facilitation of teaching assistants. *Education Technology, Research and Development*, *56*, 241–264.
38. Yang, Y. C., Newby, T. J., & Bill, R. L. (2005). Using socratic questioning to promote critical thinking skills through asynchronous discussion forums in distance learning environments. *American Journal of Distance Education 19*, 163–181.
39. Zhou, X. & Zhou, Y. (2002). A research and analysis of teacher talk in college English classroom. *Foreign Language Teaching and Research*, *34*, 66-71.

© 2015 Global Journals Inc. (US)

This page is intentionally left blank

© 2015 Global Journals Inc. (US)

Global Journal of human-social science: G
Linguistics & Education
Volume 15 Issue 11 Version 1.0 Year 2015
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Bangladeshi Engineering EFL Learners' Attitudes towards Learning English: A Comparison between Public University and Private University Students

By Nousin Laila Bristi

United International University, Bangladesh

Abstract- The objective of this paper is to explore Bangladeshi engineering EFL learners' attitude towards learning English. The study was conducted among 67 students of Computer Science and Engineering departments of United International University, a private University in Bangladeshi and Jahangir Nagar University, a public university in Bangladesh. Data were collected through a 34 items attitude test questionnaire. The findings report that, engineering EFL learners both in public and private universities have moderately positive emotional and cognitive attitudes and highly positive behavioral attitudes to learning English. The study also exposes that, public university students are less competent, more exam-oriented, and more discouraged by bad results. They are also more eager to continue English courses than private university learners. The study also offers some possible solutions to change the overall negative attitudes and to help public university learners stand up equally on the platform of learning the global language.

Keywords: *attitude, tertiary level, english language learning.*

GJHSS-G Classification : *FOR Code: 930102p, 200302*

BANGLADESHIENGINEERINGEFLLEARNERSATTITUDESTOWARDSLEARNINGENGLISHACOMPARISONBETWEENPUBLICUNIVERSITYANDPRIVATEUNIVERSITYSTUDENTS

Strictly as per the compliance and regulations of:

Open Association of Research Society, USA
Research | Diversity | Ethics

© 2015. Nousin Laila Bristi. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 3.0 Unported License http:// creativecommons.org/licenses/by-nc/3.0/), permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

Bangladeshi Engineering EFL Learners' Attitudes towards Learning English: A Comparison between Public University and Private University Students

Nousin Laila Bristi

Abstract- The objective of this paper is to explore Bangladeshi engineering EFL learners' attitude towards learning English. The study was conducted among 67 students of Computer Science and Engineering departments of United International University, a private University in Bangladeshi and Jahangir Nagar University, a public university in Bangladesh. Data were collected through a 34 items attitude test questionnaire. The findings report that, engineering EFL learners both in public and private universities have moderately positive emotional and cognitive attitudes and highly positive behavioral attitudes to learning English. The study also exposes that, public university students are less competent, more exam-oriented, and more discouraged by bad results. They are also more eager to continue English courses than private university learners. The study also offers some possible solutions to change the overall negative attitudes and to help public university learners stand up equally on the platform of learning the global language.

Keywords: attitude, tertiary level, english language learning.

I. Introduction

With the spread of internationalization and globalization, English has become the primary language of communication around the world. Knowing this language can facilitate anyone with many opportunities like good job, higher education, business relations and social and international connections and so on, language researchers and educators are trying to make English language teaching and learning more effective. As a result, recently the affective variables like attitude and aptitude (Krashen, 2002, Benin, 2002) which influence learning outcomes have become an important field of interest among them. In the literature a positive attitude is mostly associated with success and a negative attitude is associated with failure in foreign language learning. So, numerous studies have been conducted to recognize the attitudes of foreign language learners.

In Bangladesh both in private and public universities most of the students come from Bengali medium background. In reverse, the medium of instruction is English in universities. This often create serious obstacle to their academic achievement. The researcher as an educator has observed that, students are generally not performing up to the marks in other subjects including English because of their poor command on English language. Although they are supplemented with English courses, their performances are not satisfactory. One of the probable underlying reasons can be learners' negative attitudes. Unfortunately, this area is still unexplored by other Bangladeshi researchers or educators. Consequently, the study aims to investigate Bangladeshi engineering EFL learners' attitude towards learning English.

II. Literature Review

a) Attitude

Attitude is mainly an area of interest for the psychologists. Attitude is the focus of social psychologists for explaining human behavior (Ajzeni, 2005). According to Hosseini and Pourmandnia (2013) attitude is a kind of mental state of reaction to a particular 'idea, object, person or situation.' Gardner (1985) has also mentioned that, attitude is something that is measured through some other components like individual's reaction to a particular thing. He defines attitude as

> "An evaluative reaction to referent or attitude object, inferred on the basis of individual's beliefs or opinions about the referent."

Attitude is a combination of three components(Gardner, 1985, Millon, Lerner and Weiner, 2003, Weiten, 2013,Jain,2014,McLeod, 2014). They are:

Affective component: It means what the person feels about the attitude component. It is related to the person's emotion about the target object (McLeod, 2014).

Behavioral component: It means the impact of the attitude on the person's action or behavior (McLeod, 2014).

Cognitive component: It means the person's 'belief' or 'knowledge' about the target object (McLeod, 2014).

Author: Faculty member United International University, Nobonir Government Officers' Residence, Khilji Road, Mohammadpur, Dhaka, Bangladesh. e-mail: n.l.bristi@gmail.com

© 2015 Global Journals Inc. (US)

The current study will investigate Bangladeshi engineering EFL learners' attitude towards English language learning based on these three components of attitude.

b) Attitude and foreign or second language learning

In order to learn a language it is not enough only to get the knowledge about the language but also one needs inspiration to learn the language (Hossaini and Pourmandnia, 2013). The inspiration most of the time comes from a person's positive attitude.

Language attitude can be positive or negative. Whatever it is, it reflects 'linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status etc.' of the learners. (Richard, Platts, and Weber, 1985).

Second language learners' attitude to learning the language does not grow over night. It gradually develops as the learners get exposure to the language, the language speaking communities and experience the learning context. Benin (2002) cited from Gardner (1985) that, Second language learners' attitudes to language learning are influenced by two types of factors.

Firstly, there are factors that influence the attitude even before starting learning the language. Secondly, there are factors that influence the attitude during learning the language.

Benin (2002) explains that, before entering into a learning context, second language learners may have either positive or negative attitude to learning the language. These attitudes are influenced by how the learners feel about the language or the people who speak the language. Moreover, Benin (2002) also cites from Gardner (1985) that here learners' motivation also plays an important role in determining their attitude before beginning to learn the language.

Benin (2002) further points out, attitude to learning a second language may develop when the learners are already learning it. He asserts that, these attitudes can be either good or bad for the learners. In this situation the language course the learners are taking and the teachers under whom they are learning will create either positive or negative attitude. At this stage also learners' attitude to learning the second language is influenced by factors like their anxiety, their parents' attitudes to that language, their intensity of motivation.

Gardner (1985) also mentions that, it is the language training which creates positive attitude towards the foreign language culture, foreign language learning, and foreign language speaking community. The present study will focus on the attitudes that learners grow during attending the English courses offered by their universities.

Brown (2000) thinks that, a positive attitude accelerates the language learning success and the success reinforces the attitude whereas a negative attitude causes low motivation and failure in language proficiency. He also thinks that, it is possible to change the negative attitude by direct exposure to target language and language speaking group and culture. An indirect exposure to the language like movies, television, books, newspaper, and magazine produce lower motivation. They create low motivation among learners.

So, in a nutshell it can be said that, learner's positive attitude and learning success are complementary to one another.

Du (2009) talked about the influences of learner's attitude on Second Language Learning (SLA). The influences are following:

- L2 learners with positive attitude learn the language easily and quickly. On the other hand, L2 learners with negative attitude learn the language slowly.
- Learners' attitudes determine learners' commitment. Learners who give up learning in halfway are passive. They possess lower commitment and their achievement is also lower than learners with positive attitude.
- Attitude controls the class performance. Learners with positive attitude are more active in class and possess higher grade.

c) EFL in Bangladeshi Context

In most Bangladeshi schools, colleges teaching and learning English is completely exam oriented (Chowdhury and Karim, 2014). Teachers only teach those skills which will help students to get good grades in their public exams. At secondary and higher secondary levels speaking and listening are not tested. Accordingly, listening and speaking skills remain untaught (Chowdhury and Karim, 2014). Students barely feel any interest to do anything in English except reading or writing the things that are beneficial for their exams. Moreover, the teachers' competence in teaching English is often not up to the standard (Sultana, 2014). All these things together are generating poorly English competent learners for the higher level of education.

These poorly competent students, majority of who are from Bengali Medium schools and colleges (Sultana, 2014) join different public and private universities in Bangladesh. Both in private and public universities class lectures are delivered in English. All the things students read or write in the class are in English. They have to speak in English in the class. Even the exams are conducted in English (Sultana, 2014).The researcher observed that, this sudden change at this stage of education often makes students perplexed.

To help these students to deal with their linguistic difficulties, in both public and private universities they are supplemented with remedial English courses (Sultana, 2014). The names of these courses vary from university to university, such as English I, English 101, Basic English etc. whereas the contents are more or less same. Sultana (2014) finds

© 2015 Global Journals Inc. (US)

that, these courses are not being fruitful enough. But, before imposing any complain on the courses, it would be wise to fathom the attitudes of the learners.

d) The public and private university division

The differences between public universities and private universities and their students both in Bangladesh and the world is a very popular topic among researchers. In Bangladesh since the establishment of Dhaka University in 1921, public institutions had been the mere place for higher education until 1993. As the pressure of students grew, the government passed the private university act in 1992 (Comission, 2009). Since then private universities have brought great changes in higher education sector of the country. In a study by Mazumdar (2013) it is found that, the level of satisfaction about the institution is higher among the students of private universities than that of among the students of public universities. Yet, the demand to study in a public university has remained very high. Limited cost, dormitory facilities, qualified teachers attract students to the public universities. Hence, every year a huge number of students compete to get admission in the limited number of seats in the public universities. According to Khan and Jawad (2015) in 2015 more than three lakh students competed for the 6582 seats in Dhaka University. Among the rest 2.94 lakh students, some of them will get chance in other public universities. But even that won't suffice either as seats are limited. Consequently, many of those students will take admission in different private universities. Therefore, it is generally believed that, those who get chance in public universities are the best students of the country. Naturally, people question the qualities of those who got admitted in private universities. These differences have led to a number of researches between the students of private and public universities, for example difference in ability to assess higher education between public and private university students in Pakistan (Mansoor, 2004), difference between male students of public and private university (Zaman and Muhammad, 2012), and differences in code switching between public and private universities (Chowdhury, 2013). All these debates and researches stimulated the writer to compare the second language learning attitudes of the students of public and private universities in Bangladesh.

III. Statement of the Problem

Researchers and educators have long been trying to upgrade the status of teaching and learning English. They are voicing many socio-economic, logistic and educational deficiencies of teaching and learning English in Bangladesh. Many of those issues have also been addressed. Yet, it cannot be claimed that, Bangladesh university EFL learners are satisfactorily good in English. So, there is a need to look deeper into the problem: the minds of the learners. Nevertheless, little is known about how Bangladeshi EFL learners react when they learn English. Hasan (2010) has very partially discussed the attitudes of high school level learners' attitudes to English speaking Bangladeshis and English language. On that account, the researcher explores Bangladeshi engineering EFL learners' attitude to learning English. In the scope of the study, it will also seek the differences between the attitudes of public and private university learners.

IV. Research Questions

The current study will seek the answers of the following questions:

- What are the attitudes of Bangladeshi engineering EFL learners to English language learning in terms of their feeling, cognition and behavior?
- Is there any major difference between the attitudes of public university engineering EFL learners and private university engineering EFL learners to English language learning?

V. Aims of the Study

- To increase positive attitude of learners.
- To facilitate learners with successful learning.
- To make learners and educators aware about learners' attitude to learning foreign language.
- To make teaching English more effective.

VI. Significance of the Study

The study has multifold importance. To begin with, it will enable the education planners and course designers and educators to realize exactly how they should approach their students. If the students' attitudes are known, it will be easier for them to address the psychological barriers of the group of students to language growth. Then, the study is directly beneficial for the learners. In some cases may be learners are not actually aware about their attitudes. This study will help them to examine their own attitudes and take care of their negative attitudes.

VII. Research Design

The study exploits a quantitative approach. To conceive the attitudes of engineering EFL learners a questionnaire survey was conducted. The particulars of the research design are reported below:

Reliability: A reliability test ensures whether the research tool leaves the same result if it is conducted in different times with the same population (Kimberlin and Winterstein, 2008). The acceptance of a research paper is increased through a reliability test. For testing reliability the steps suggested in Radhakrishna (2007) were followed. At first a pilot study among 20 students from the target population who were supposed to participate in the final survey was conducted. Then a

© 2015 Global Journals Inc. (US)

Cronbach's alpha test was run to ensure the internal reliability of the questionnaire items. The total internal consistency of all 34 questionnaire items is 0.716 which is good. The individual internal consistency for the three attitude categories (emotional, cognitive and behavioral) are given below:

Serial	Attitude category	Number of items	Internal consistency
1.	Emotional attitude	12	0.720
2.	Cognitive attitude	12	0.740
3.	Behavioral attitude	10	0.808

Questionnaire development: For collecting data about engineering EFL learners' attitude towards English language learning, a 34 items questionnaire was used. While developing the questionnaire, Soleimani and Hanafi's (2013) attitude test questionnaire which was adopted from Zainol Abidin, et al. (2012) was consulted and modified for the context of Bangladeshi students. The questionnaire items were carefully adopted, developed and selected based on the researcher's primary observations of students' attitude towards learning English.

Participants: In this research 67 students who are majoring in Computer Sciences and Engineering (CSE) from United International University and Jahangirnagar University participated. They are the first year students of their respective universities and they are taking this English course as a mandatory made by their universities.34 of the participants were from Jahangirnagar University and 33 were from United International University.

Selecting the participants: The external validity of a research can be ensured by proper method of selecting the research participants who are representative of the particular type of population (Ondercin, 2004).Considering the advantages of convenience sampling (Leard Dissertation, Convenience Sampling, 2012) the participants were selected on their availability. For collecting data from private university engineering EFL learners, a group of CSE students who were doing English I course under an English teacher in UIU were selected. Before collecting data both the teacher's and students' consents were taken. Data were taken during the class. The researcher personally administered the data collection procedure. For collecting data from public university the particular English teacher who was taking class with CSE students were contacted first. The teacher arranged the data collection at a different time other than the class time. The teacher informed his class about the research and the students who were willing to participate, appeared on that time. Since JU is far from the researchers' place, the data were collected through a research assistant.

Data Analysis: In order to find students' attitude towards English language learning descriptive statistics was used. In the results two aspects of descriptive statistics are shown: 'Mean' to show the average attitude of the students and 'Standard Deviation' to show how students varied in their responses. To find if there is any difference between the attitudes of public and private university students' attitude to English language learning an 'Independent T-test' was conducted. SPSS version 16.0 was used to find the results.

VIII. Findings of the Survey

a) *Overall emotional, cognitive and behavioral attitude of Bangladeshi Engineering EFL learners*

This section will explain the findings of the attitudes of engineering EFL learners in Bangladesh. The findings are as follow:

Table 1 : Descriptive report of engineering EFL learners' emotional attitude to English language learning

Serial	item	N	Mean	Std. Deviation
1	I feel excited if I can communicate in English with others	67	1.7463	.74556
2	My English class is so interesting. I enjoy my English class a lot.	67	2.1642	.68749
3	When I study English subject, I feel inspired to learn my other subjects too as the books are written in English	67	2.1791	.86909
4	I feel very nervous when my teacher ask me to say something in English	67	2.7015	1.26748
5	I feel very shy to practice speaking with my friends and family	67	2.9403	1.26588
6	I feel bored when I have to do exercises (reading, writing, grammar etc.) in my class	67	3.2090	1.16173
7	I feel much tensed before my English exam	67	3.4925	1.18543
8	If I perform bad/get less marks than my expectation in English Exam, I lose all my interests to study this subject	67	3.2537	1.28326
9	When I fail to communicate in English (inside/outside) class, I feel I am not a smart person	67	2.6418	1.12414
10	I think learning English is a waste of time and energy	67	4.3284	.97527
11	I wish I could drop this course	67	4.1791	.90328
12	To be honest, I have little interest to learn English	67	3.1493	1.39538

© 2015 Global Journals Inc. (US)

Items 1, 2, 3, 11 and 10 are indicators of positive attitudes. The table affirms that learning success enhances their positive feeling and which in turn can bring more success (item-1). Students also realize the importance of learning English (item-10), which can motivate them to have a positive attitude when learning English. Students are quite positive about the English courses that are offered in their universities, and they are very much willing take and study those courses (items 2, 11).

Item numbers 6, 7, and 8 signal lightly positive attitudes. Students enjoy English activities in class sometimes and they remain somewhat stress free before their English exam which in turn can increase their motivation and strengthen their positive attitude. Besides, bad performance in English exam sometimes contributes to build up negative attitudes too.

On the other hand, item numbers 4, 5, 9 and 12 indicate students also have some negative attitudes. They experience anxiety while trying to speak in English. As long as a student cannot overcome his/her shyness and anxiety it is not possible to achieve the language. Even Their linguistic failures lead to grow a negative attitude even about their personality and skills; hence, it causes lack of confidence. In Bangladesh English is taught from class one. Yet when a student comes to the university he/ she knows very little about using the language in real life situation. In university also the major stress on grammar. Therefore, students gradually lose their interest to learn English. Students have also admitted their mild lack interest to learn English (item-. If learners lack genuine interest for learning the language, it becomes tough both for the learner to learn the language and teacher to teach the language.

Table 2 : Descriptive report of engineering EFL learners' cognitive attitude to English language learning

Serial	item	N	Mean	Std. Deviation
1	I think learning English is important because it makes me more educated	67	1.5821	.81926
2	I don't understand most of the lectures of my English class	67	3.6418	1.06886
3	I can't summarize the important point of something that is written in English	67	3.4179	1.10302
4	I can't properly express my feelings, thoughts, ideas in English	67	3.0149	1.09396
5	Frankly speaking, I study and know English as much as I need to pass the exams	67	2.8507	1.25835
6	I can use the knowledge of English subject when studying other subjects	66	1.9242	.91669
7	Learning English helps me to communicate more effectively like talking to teachers, foreign friends , different officers etc.	67	1.7164	.88431
8	I am not satisfied with my English skills	67	2.2090	1.05223
9	I don't know what to do to improve my English communicative skills	67	3.0746	1.15881
10	I often compare myself with my classmates to judge my English proficiency	67	2.5373	1.17200
11	learning English seems difficult and complicated to me	67	3.2239	1.25313
12	I want to study English more in future and gain more knowledge about this language	67	1.7463	.91027

Bangladeshi engineering EFL learners in some cases are highly positive in their cognitive attitude towards learning English. Students think that, learning English is importance for their development which unfolds their motivation. They also agreed that, they can utilize their knowledge of English courses when studying their major courses. Furthermore, they believe these courses help them to make better communication. In this sense the English courses in universities are meeting their objectives to some extent. Universities in Bangladesh aspire to create professionals who can communicate with world and make a better future for themselves and their nation. They try to use different methods of teaching English which help learners to learn English for real needs. Item 10 exposes that, Engineering EFL learners in Bangladesh compare their English skills with their peers to judge their own skills. This kind of meta-cognitive awareness about their own learning will promote their autonomy and increase their level of success. Finally, the participants showed their desire to learn English even after the courses are over. This means they are very positive learners.

The mean scores of 2, 3, 4, 9 and 11 illustrate moderately positive attitudes of the participants. Students think they are moderately capable of understanding English class lectures, expressing themselves and improving their English skills. This may be because the medium of instructions is English, so they get used to it as time passes. The universities also introduce advance ways of improving English skills, so the engineering students are also becoming efficient in learning English. Participants also agreed that, they have mild difficulty in learning English. Needless to say, although Communicative Language Teaching (CLT)

© 2015 Global Journals Inc. (US)

method has been introduced in Bangladesh since the 90s, the teaching of the four skills is still questionable. Specially, in secondary and higher secondary level students hardly practice any authentic skill. Since the basis is weak, even at the university level they struggle to achieve the language.

The mean scores of item number 5 and 8 evince highly negative cognitive attitudes of engineering EFL learners of Bangladesh. Participants acknowledged that, they want to learn English only to pass the exam. The exam oriented learning of English can never help them learning English for real purposes. Students forget most of the things they learnt in the class immediately after the exams are over. This happens because these courses still stick to a lot of grammars and the materials often fail to arouse interests among the learners to continue learning outside the class. Consequently, students live on with strong dissatisfaction about their English skills (item-8).

Table 3 : Descriptive report of engineering EFL learners' behavioral attitude to English language learning

Serial	item	N	Mean	Std. Deviation
1	when I see someone in my class is speaking in English, I want to practice speaking with him/her	67	2.1940	.94129
2	I try to make friendship with those who are good in speaking English in my class	67	2.3582	1.11058
3	If I don't understand a topic, I don't hesitate to ask my teacher to explain it again more clearly	67	2.4030	1.08795
4	I try to practice English speaking like native speakers do	67	2.2239	.98197
5	If I miss my English class, Later I ask my teacher and friends about what were taught and I try to take their help to understand those topics	67	2.1194	.94584
6	I don't pay attention when my English teacher explains the lesson	67	3.7164	.95037
7	I keep myself updated about the latest ways of leaning and improving English	67	2.4478	1.01926
8	While studying English, if I don't get confused about a topic, I take help of internet to understand it clearly	67	2.1343	1.19209
9	I practice English communicative skills that I learn in my English class with my family	67	2.9104	1.23988
10	I try to develop my English communicative skills whenever I get chance	67	1.9254	.89296

Bangladeshi Engineering EFL learners have absolute positive behavioral attitude to learning English as can be seen from table 3. The overall mean scores of this table range from 1.9 to 3.7. Students are very much active in their behavioral attitude to learning English. They try to increase their communicative skills by participating in conversation with more efficient peers and family members (item-1, 2, 9). Additionally, they try to communicate with native speakers which is a positive approach to improve their English communicative skills. They are interested to avail teacher's or peer's help in order to overcome their lack in learning. Even they are very enthusiastic about asking teachers' clarification during the class lecture which indicates both their intensity of motivation and positive attitude. These participants have also affirmed that they utilize modern technologies like internet to improve their English skill. It cannot be doubted they are the language learners of the era of technological advances. For the recent years, the use of Computer Assisted Language Learning (CALL) in private universities has increased (Joher, 2014). It will make them more independent and self-aware learners. Item number 10 unveils that, students are highly interested and involved in developing their English skills. Item number 6 is mildly positive. It means students sometimes don't render enough concentration during the English lecture.

b) *The differences between the attitudes of public and private university engineering EFL learners*

The second research question aimed to find the major differences of attitudes between public and private university engineering EFL learners. Therefore, the following tables and discussion will focus only on the major differences found in the Independent T-test.

© 2015 Global Journals Inc. (US)

Table 4 : Differences of emotional attitudes between public and private university engineering EFL learners

Item		T.	Sig. (2-Tailed)	Status	Public University Mean Score	Private University Mean Score
If I perform bad/get less marks than my expectation in English Exam, I lose all my interests to study this subject	Equal variances assumed	-2.074	.042	Sig.	2.9412	3.5758
	Equal variances not assumed	-2.084	.041			
I wish I could drop this course	Equal variances assumed	-2.255	.027	Sig.	3.9412	4.4242

Table 4 manifests two significant differences of emotional attitudes between public and private university learners. To be clear, no significant difference was found in other ten items of their emotional responses. Findings witness that, public university learners grow more negative attitudes than private university learners following their bad performance in English exam. One possible explanation for this can be public institutions have less opportunities and exposure to learn English. This table also elucidates that, private university learners are more prone to drop English course than public university learners. This is because there is always the option to take the course throughout the education years. But this opportunity is not available in public universities as they offer English courses once in a year.

Table 5 : Differences of cognitive attitudes between public and private university engineering EFL learners

Item		T.	Sig. (2-Tailed)	Status	Public University Mean Score	Private University Mean Score
Frankly speaking, I study and know English as much as I need to pass the exams	Equal variances assumed	-2.398	.019	Sig.	2.5000	3.2121
	Equal variances not assumed	-2.401	.019			
learning English seems difficult and complicated to me	Equal variances assumed	-3.259	.002	Sig.	2.7647	3.6970

Table 5 reports two significant differences of cognitive attitudes of the two groups of students. Here also no significant difference was found with rest ten items of cognitive attitudes. This table unfolds that, public university learners are keener on exam oriented learning of English than private university learners. May be it is because private universities are highly concerned with the English medium instructions. They continuously monitor students' English which is not done in public universities. As a result, private university learners are bound to learn English for their betterment. Moreover, it has also been found that, public university learners find learning English more difficult. Because of better modern facilities in private universities, they excel public university learners in overcoming their learning difficulties.

Interestingly, no significant difference between public and private university engineering EFL learners has been found regarding their behavioral attitudes. This may be because both are aware that, learning English is important and they behave likewise.

c) Discussion of the findings

The findings of the study have strong connection with the theoretical and research literature. Benin (2002) emphasizes that, the course and the course teachers are important sources of positive attitude. In table 1 it can be seen learners have positive emotion regarding their English class, teacher and courses. The participants of this study experience anxiety and lack of confidence while trying to speak in English. Benin (2002) has mentioned learners' anxiety produces negative attitude. Similarly, Lo (2013) found that, Japanese students face shyness and anxiety and lack of confidence when trying to communicate in English. The participants of this study are positive and

© 2015 Global Journals Inc. (US)

not willing to drop their English courses. Du (2009) also stated that, positive learners do not give up learning halfway. Soleimani and Hanafi(2013) found that, Iranian learners have highly positive emotional attitude towards learning English whereas Bangladeshi engineering EFL learners have somewhat positive emotional attitude to learning English.

Secondly, in table 2 learners have affirmed that, they motivated to learn English. Benin (2002) cited from Gardner (1985) that, learners' motivation determine the type of their attitude. So, theory suggests Bangladeshi EFL learners are quite positive learners. Tahaineh's (2013) study on Jordanian students and Chalak and Kasanian's (2010) study on Iranian students also confirm that, the participants are motivated learners. Bangladeshi EFL learners have mild difficulty in expressing themselves, understanding lectures, and improving their English skills. According to Richards, Platts and Weber (1985) these learning difficulties are the reflections of negative attitude. Similar results were found in Asmari's (2013) study on Saudi undergraduate learners and Shivaraman, Balushi and Rao' (2014) study on Omani EFL learners. In contrast, Soleimani and Hanafi's (2010) research on Iraninan Medical students revealed that, they have highly positive cognitive attitude to learning English. Thereupon, it can be summed up that, Bangladeshi engineering learners are most in congruence with their similar learners in other countries. Moreover, in table 3 Bangladeshi engineering EFL learners have very positive behavioral attitude to learning English. They try to involve in activities which will enable them to improve their English. Du (2003) affirmed that, learners with positive attitude are active and successive thriving learners. The findings of Soleimani and Hanafi's (2013) study are identical. On the other hand, study of Shivaraman, Balushi and Rao (2014) and Lo (2013) indicate Omani and Japanese students not that much active in learning English. Therefore, it seems Bangladeshi engineering EFL learners gave a greater prospect of learning English to face the competitive world.

Finally, in table 4 and 5 it is evident that, private University learners have more positive attitudes than public university learners. In a study Bektas-Cetinkaya and Oruc (2010) they have found that private university learners spend more time in learning English than public University learners do. In Chepchieng, Kiboss, Sindabi, Kariuki, Mbugua' (2006) research they also found that private university learners have more positive attitude to their university campus.

So it can be concluded that, the differences between the attitudes of Bangladeshi public and private university EFL learners to learning English is not a detached phenomenon . Rather it is one of the universal conditions of learning English.

IX. Recommendations

Firstly, the exam oriented learning of English is the greatest obstacle to both teaching and learning English. Using authentic materials like reading literary texts, authentic writing activities like keeping journal, writing letters, role playing, listening to music or topic of interest can change this attitudes. These types of activities will not only help them overcoming their anxiety and lack of confidence, but also will help them to practice English skills outside the class.

Secondly, helping students overcome their emotional barrier is pertinent. Because of little exposure to the language, they can hardly come out of these mental barriers. So, more and more exposure both inside and outside the class should be made. It can be done by arranging debates, speaking games which they can also do outside the class. Teachers can also personally encourage the students to raise the level of confidence.

Thirdly, in public universities the classes are large and hardly have any technological support. On the other hand, the classes in private universities are comparatively small; hence, individual students get more attention. Then the use of technology also makes students of private universities to learn better. Therefore, to motivate and enhance learning success of the students of public universities, the number of students in class should be reduced to at least half and the use of technology should be increased.

In addition, the study can be reproduced in a larger version. This study was conducted in a very small size among only 67 students of one private university and one public university. Consequently, the results may not be generalized for all the undergraduate engineering students of the country. So, to get a more valid result, further study with larger group of participants from many more public and private universities should be administered.

Finally, the emotional and cognitive attitudes that Bangladeshi engineering EFL possess, can be directly related to and also inherited from their language learning experiences in secondary and higher secondary levels. As a result, the researcher strongly recommends that, more studies on the attitudes of secondary and higher secondary level learners ought to be carried out.

X. Conclusion

The study under consideration has helped to get important insight into both public and private university Bangladeshi engineering EFL learners' attitude to learning English. Both groups possess moderately positive attitude learning English. They also own some very strongly influential negative attitudes. The findings also suggest that, public university students have more negative attitudes than private

© 2015 Global Journals Inc. (US)

university students. Therefore, it can be understood that, Bangladeshi engineering EFL students need to boost their attitudes to have better success in learning English. To say the truth, it is not easy to deal with learners' attitude as Elyidirium and Ashton (2006) mention it is a complex feature of human social and psychological practices. In this circumstance, the teachers, the planners and the learners of Bangladesh should work together to strengthen learners' positive attitude and to increase learning success.

References Références Referencias

1. Ajzen, I. (2005). Attitudes, Personality and Behavior. In M. Tony (Ed.), *Attitudes and Personality Traits* (pp. 1-23). Berkshire, England: Open University Press.
2. Asmari, A. (2013). Saudi University Undergraduates' Language Learning Attitudes: A Preparatory Year Perspective. *International Journal of Asian Social Science*, *3*, 2288-2306.Retrieved from http://www.aessweb.com/journals/5007
3. Bektaş-Çetinkaya, Y., & Oruç, N. (2010).Turkish students 'motivation to learn English at public and private universities. *Procedia - Social and Behavioral Sciences*, *2*, 4662-4666. doi: http://dx.doi.org/10.1016/j.sbspro.2010.03.746
4. Benin, C. V. (2002). The Impact of Learner's Attitude on Second Language Learning. *Sciences SocialesEt Humaines*, *004*(B), 45-50. Retrieved from http://greenstone.lecames.org/collect/revu/index/assoc/HASHef6d.dir/B-004-00-045-050.pdf
5. Bobkina, J., & Calyea, M. (2012). Motivation and Attitudes towards Learning English: a Study of Engineering Undergraduates at the Technical University of Madrid. In *ICERI2012 Proceedings,* 2012, 4492-4501. Retrieved from http://library.iated.org/publications/ICERI2012
6. Brown, H. (2000). *Principles of Language Learning and Teaching* (4th ed.). New York: Pearson Education Company.
7. Chalak, A., & Kassaian, Z. (2010). Motivation and Attitudes Of Iranian Undergraduate EFL Students Towards Learning English. *GEMA Online™ Journal Of Language Studies*, *10*(2), 37-56. Retrieved from http://ejournal.ukm.my/gema/index
8. Chaudhury, T., & Karim, M. (2014).CLT Approach in Developing English Reading Skills in Tertiary Levels in Bangladesh. *Asian Journal of Education and E-Learning*, *2*(1), 47-55. Retrieved from http://www.ajouronline.com/index.php?journal=AJEEL&page=-index
9. Chowdhury, N. (2012). Classroom Code Switching of English Language Teachers at Tertiary Level: A Bangladeshi Perspective. *Stamford Journal of English*, *7, 40-61* .http://dx.doi.org/ 10.3329/sje.v7i0.14462
10. Chepchieng, M., Kiboss, J., Sindabi, A., Kariuki and Stephen, M., & Mbugua, N. (2006). Students' Attitudes toward Campus Environment: A Comparative study of Public and Private Universities in Kenya. *Educational Research and Reviews*, *1*(6), 174-179. Retrieved from http://www.academicjournals.org/journal/ERR.
11. Du, X. (2009). The Affective Filter in Second Language Teaching. *Asian Social Science*, *5*(8), 163.Doi: 10.5539/ass.v5n8p162
12. Elyıldırım, S., & Ashton, S. (2006). Creating Positive Attitudes towards English as a Foreign Language. *English Teaching Forum*, *4*, 2-21. Retrieved from http://americanenglish.state.gov/files/ae/resource_files/06-44-4-b.pdf
13. Gardner, R. (1985). Social Phycology and Second Language Learning: The Role of Attitude and Motivation. In Giles, H. (Ed.), *Second language acquisition: Focus on attitude change*. (pp. 84-107). Bedford Square, London: Edward Arnold (Publishers) Ltd.
14. Hasan, M. (2010). Individual and Social-Psychological Variables Related to Bangladeshi Students and Their Proficiency in ESL. *The Journal Of Asia TEFL*, 7(1), 333-361. Retrieved from http://www.asiatefl.org/
15. Hosseini, S. (2013).Language Learners' Attitudes and Beliefs: Brief Review of the Related Literature and Frameworks. *International Journal on New Trends In Education And Their Implications*, *4*(4), 63-74. Retrieved from http://www.ijonte.org/
16. Jain, V. (2014).3D Model of Attitude. *International Journal Of Advanced Research In Management And Social Sciences*, *3*(3), 1-12. Retrieved from http://www.garph.co.uk/about.html
17. Johnson, Y. (2012). Attitudes towards EFL Learning and Extensive Reading in Japanese Engineering Students.北海道言語文化研究*10*, 65-81. Retrieved from https://translate.google.com.bd/translate?hl=en&sl=ja&u=http://www3.muroran-it.ac.jp/hlc/&prev=search
18. Kimberlin, C., & Winterstein, A. (2008). Validity and reliability of measurement instruments used in research. Am J Health-Syst Pharm, 65, 2276-2284.doi:10.2146/ajhp070364
19. Khan, A., &Jawad, M. (2015). Debunking Myths about Private Universities. *The Daily Star*. Retrieved from http://www.thedailystar.net/shout/debunking-myths-about-private-universities-70737
20. Krashen, S. (2002).*Second Language Acquisition and Second Language Learning*. Retrieved from http://www.sdkrashen.com/content/books/sl_acquisition_and_learning.pdf
21. Leard Dissertation (2012).Research Strategy. Retrieved August 13, 2015 from http://dissertation.laerd.com/convenience-sampling.php

© 2015 Global Journals Inc. (US)

22. Lo, P. (2013). Motivation and Attitudes Towards Learning and Using English Outside the Classroom Environment: A Study of the Library and Information Science Undergraduates at the University of Tsukuba. *The Asian Conference on Language Learning 2013 Official Conference Proceedings, Osaka, Japan*. Retrieved from http://iafor.org/conference-proceedings-the-third-asian-conference-on-language-learning-2013/
23. Mansoor, S. (2004). TEFL in Pakistan: Emerging Issues. *The Journal of Asia TEFL*, *1*(1), 349-374. Retrieved from http://www.asiatefl.org/
24. Mazumder, Q. (2013). Student Satisfaction in Private and Public Universities in Bangladesh. *International Journal Of Evaluation And Research In Education (IJERE), 2*(2), 78-84. Retrieved from http://iaesjournal.com/online/index.php/IJERE/index
25. Mcleod, S. (2014). *Simply Psychology*. Retrieved 30 September, 2015, from http://www.simplypsychology.org/attitudes.html
26. M. Joher, U. (2014). *CALL: The Changing Trends of Language Learning and Teaching in Private Universities of Bangladesh* (Graduation Thesis, BRAC University, Dhaka). Retrieved from http://dspace.bracu.ac.bd/handle/10361/3549
27. Ondercine , H. L. (2004). External Vality. The SAGE Encyclopedia of Social Science Research Methods. Lewis-Beck, M. S., Bryman, A.,Liao, T. F. (Eds.) retrieved from srmo.sagepub.com/view/-the-sage-encyclopedia-of-social-science-research-methods/SAGE.xml
28. Radhakrishna, R. (2007). Tips for Developing and Testing Questionnaires/Instruments. *Journal of Extension*, *45*(1). Retrieved from http://www.joe.org/index.php
29. Richards, J., Platt, J., & Weber, H. (1985). *Longman Dictionary of Applied Linguistics* (p. 155). Essex, England: Longman Group UK Limited.
30. Sultana, S. (2014). English as a Medium of Instruction in Bangladesh's Higher Education Empowering or Disadvantaging Students? *Asian EFL Journal*, *16*(1), 11-52. Retrieved from http://asian-efl-journal.com/
31. Sivaraman, I., Balushi, A., & Rao, D. (2014).Understanding Omani students' (University) English Language Problems. *International Journal of Sciences: Basic and Applied Research (IJSBAR)*, *13*(1), 28-35. Retrieved from http://gssrr.org/index.php?journal=JournalOfBasicAndApplied&page=index
32. Soleimani, H., & Hanafi, S. (2013). Iranian Medical Students' Attitudes towards English Language Learning. *International Research Journal of Applied And Basic Sciences*, *4*, 3816-3823. Retrieved from http://www.irjabs.com/en/
33. Commission, U. (2009). *HANDBOOK Universities of Bangladesh*. Retrieved from https://www.google.-com.bd/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0CBsQFjAAahUKEwiclMbMvLzIAhXBj44KHczoC_Q&url=http%3A%2F%2Fwww.ugc.gov.bd%2Fbook_publications%2FInner_Page%2520Hand%2520book.doc&usg=AFQjCNFUleY1FxYJc4LOwfw0GRTgn3X_Kg&bvm=bv.104819420,d.c2E
34. Millon, T, Lerner, M.J., Weiner, I.B. (Eds.). (2003). *HANDBOOK of PSYCHOLOGY, Personality and Social Psychology* (Vol-5). New Jersey, Canada: John Wiley & Sons, Inc.
35. Weiten, W. (2013). *Psychology: Themes and Variations*. In Hague, J. (Ed), Social Behavior (pp. 516-559). Las Vegas, Canada: Jon-David Hague.
36. Zaman, F., & Muhammad, N. (2012). A Comparative Study of the Values of Bangladeshi Male Students in Public and Private Universities. *ASA University Review*, *6*(1), 33-42. Retrieved from http://www.asaub.edu.bd/asaubreview/

© 2015 Global Journals Inc. (US)

Global Journal of human-social science: G
Linguistics & Education
Volume 15 Issue 11 Version 1.0 Year 2015
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Prompting Learners' Active Participation in an EFL Class

By Guey, Ching-Chung
I-SHOU University, Taiwan

Abstract- This paper seeks to explore the dynamic relationships between cognitive, affective, and psychomotor components of EFL learners in the classroom, to work out solutions to the problems encountered by those reticent learners. This paper also attempts to describe the underlying dynamic of the three components by borrowing the ideas from physics and mathematics such as Newton's three laws along with important concepts from vector calculus (∇ del, $\nabla \bullet f$, $\nabla \times f$) in order to determine the relative rates (gradient), level of diversity, and level of curl among the three components. The description on the basis of three-dimensional coordinates helps clarify the complexity involved in the types of reticent EFL learners, each of which features unique combinations of the three components, and specific instructional approaches of different orientations (cognitive, affective, and behavioral, or combined) are suggested such as Jigsaw, Vygotsky's social-constructive, content-based, task-based, competence-based, and operant conditioning, and the like, to deal with EFL reticent learners of different types. The model presented in this paper ushers more empirical studies on relevant issues in EFL instruction.

GJHSS-G Classification : FOR Code: 930101

Strictly as per the compliance and regulations of:

© 2015. Guey, Ching-Chung. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 3.0 Unported License http:// creativecommons.org/licenses/by-nc/3.0/), permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

Prompting Learners' Active Participation in an EFL Class

Guey, Ching-Chung

Abstract- This paper seeks to explore the dynamic relationships between cognitive, affective, and psychomotor components of EFL learners in the classroom, to work out solutions to the problems encountered by those reticent learners. This paper also attempts to describe the underlying dynamic of the three components by borrowing the ideas from physics and mathematics such as Newton's three laws along with important concepts from vector calculus (∇ - del, $\nabla \bullet f, \nabla \times f$) in order to determine the relative rates (gradient), level of diversity, and level of curl among the three components. The description on the basis of three-dimensional coordinates helps clarify the complexity involved in the types of reticent EFL learners, each of which features unique combinations of the three components, and specific instructional approaches of different orientations (cognitive, affective, and behavioral, or combined) are suggested such as Jigsaw, Vygotsky's social-constructive, content-based, task-based, competence-based, and operant conditioning, and the like, to deal with EFL reticent learners of different types. The model presented in this paper ushers more empirical studies on relevant issues in EFL instruction.

I. Reticence in efl Participation

Reticence, or passive participation in an EFL classroom, has long been a common phenomenon and has received growing attention in recent years (Burgoon, J., & Koper, R,1984; Zou, 2004). While some EFL learners have been used to being listeners in learning other subjects (e.g., math, physics, history, and what not), these EFL learners are still reticent in language classrooms (especially for speaking and listening related subjects) where active participation and interaction are essential. Reasons behind such a reticence can be: fear of losing face, low proficiency in the target language, previous negative experiences with speaking in class, cultural beliefs about appropriate behavior in classroom contexts, incomprehensible input, habits, lack of confidence, and personality (Zou, 2004; Miller & Aldred, 2000). Among these reasons, passive habits can be significant in that other factors such as low proficiency, incomprehensible input can be neutralized by posing questions for clarification (active participation), while personality factors (such as introversion) or lack of confidence is a matter of quantity of response, which may have little to do with reticence, and is not the focus of what the English instructors are concerned (Liu & Jackson, 2007). Student teachers' perceptions about communicative language teaching methods. RELC Journal, 31(1), 1-22.

This paper thus seeks to explore the phenomenon behind reticence (mainly on habit formation) through a mathematical model, and suggests solutions to the problem. In what follows, Newtonian's laws will be adopted as a ground rationale, followed by the application of existing learning theories (such as Vygotsky's constructivism, and Skinner's operant conditioning, Bloom's learning objectives) on the bases of the operations of partial derivatives in mathematics.

II. Reticence as a Function of Inertia

Students' reticence in an EFL classroom can best be analogized as a state of inertia, which is the first law in the framework of Newtonian's classical mechanics. *That is, the velocity of a body remains constant unless the body is acted upon by an external force.* By analogy, every student, as well as the teacher, persists in his state of being at rest or of moving uniformly straight forward, except insofar as it is compelled to change its state by force impressed. In the EFL classroom settings, reticent students will remain reticent until a positive force (impact) is received, whereas the active student will remain active until a negative force acts on him. Mathematically stated:

$$\sum F = 0 \Rightarrow \frac{dv}{dt} = 0 \qquad (01)$$

(F - the total extra force that acts on the individual, dv- the derivative of velocity, and dt - derivative of time (acceleration). This tendency of objects in nature to want to remain in the same state and to resist any changes unless the object is forced to do so is called the inertial property. The inertial property then is the resistance to change; the object will not change unless it is forced to or somehow motivated by attractive or repulsive effects to change (Dean Hamden, 2009). How much attractive or repulsive force is needed to cause effects to change is another issue, which has to do with the second Newtonian law. Hence the second law: The acceleration of a body is parallel and directly proportional to the net force F and inversely proportional to the mass m, i.e., $F = ma$. The mass can be taken outside the differentiation operator by the constant factor rule in differentiation. Thus,

Author: I-SHOU University, Taiwan. e-mail: gueyching2002@gmail.com

© 2015 Global Journals Inc. (US)

$$F = m\frac{dv}{dt} = ma \qquad (02)$$

(where F is the net force applied, m is the mass of the body, and a is the body's acceleration.) Thus, the net force applied to a body produces a proportional acceleration. In other words, if a body is accelerating, then there is a force on it. By analogy, students' performance in class, either active or passive (as reticent), can be the function of their strength of *inertia.* Here *duration of inertia* can be one of the estimators of the strength of inertia; thus the longer the duration of inertia, the stronger it is. Therefore, the minimum amount of attractive or repulsive force to counteract or change original inertia must be greater than F. The acceleration, a, also be seen as *F* divided by *m.* Thus, the more *F* is, the more *a,* and the more *m*, the less *a*, when *F* is fixed. By analogy, if a student's being reticent in class has become a trait (long duration of inertia, thus large *m*), then the instructor will have to exert *F*, strong enough to counteract *m*, to create any desired effect *a*, (i.e., toward being more active). It is worthy of note that F can be both the attractive and repulsive force, with the former moving students toward being active in class, while the latter toward being even more reticent on the part of students. Yet, the teacher can also respond differently after exerting F onto learners, depending on the effects of the F. If F is the attractive by nature, then the teacher will also receive such a force (as encouragement or reinforcement for next moves), and vice versa, which can also be suggested by the third Newtonian law.

As the Third law indicates: The mutual forces of action and reaction between two bodies are equal, opposite and collinear. That is, to every action there is always opposed an equal reaction: or the mutual actions of two bodies upon each other are always equal, and directed to contrary parts. Specifically, whenever a first body (the teacher) exerts a force F on a second body (the student), the second body (student) exerts a force −F on the first body (teacher). F and −F are equal in magnitude and opposite in direction. This law is sometimes referred to as the action-reaction law, with F called the "action" and −F the "reaction". The ac tion and the reaction are simultaneous. Note also that though the forces are equal, the accelerations are not: the less massive body (e.g., student) will have a greater acceleration due to Newton's second law. The third law can be stated mathematically as follows:

$$\sum F_{a,b} = -\sum F_{a,b} \qquad (03)$$

(Where Fa, b are the forces from B acting on A, and Fb, a are the forces from A acting on B.)

The variables ***F, m,*** and ***a,*** in Newtonian laws can be very complicated, each of which has manifolds. *F* and *m* are the cumulative forces from instructions inclusive of teaching/learning methods, material inputs/output, activities, tests, teaching/learning styles, teaching/learning objectives, and the like, whereas *a* can be a dependent measure of the ratio between *F* and *m*. The multidimensional nature of the instructional settings can best be mathematically reflected through the concepts of partial derivative, integrative, and matrix. In the following the relationships among the three main educational objectives as initiated by Bloom's taxonomy will be interpreted mathematically.

a) Bloom's taxonomy

Benjamin Bloom (1956) identified three domains of educational activities: Cognitive: mental skills (Knowledge), Affective: growth in feelings or emotional areas (Attitude), and

Psychomotor: manual, physical skills or motor responses. Much later, Anderson and Krathwohl (2001) modified Bloom's original model and proposed six sub-categories of cognitive domain (from simple to complex in the hierarchy below): *remembering, understanding, applying, analyzing, evaluating, and creating*. There is hierarchical nature among the sub-categories. Note that students' creativity is the ultimate objective of instruction in cognitive domain, but in order to help students reach such a goal state, the teacher needs to lead students to go through *remember, understand, apply, analyze and evaluate* what is learnt. The affective domain is more concerned with *values*, or more precisely perhaps with *perception of value issues.* The affective domain also manifests subcategories from *Receiving, Responding, Valuing, Organizing and Conceptualizing*, to *characterizing by value or value concept*. Students will have to display their willingness to learn by *receiving*, before they can do the *responding*, and then learning can gradually become part of students' *value system* on the basis of *value organization and conceptualization*. Lastly, the psycho-motor domain also manifests subcategories from *imitation, manipulation, precision, articulation, to naturalization* (Dave, 1975). Theoretically, dynamic relationships exist at least in the three domains, and in the sub-category of each domain. There is mutual interdependence among these three domains. In other words, instruction or learning as a whole must include these three components to be effective and meaningful; success in one component must be supported by success in the other two components but with different proportions. In the following, the possible combinations in terms of success (desirable: +) and failure (undesirable: -) in each of the three domains (cognitive, affective, and psycho-motor) will be described to reflect "reticence' mathematically, followed by more complex mathematical operations on the inter-relationships of these three components.

© 2015 Global Journals Inc. (US)

III. Partial Derivatives of the Three Components

If the three components (cognitive, affective, psychomotor) can be given a positive value [+], or a negative [-], each of which represents a desirable or undesirable state, respectively. For example, the values [+, +, -] represents the situation when learners' cognitive state is positive (desirable), affective positive (desirable), whereas psychomotor negative (undesirable). Then, all the possible combinations can be listed as:

Case 1: [Cognitive +, Affective +, Psychomotor +]
Case 2: [Cognitive +, Affective +, Psychomotor -]
Case 3: [Cognitive +, Affective -, Psychomotor +]
Case 4: [Cognitive -, Affective+-, Psychomotor -]
Case 5: [Cognitive +, Affective -, Psychomotor -]
Case 6: [Cognitive -, Affective -, Psychomotor +]
Case 7: [Cognitive -, Affective -, Psychomotor +]
Case 8: [Cognitive -, Affective -, Psychomotor -]

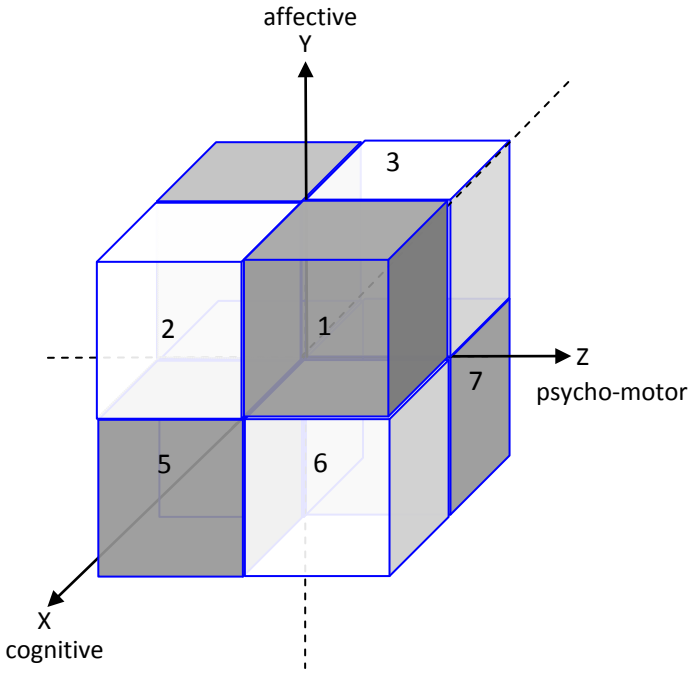


Figure 1 : Eight phases of three domains

Among the above 8 Cases, EFL learners under Cases 2, 4, 5, 8 can be categorized as reticent in that their psycho-motor aspects (oral performance) are not desirable. However, what can EFL instructors do to improve the situations? As indicated from the negative value sign (-), EFL learners under Case 2 must receive instructions that focus on psycho-motor aspect, focus on both affective and psychomotor aspects under Case 4, focus on both cognitive and psychomotor under Case 6, and lastly, focus on all the components (cognitive, affective, psychomotor) under Case 8.

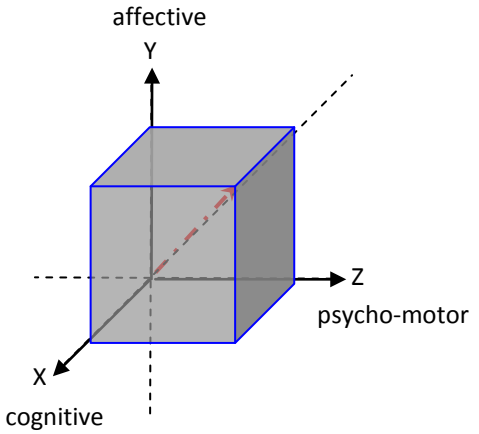


Figure 2 : The three domains on Phase One

© 2015 Global Journals Inc. (US)

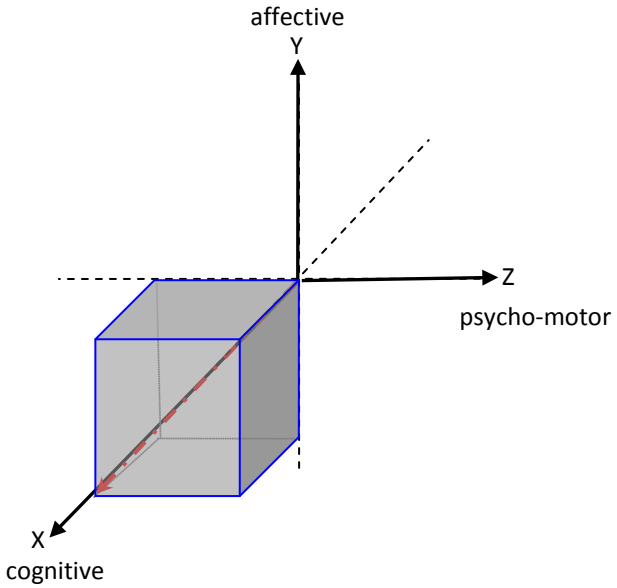


Figure 3 : The three domains on Phase Five

Since these three components make up the learning status with each one independent of the others, it is convenient to conceive them as a vector with three different coordinates. Their interrelationships can be further elaborated through the operations of vector calculus and vector integrals. Such an attempt is to further explore the relative strength of the three components in terms of different proportion of rate of change, which helps provide a guideline for instructors to give the optimal instruction that is based on the principle of 'equilibrium' among the three components.

In general the states of the three components in a given situation can be specified as (Holzner, Steven, 2005):

$$\langle \frac{\partial F}{\partial cog}, \frac{\partial F}{\partial aff}, \frac{\partial F}{\partial motor} \rangle \qquad (04)$$

(Where F- a given learning or instructional state, ∂cog - partial derivative on cognitive aspect, ∂aff - partial derivative on affective aspect, $\partial motor$ - partial derivative on psycho- motor aspect.)

In order to explore more of each of the components along with their relative values, we will adopt some useful operations such as: ∇ (del), ∇F , $\nabla \bullet F$, $\nabla \times$F and so on. First of all, we will illustrate the rate of change of each component in terms of the mathematical symbol as:

$$\nabla F = \langle \frac{\partial F}{\partial cog}, \frac{\partial F}{\partial aff}, \frac{\partial F}{\partial motor} \rangle \qquad (05)$$

An important example of a function of several variables is the case of a *scalar-valued function* $f(x_1,...x_n)$ on a domain in Euclidean space $\mathbf{R}^n$ (e.g., on $\mathbf{R}^2$ or $\mathbf{R}^3$). In this case f has a partial derivative $\partial f/\partial x_j$ with respect to each variable x_j. At the point a, these partial derivatives define the vector

$$\nabla f(a) = \left(\frac{\partial}{x1}(a), \frac{\partial}{x2}(a), ... \frac{\partial}{xn}(a) \right) \qquad (06)$$

This vector is called the gradient of f at a. If f is differentiable at every point in some domain, then the gradient is a vector-valued function ∇f which takes the point a to the vector $\nabla f(a)$. Consequently, the gradient produces a vector field.

This expression also shows that the computation of partial derivatives reduces to the computation of one-variable derivatives.

$$\nabla = \left[\frac{\partial}{\partial x} \right] i + \left[\frac{\partial}{\partial x} \right] j + \left[\frac{\partial}{\partial x} \right] k \qquad (07)$$

a) Level of Curl

It is also important to know just when changes (level of curl) in any of the three components (cognitive, affective, and psycho-motor) will occur. Since these three components are interdependent, with triad relationships, changes in one component are subject to the relative strength of the other two components. For example, changes of cognitive component (from desirable to undesirable) depend on the relative strength of the other two components (affective and psycho-motor). In vector calculus, [$\nabla \times F$], referring to the level of curl, can offer good reference for understanding componential changes in F. Let's assume the three coordinates x, y, and z, as denoted below:

$$\langle \nabla \times F \rangle z = \nabla xFy - \nabla yFx = \frac{\partial Fy}{\partial x} - \frac{\partial Fx}{\partial y} \qquad (08)$$

$$\langle \nabla \times F \rangle x = \nabla yFz - \nabla zFy = \frac{\partial Fz}{\partial y} - \frac{\partial Fy}{\partial z} \qquad (09)$$

$$\langle \nabla \times F \rangle y = \nabla zFx - \nabla xFz = \frac{\partial Fx}{\partial z} - \frac{\partial Fz}{\partial x} \qquad (10)$$

Accordingly, replace x with [cog] (cognitive component), y with [aff] (affective component), and z with [motor] (psycho-motor component), respectively, then we have,

$$\langle \nabla \times F \rangle motor = \nabla cogFaff - \nabla affFcog = \frac{\partial Faff}{\partial cog} - \frac{\partial Fcog}{\partial aff} \qquad (11)$$

© 2015 Global Journals Inc. (US)

$$\langle \nabla \times F \rangle cog = \nabla affFmotor - \nabla motorFaff = \frac{\partial Fmotor}{\partial aff} - \frac{\partial Faff}{\partial motor} \quad (12)$$

$$\langle \nabla \times F \rangle aff = \nabla motorFcog - \nabla cogFmotor = \frac{\partial Fcog}{\partial motor} - \frac{\partial Fmotor}{\partial cog} \quad (13)$$

The meaning of any of the above equations, to take Equation (09) for example, is: the level of curl, $[\nabla \times F]$ is the difference between $[\nabla cogFaff]$ (the value of affective component under the rate of change of the value of cognitive component) and $[\nabla affFcog]$ (the value of cognitive component under the rate of change of the value of affective component). And if the difference is positive, then the direction of change of [motor] component is desirable, and if the difference is negative, then the direction of change of [motor] component is undesirable. Note that the critical difference value for direction change must also fit into the confidence level in probability statistics. To specify, (μ - critical value of difference)

If $\langle \nabla \times F \rangle motor \geq \mu$ → psycho-motor component grows *more desirable*

If $\langle \nabla \times F \rangle motor \leq \mu$ → psycho-motor component grows less *desirable*

Also,

If $\langle \nabla \times F \rangle cog \geq \mu$ → cognitive component grows *more desirable*

If $\langle \nabla \times F \rangle cog \leq \mu$ → cognitive component grows less *desirable*

Similarly,

If $\langle \nabla \times F \rangle aff \geq \mu$ → affective component grows *more desirable*

If $\langle \nabla \times F \rangle aff \leq \mu$ → affective component grows less *desirable*

b) Solutions to problems of the types of EFL Reticent learners

As indicated above, the relative strengths as well as the direction of changes in each of the three components shed lights on solutions to the problems of classroom instruction such as [reticence] in EFL classroom.

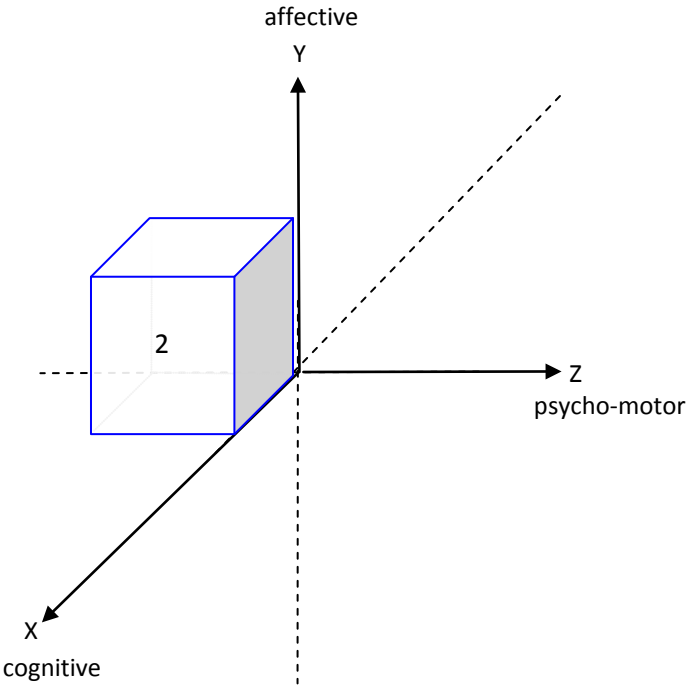


Figure 4 : The three domains on Phase 2 (where Cognitive +, Affective +, Psychomotor-]

© 2015 Global Journals Inc. (US)

$$\langle \nabla \times F \rangle motor = \nabla cogFaff - \nabla affFcog = \frac{\partial Faff}{\partial cog} - \frac{\partial Fcog}{\partial aff} \quad (11)$$

$$\langle \nabla \times F \rangle cog = \nabla affFmotor - \nabla motorFaff = \frac{\partial Fmotor}{\partial aff} - \frac{\partial Faff}{\partial motor} \quad (12)$$

$$\langle \nabla \times F \rangle aff = \nabla motorFcog - \nabla cogFmotor = \frac{\partial Fcog}{\partial motor} - \frac{\partial Fmotor}{\partial cog} \quad (13)$$

If instructors wish students to become more active in terms of psychomotor phase (to actively raise questions or be involved in discussion), then the dynamic among the cognitive, affective and psychomotor phases must be created as: $\langle \nabla \times F \rangle motor \geq \mu$, i.e., to enhance the changing rate of affective state over that of cognitive phase (as $\frac{\partial Faff}{\partial cog} - \frac{\partial Fcog}{\partial aff}$ indicates). To be more specific, instructors my resort to techniques arousing learners' interests, rather than giving more knowledge about the learning content.

In the same vein, in the case of Phase 4 (as indicated in Figure 5), where learners show negative sign on both cognitive and psycho-motor aspects, things become easier in that $\langle \nabla \times F \rangle motor \geq \mu$ will be more likely to exist, as $\frac{\partial Faff}{\partial cog} - \frac{\partial Fcog}{\partial aff}$ is more readily to reach $\geq \mu$. It is logical, yet worth further verification, that when learners' cognitive phase is lower than their affective phase, they are more readily to create motor responses by asking questions or be involved in group work.

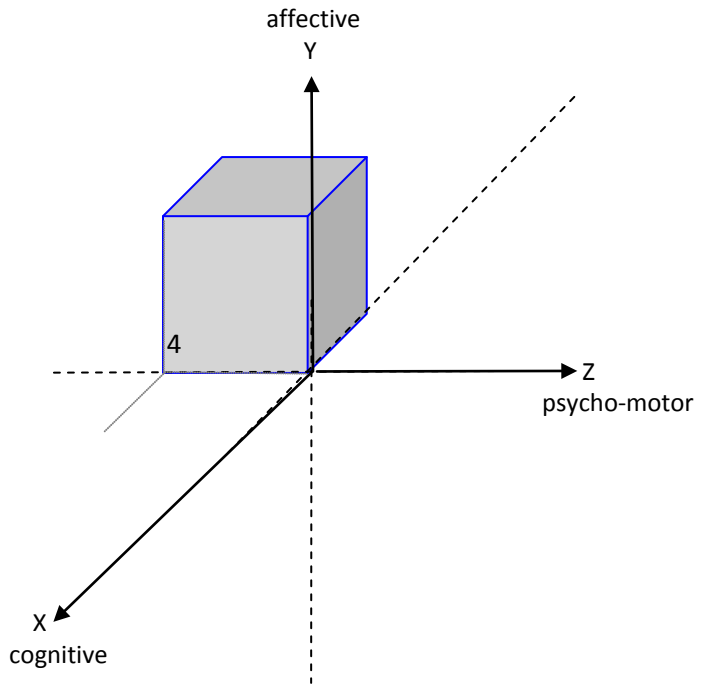


Figure 5 : The three domains on Phase 4 (where: Cognitive -, Affective +, Psychomotor -)

Next to Phase 8 (as in Figure 6), where learners show negative signs on all the phases, things become a little tricky in that to create $\langle \nabla \times F \rangle motor \geq \mu$, the changing rate (slope) of cognitive phase must be made greater than that of affective phase, (as $\frac{\partial Faff}{\partial cog} - \frac{\partial Fcog}{\partial aff}$ is more readily to reach $\geq \mu$, if $\frac{\partial Fcog}{\partial aff}$ is greater than $\frac{\partial Faff}{\partial cog}$. Again, such a situation implies that instructors may focus more on cognitive phase, to help students create motor responses.

© 2015 Global Journals Inc. (US)

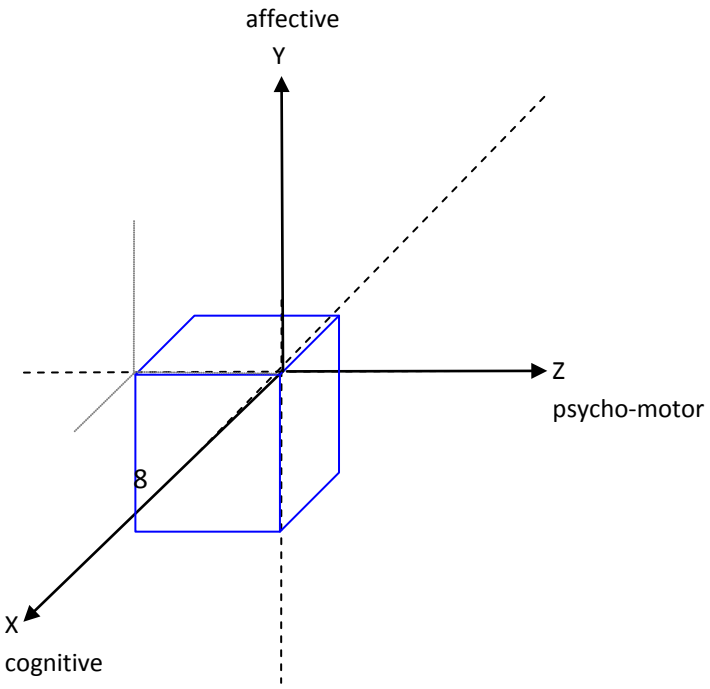


Figure 6 : The three domains on Phase 8 (where: Cognitive -, Affective -, Psychomotor -)

IV. Conclusion

Borrowing the ideas from other fields of discipline has a lot of advantages, especially when dealing with two totally different fields such as physics and psychology or even language instruction, though this may also usher a lot of disputes and criticism. In this paper, attempts have been made to integrate the laws in physics with the problems in a foreign language classroom. Undeniably, there are intrinsic differences between the laws in physics such as gradient, diversion, and curl and those found in educational psychology or instructional psychology, and direct borrowing them and mixing them may always go wrong. However, in the present paper, ideas from physics have been ruminated and checked whether they also fit into the framework of instructional psychology. Two instant benefits can be found by doing so. First, in the field of instructional psychology, the approaches adopted are often vague in terms of empirical studies, the ideas in physics based on objective calculation in the forms of equations, which clearly indicate the relationship among the variables, are more specific and objective, thus enhancing the validity and reliability of instructional relevant fields. Second, if the suggestions from the application of ideas from physics are not robust enough after further experimental verification, then at least we learn what may or may not have effect, but what if there is more insights coming from the process of integration. Innovation is required in the field of instruction. The suggestions for the solving problems of reticence in language classrooms are, in every sense, tentative, and worthy of further empirical validation.

References Références Referencias

1. Anderson, L. W. and David R. Krathwohl, D. R., et al (2000) A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives.
2. Benjamin S. Bloom (Ed.) (1959). Taxonomy of Educational Objectives: Cognitive Domain. Longman Press, New York, 1956. ISBN 0-679-30209-3.
3. Browne, Michael E. (1999-07) (Series: Schaum's Outline Series). *Schaum's outline of theory and problems of physics for engineering and science.* McGraw-Hill Companies. pp. 58.
4. Burgoon, J., & Koper, R. (1984). Nonverbal and relational communication associated with reticence. Human Communication Research, 10, 601-626.
5. Dave, R H (1975) in Developing and Writing Behavioral Objectives (R J Armstrong, ed.) Educational Innovators Press.
6. Holzner, Steven (2005-12). *Physics for Dummies.* Wiley, John & Sons, Incorporated. pp. 64. *ISBN 9780764554339.*
7. Liu, M., & Jackson, J. (2008). An exploration of Chinese EFL learners' unwillingness to communicate and foreign language anxiety. Modern Language Journal, 92(1), 71-86.
8. Miller, L., & Aldred, D. (2000). Student teachers' perceptions about communicative language teaching methods. RELC Journal, 31(1), 1-22.
9. Park, Y., & Oxford, R. (1998). Changing roles for teachers in the English Village Course in Korea. System, 26(1), 107-113.

© 2015 Global Journals Inc. (US)

10. Zou, M. (2004). EFL learners' perceptions of in-class relationships and their voluntary responses. In Y. Gao (Ed.), The social psychology of English learning by Chinese college students (pp. 149-167). Beijing: Foreign Language Teaching and Research Press.

© 2015 Global Journals Inc. (US)

Global Journal of human-social science: G
Linguistics & Education
Volume 15 Issue 11 Version 1.0 Year 2015
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Influence of Socio-Economic Background on Social Adjustment Development of Adolescents with Hearing Impairment in Oyo State

By Egaga, Patrick I. & Aderibigbe, S. Akinwumi

University of Calabar, Nigeria

Abstract- This paper investigated the influence of socio-economic background on social adjustment development of adolescents with hearing impairment in Oyo state. The study used 48 participants comprised of 24 males and 24 females who were purposely selected for the study. The research was based on simple descriptive survey research method. Two research instruments were used to gather data for the study. The two sets of questionnaire are Socio-Economic Questionnaire (SEQ) and Social Adjustment Questionnaire (SAQ). One hypothesis was tested and the result showed that adolescents with hearing impairment from high socio-economic background socialized and adjusted well than their counterparts from low socio-economic background. The paper recommended among others that awareness program should be mounted on the news media to parents and other stakeholders by professionals on the care and needs of the adolescents with hearing impairment.

Keywords: *socio-economic, social adjustment, development, adolescent, hearing impairment.*

GJHSS-G Classification : *FOR Code: 920107, 930104*

Strictly as per the compliance and regulations of:

© 2015. Egaga, Patrick I. & Aderibigbe, S. Akinwumi. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 3.0 Unported License http:// creativecommons.org/licenses/by-nc/3.0/), permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

Influence of Socio-Economic Background on Social Adjustment Development of Adolescents with Hearing Impairment in Oyo State

Egaga, Patrick I. [α] & Aderibigbe, S. Akinwumi [σ]

Abstract- This paper investigated the influence of socio-economic background on social adjustment development of adolescents with hearing impairment in Oyo state. The study used 48 participants comprised of 24 males and 24 females who were purposely selected for the study. The research was based on simple descriptive survey research method. Two research instruments were used to gather data for the study. The two sets of questionnaire are Socio-Economic Questionnaire (SEQ) and Social Adjustment Questionnaire (SAQ). One hypothesis was tested and the result showed that adolescents with hearing impairment from high socio-economic background socialized and adjusted well than their counterparts from low socio-economic background. The paper recommended among others that awareness program should be mounted on the news media to parents and other stakeholders by professionals on the care and needs of the adolescents with hearing impairment.

Keywords: socio-economic, social adjustment, development, adolescent, hearing impairment.

I. Introduction

Among the variables constituting in environmental settings, the home is the most important for early development and shaping of the child's personal characters. The home environment is a subset of the total environment. it is a sub-environment that needs to be stimulating, explorative, interactive, mobile, acceptable and encouraging especially during the early years of life (Ogunniyi, 2001).

Socio-economic status of individuals in a society is factored by the income, educational achievement, occupational level of the family, all which are related to one another. Virtually all societies are stratified according to socio-economic indices and are marked by differences in almost all facets of life-be it environmental conditions child care interactions, value, attitudes and expectations. Furthermore, the status of socio-economic variables begins to affect children even prior to their entrance into the world. The child's physical care, parental teaching, family interaction and opportunities for development vary with the socio-economic position of the family.

Author α σ: Department of Curriculum & Teaching, Faculty of Education, University of Calabar, Nigeria. e-mail: arikpoikpi@yahoo.com

Many people have in time past and recently expressed their concern about poor social and psychological adjustment of the children with hearing impairment. It is then, important to remember that, it is difficult to maintain or attain an ideal child when parents appear to be neglectful, disinterested in his child and also fail or unable to provide the basic necessities of life that will enhance his level of adjustment. Further, it should be noted that a child starts life in the social and economic position of his/her family. In fact, physical care, medical, type of education, food and other opportunities for development vary with the socio-economic position of the family.

Consequently, the social adjustment of the children with hearing impairment will be duly affected either positive or negatively (Aderibigbe, 1995). Individuals in our society are generally social creatures that need to interact with others to meet their emotional, social and biological needs. In situations where we cannot readily communicate our needs and aspirations to people we desire to relate with, our days would turn out to be colourless and lonely, devoid of the basic necessities of the warmth and nurturance that social contacts and relationships bring to our lives. Such is the plight of person that is hearing impaired. They have problems of coping with the challenges of daily living. This is because they find it difficult to express themselves affectively to their families at home, peer groups in school, as well as friends and relatives at social gatherings. An individual that is hearing impaired and unable to communicate effectively his/her feeling and desires to others will find enjoyment of life to be limited and become more vulnerable to physical or emotional sufferings (Ogunniyi, 2001; Eze, 1994).

The social adjustment of the hearing impaired suggests a smooth relationship between the individual and the environment. In this sense, the adjusted individual interacts in a harmonious way with the world in which he or she lives. Fundamentally, the term, social adjustment is often used to refer generally to harmony in the interpersonal relationships. An individual's level of social development depends always on how such a person understands and perceives the world around the individual. In the same way, the individual's; cognitive level is a product of the person's perception of solidarity

© 2015 Global Journals Inc. (US)

with a certain social system and its requirements (Adeyemi, 2014; Lieshort and Ingram, 1997).

The child who is loved and adequately cared for learns to look on the world as a friend, loving place in general. The child who is neglected and unloved views the world in a very different way, becoming withdrawn or timid, or he may fight back become aggressive. Sensitivity to social expectations develops as children experience reciprocity in the family, school, neighbourhood and peer group (Ogunniyi, 2001; Aderibogbe, 1995).

This paper therefore examined the influence of socio-economic background on social adjustment development of adolescents with hearing impairment.

a) Hypothesis

The null hypothesis was tested at 0.05 level of significance. There is no significant difference between the social adjustment development of hearing impaired adolescents from high socio-economic background and low socio-economic background.

II. Methodology

The target population comprised of students with hearing impairment from Ijokodo High School, ibadan and Durbar Grammar School, Oyo. Purposive sampling technique was used for the selection of forty-eight (48) participants comprised of 24 males and 24 females. The research was based on simple descriptive survey research method.

a) Instrument

Two research instruments were used to gather data for the study. The two sets of questionnaire are Socio-Economic Questionnaire (SEQ) and Social Adjustment Questionnaire (SAQ).

b) Procedure

The questionnaire was personally administered by the researcher to the students at their schools on different days of the week. It was administered under normal classroom conditions.

III. Results

Table 1 : showing the Socio adjustment development of students with hearing impairment from high and low socio-economic backgrounds

Variables	N	X	SD	DF	T-cal	t-value	P
High socio-economic background	24	49.6	6.82	96	2.06	2.08	.05
Low socio-economic background	24	47.5	6.03				

The table shows that the calculated t-value of 2.06 is less than the critical t-value of 2.08 at 0.05 alpha level of significance. Therefore the hypothesis which states that there is no significant difference between the social adjustment development of hearing impaired adolescents from high socio-economic background and low socio-economic background is hereby rejected. The result showed that the participants in the low socio-economic background are disadvantaged and need help. This is because they were not adequately exposed to social activities while their peers in the high socio-economic background were encouraged to interact well with the environment.

IV. Discussion

The result reveals a significant difference in the social adjustment development of students with hearing impairment. The hypothesis was thus rejected. The result was consistent with that of (Adeyemi (2014; Ogunniyi, 2001; Aderibigbe, 1995). Students from educated and wealthy homes seem to have better social adjustment capability. They are exposed to different types of recreational facilities and activities than their peers from illiterate and poor homes. They attend picnics with other members of the family.

V. Conclusion

This study has revealed that the socio-economic background of parents has been found to be a factor influencing the social adjustment of adolescents with hearing impairment. Students from high socio-economic background have opportunities to socialize and adjust well in the society than the students from low socio-economic background.

VI. Recommendations

Professionals should counsel the parents of adolescent with hearing impairment to give affection, love, understanding, adequate nutrition, medical attention, access to education to their children. Awareness programmes should be mounted on the news media on the care and needs of the adolescent with hearing impairment.

Regular Parents Teachers Association meetings should incorporate counselling session to inform parents on how to care and provide the basic necessities of life to adolescents with hearing impairment.

© 2015 Global Journals Inc. (US)

References Références Referencias

1. Aderibigbe, S. A. (1995). The impact of socio-economic background and environmental state of parents on their hearing impaired children in Ibadan Oyo State. Unpublished B.ED project. Dept. of Special Education, University of Ibadan.
2. Adeyemi, C. K. (2014). Socio-economic status and social adjustment skills of adolescent with visual impairment in selected integrated schools in South Western Nigeria. *The Journal of Advocacy and Rehabilitation in Special Education* (JARSE) 13 (1) pp. 21-24.
3. Eze, J. C. (1994). Influence of socio-economic background on the school adjustment of hearing impaired students in Ibadan. An unpublished M.Ed Thesis Dept. of special education. University of Ibadan.
4. Liveshort, C. and Ingram, D. (1997). *Stimulation of social development in school*: Suets and Zeotlinger Co. Amsterdam.
5. Ogunniyi, G. M. (2001). Parental background influences educational achievements among disabled children. *Journal of Special Education* 9(1) pp. 202-206.

© 2015 Global Journals Inc. (US)

This page is intentionally left blank

© 2015 Global Journals Inc. (US)

Global Journal of human-social science: G
Linguistics & Education
Volume 15 Issue 11 Version 1.0 Year 2015
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Promoting a Culture of Scholarship in Higher Education

By Dana DeHart

University of South Carolina, Colombia

Abstract- Increasing need for accountability, combined with competition for educational resources, necessitates movement toward a culture of scholarship at institutes of higher education. Transitioning toward such a culture, particularly for smaller institutions or those focused primarily on teaching, can be challenging due to changing expectations on issues such as workload and productivity. As part of a broader effort to build infrastructure at a single academic institution, we describe a case study to inform a process of cultural change to promote scholarship. We reviewed existing literature on scholarship and productivity, and we interviewed 30 faculty and doctoral students at a transitioning college of social work regarding their scholarship. Analyses were conducted using provisional, axial, and selective coding and MaxQDA software. We identified five key themes for promoting a culture of scholarship, including protecting time for research, building staff supports, engaging students, developing research resources, and cultivating professional growth and discourse. Specific recommendations in the five areas and a checklist of strategies can be used to implement change at other institutions. The suggested strategies are derived from faculty and student perspectives, thereby allowing those held to expectations to take a lead role in building infrastructure within an evolving academic context.

Keywords: *academia; capacity building; productivity; professional development.*

GJHSS-G Classification : *FOR Code: 130103*

PROMOTINGACULTUREOFSCHOLARSHIPINHIGHEREDUCATION

Strictly as per the compliance and regulations of:

Research | Diversity | Ethics

© 2015. Dana DeHart. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 3.0 Unported License http:// creativecommons.org/licenses/by-nc/3.0/), permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

Promoting a Culture of Scholarship in Higher Education

Dana DeHart

Abstract- Increasing need for accountability, combined with competition for educational resources, necessitates movement toward a culture of scholarship at institutes of higher education. Transitioning toward such a culture, particularly for smaller institutions or those focused primarily on teaching, can be challenging due to changing expectations on issues such as workload and productivity. As part of a broader effort to build infrastructure at a single academic institution, we describe a case study to inform a process of cultural change to promote scholarship. We reviewed existing literature on scholarship and productivity, and we interviewed 30 faculty and doctoral students at a transitioning college of social work regarding their scholarship. Analyses were conducted using provisional, axial, and selective coding and MaxQDA software. We identified five key themes for promoting a culture of scholarship, including protecting time for research, building staff supports, engaging students, developing research resources, and cultivating professional growth and discourse. Specific recommendations in the five areas and a checklist of strategies can be used to implement change at other institutions. The suggested strategies are derived from faculty and student perspectives, thereby allowing those held to expectations to take a lead role in building infrastructure within an evolving academic context.

Keywords: academia; capacity building; productivity; professional development.

I. Introduction

Colleges and universities are under increasing pressures to garner external funding and increase scholarly productivity. In particular, rising concerns of accountability have been associated with quantification strategies used to denote productivity of institutions, departments, and individual faculty (Sullivan et al., 2012; e.g., AcademicAnalytics.com; Google Scholar's H-Index; the Chronicle of Higher Education's Faculty Scholarly Productivity Index). Fleming (2008) describes multiple ways in which such scholarly productivity benefits universities. Foremost, public and private funders are increasingly drawn to top-tier research institutions, providing direct support for research as well as generating indirect costs for facilities/maintenance of academic institutions. Further, scholarship that leads to evidence-based products or services can gain support of funders in both government and corporate sectors, and private donors are often drawn to support institutions that are vital contributors to innovation and scientific discovery. Finally, scholarship promotes visibility and attracts media attention, garnering interest of the general public as well as prospective students. This can contribute to more competitive faculty salaries and benefits, enhanced job satisfaction for faculty who balance roles of research and teaching, increased engagement within and across professional disciplines, and benefits to student learning through this immersion in research culture. Yet, promoting a culture of scholarship, particularly research scholarship, can be challenging, particularly for those colleges and universities that have traditionally focused solely on teaching. Evolving expectations may impact workload, challenge professional skills, and threaten self-concept of professionals. Some professionals believe the pathway to scholarship is ill-defined or that top-down pressures are exerted upon them in ways that deny their autonomy in the educational context (Beddoe, 2011; Fleming, 2008; Joubert, 2006; Karvinen-Niinikoski, 2005).

The present manuscript examines supports and challenges in development of culture of scholarship in higher education. Specifically, we examine a shift to include greater research scholarship at one university where teaching had been the primary focus. To set the foundation for this study, we review existing literature on scholarly productivity from diverse academic fields, including studies on balancing institutional expectations for scholarship and leveraging professional networks for productivity. Then, as a case study that serves to inform other academic institutions in advancing a culture of research scholarship, we conduct interviews with faculty and doctoral students at a single college of social work to examine their expressed needs for supporting research productivity. Finally, we recommend practices that can be implemented in a variety of academic contexts to support scholarly engagement of faculty and students. We propose a framework for cultural change, and a checklist is provided for institutions to implement supports that promote a culture of scholarship.

a) *Defining Scholarship*

Scholarship is usually defined in terms of research or the knowledge produced by academic study (e.g., Merriam-Webster.com; OxfordDictionaries.com; TheFreeDictionary.com). In his seminal work for the Carnegie Foundation, "Scholarship Reconsidered," Boyer (2000) echoes that being "scholarly" usually means "being engaged in research and publication"

Author: Dana DeHart PhD, Research Professor and Assistant Dean for Research at the University of South Carolina's College of Social Work.
e-mail: dana.dehart@sc.edu

© 2015 Global Journals Inc. (US)

(p.14). He provides a more nuanced definition, delineating four types of scholarship. The scholarship of discovery contributes to knowledge and the intellectual climate of higher learning. The scholarship of integration assists in making connections across disciplines, placing concepts in context, and elucidating research findings. The scholarship of application engages knowledge with consequential problems of the world, rendering knowledge helpful to individuals and institutions. Finally, the scholarship of teaching dictates that academic work becomes consequential only as it is understood by others. Boyer underscores that good scholarship necessitates not only engaging in original research, but also "stepping back from one's investigation, looking for connections, building bridges between theory and practice, and communicating one's knowledge effectively to students" (p.16). Boyer and others emphasize the importance of productivity, or the measuring of faculty member outputs, as a means for understanding scholarship in all of its manifestations. Examples might include articles or creative works published in journals, books and chapters, monographs, and so on (Horta et al., 2012).

b) Balancing Research, Teaching, & Service

It is impossible to discuss scholarship without first discussing the nexus between research, teaching, and service. Following from Boyer's ideas about the intersection of these activities, Horta and associates (2012) note that conventional analyses of the connections between research and teaching define concepts too narrowly. Teaching, for instance, cannot be understood simply as course load, but also includes activities closely intertwined with research productivity, such as supervision of graduate-level students. Leveraging these linkages between research and teaching (e.g., teaching by integrating students into research-oriented activities) is key to increasing outputs of faculty members.

Still, faculty face an ongoing struggle in balancing demands of research, teaching, and service. In a study of scholarship and mentoring among nursing faculty, Turnbull (2010) identified the balancing teaching and research as an issue mentioned by every participant in the study. Although participants highly valued teaching, they said that it took time away from doing research and clinical practice. Santo and associates (2009) conducted a survey of faculty in a school of education to examine barriers and supports to scholarly productivity. Most participants in this study felt that they had inadequate time to conduct research, reporting that they could not protect periods of uninterrupted time, and that time spent on research was about one-third the time spent on teaching. Requests for release time and reduced teaching load were among the top expressed needs of faculty. Santo and associates found that faculty who chose not to pursue service-related interests were more productive in research. However, such a choice is often not an option, nor is it desirable if research productivity must come the expense of engagement with colleagues, the profession, and communities.

Taylor, Fender, and Burke (2006) used an online survey to examine relationships between research productivity, teaching, and service activities of 715 academic economists. The study revealed that both teaching and service commitments had significant negative impacts on research productivity. Teaching an additional 3-credit course during the regular academic year reduced research productivity by 9.6%, and teaching during the summer had a greater impact, with a 17.7% decrease in productivity. The authors found that all forms of service had a negative impact on productivity; one committee assignment per year was associated with a 7% decrease in productivity, committee chair assignments were associated with a 17% decrease, and service in positions such as department chair or program director were associated with more substantial decreases in productivity.

Yet, in discussing higher education, we must acknowledge that the key social responsibility of these institutions is to impart that education--to teach. Service engagement is also a necessity for functioning within a community context, and research is critical for advancing education and practice, as well as for promoting sustainability of academic institutions. Fleming (2008) suggests that institutional change must create conditions allowing integration of research alongside teaching, rather than placing research as a mere addition to an already heavy workload. He states that course loads and service duties may render development of a research program "functionally impossible for individuals who are not tethered to their computers and willing to sacrifice substantial portions of their life outside work to their careers" (p.13). Indeed, such integration of research and teaching already exists within higher education. Gottlieb and Keith (1997) studied the research-teaching nexus in eight industrialized countries, noting that teaching and research were not mutually exclusive activities; rather, there appear to be "research cadres" who spend more time on research (a mean of nine more weekly hours) and "teaching cadres" who spend more time on teaching (a mean of 5-7 more weekly hours, depending on the country). Both groups furthered the dual mission of higher education by contributing to research and teaching (the authors acknowledge that they did not investigate the service mission).

c) Leveraging Professional Networks for Productivity

Discussion of scholarship must also address the importance of professional networks to productivity. Professional mentoring, collaboration, networking, and visibility are important components of building a culture

© 2015 Global Journals Inc. (US)

of scholarship within an organization as well as across organizations to build the discipline nationally and abroad. Turnbull (2008) defines mentoring as "a relationship of depth and duration between an advanced career person and a less experienced faculty person" (p. 573). She notes that this relationship may be formal or informal and may extend beyond the professional to the personal domain (i.e., for psychosocial functions), but the main intent of the relationship is to further the professional and academic development of the mentee. She states, "Academic staff who are appropriately mentored acquire academic values, are guided aptly with practical advice, learn to establish a collegial support network, and experience personal and professional growth" (p.577). In her study of nursing faculty, Turnbull found that mentoring was a productive facilitator for improving scholarly productivity, but there was little mentoring occurring--in part due to lack of qualified and experienced academics to guide junior faculty, particularly in the skills of writing and publishing. Turnbull notes that mentoring must be supported by administration and senior faculty and must permeate the organization from the top down. Turnbull concludes that mentoring is just one of many strategies needed to develop a culture of scholarship.

Beyond mentoring, broader collaboration with colleagues and community partners is also a contributor to scholarship. Martinez, Floyd, and Erichsen (2011) conducted a qualitative study of highly productive scholars in the field of school psychology. The most common strategy cited by these psychologists in building their own scholarship was developing collaborative relationships with colleagues, students, and community partners such as schools. They described themselves as active participants in research groups, and they shared article authorship with a small number of colleagues on clusters of publications. These productive scholars advised others to form partnerships and take different roles on different projects (e.g., leader, follower). Martinez and associates (2011) note that highly productive scholars collaborate with their own mentors as well as with graduate and undergraduate students. The synergy cultivated by these scholars was not limited to professional networks, in that they also sought to establish connections across their own projects (e.g., using common methods in multiple studies) and products (e.g., grant applications, presentations, reviews, original research articles, lesson plans).

Maryath (2007) conducted a study of the most productive authors in the field of educational psychology, asking these authors to provide insights on their strategies for successful scholarship. The most common attribution for being highly productive was collaboration, noted by over half of the sample. This included being mentored, mentoring others, collaborating on projects, and collaborating for mutual feedback on the writing process. In their study of scholarly productivity among academic economists, Taylor, Fender, and Burke (2006) found that co-authorship was associated with higher productivity; increasing the number of coauthors by one initially increased average annual research productivity by 22.5%, but the impact diminished over addition of multiple coauthors. Although most studies provide support for the idea that professional networks promote productivity, some researchers caution that these associations are complex, depending on the measure of collaboration (e.g., connectedness, network size), type of productivity (e.g., presentations, publications, grants), and time frame for measurement (e.g., 2 years, 5 years; Katerndahl, 2012). Katerndahl (2012) suggests that managing collaborative networks may require effort and take time to cultivate, and that judicious use of collaborative networks is needed to improve overall scholarly productivity.

A final consideration in building and managing professional networks concerns travel to professional meetings, particularly in the interest of building networks beyond one's own institution. Fleming (2008) notes that travel allocations at many colleges and universities stagnate at under $1,000 annually per faculty member. While this may be sufficient to cover a modestly priced domestic conference, it is insufficient for international travel—a necessary expenditure to maintain credibility of the institution within global research forums. This also limits ability of mid-career faculty to gain international prominence necessary for advancement to the upper echelons of their discipline--a time in the research career shown to be associated with wavering productivity and job satisfaction (Taylor, Fender, & Burke, 2006; Santo et al., 2009; Selingo, 2008). Engaging these faculty in personally fulfilling and productive scholarship may be enhanced through competitive travel grants, formal mentoring (given and received), awards for peer-recognition of accomplishments, and other activities to promote meaningful connection with academic communities at their home institutions and beyond.

d) The Current Study

As is evident from prior literature, a key struggle in scholarship involves balancing research, teaching, and service, with teaching load linked to reduced productivity- as conventionally defined. The literature also indicates that successful scholars collaborate in multiple ways and with students, junior colleagues, peers, and senior colleagues or mentors. The current study is intended to delve further to identify challenges to scholarship as well as potential strategies to promote scholarly productivity. The study is part of a broader effort to build research infrastructure within a college of social work at a large, public university. We interviewed faculty and doctoral students to gather information

© 2015 Global Journals Inc. (US)

about strengths and challenges in building a culture of scholarship.

II. Methods

This project was granted exemption from full review by a university internal review board on human subjects research.

a) Sampling & Participants

Participants were faculty and students from a single college of social work within a public university in the Southeastern United States. The college had a long history supporting quality teaching, with many senior faculty who had been hired for their skill as teachers and whose scholarship concentrated on teaching. In recent years, newer research-oriented junior faculty were recruited, and the college sought methods of building research infrastructure to support integration of research, teaching, and service.

Thirty-seven faculty (all faculty) and seven doctoral/postdoctoral students (students their first year at the college) were invited to participate in voluntary needs assessment interviews in the Fall of 2013. Of those invited, 23 faculty and all 7 students participated (68% response rate). Participants included 2 tenured faculty, 13 tenure-track junior faculty, 6 research faculty, 2 clinical faculty, and 7 doctoral/postdoctoral students. Eight participants were licensed social workers. Participants included 23 females and 7 males. They ranged in age from 26 to 63, with an average age of 39 years. Seventy percent were White, 17% Black, and 13% Asian. Non-participants received at least two invitations to participate, and were primarily tenured faculty (n = 7), clinical/teaching faculty (n = 5), and research faculty from a single college-affiliated institute (n = 3).

b) Interview Procedures & Prompts

Interviews were conducted by the author as part of an organizational needs assessment to assist in building college infrastructure. Prompts helped to structure the interviews, but a conversational tone was maintained via a recursive model of interviewing (Minichiello, Sullivan, Greenwood, & Axford, 2004; Turnbull, 2010), through which prior conversations were permitted to influence structure and content of the research interview. Participants were asked to provide an overview of their research content and methods, followed by specific prompts about their scholarship goals, activities, professional networks, challenges, strengths, and needs. Some prompts addressed issues to be used in providing individualized mentoring to interviewees (e.g., career trajectory). Other prompts addressed more general infrastructure needs of the college. The latter will be the focus of this study. Examples of relevant prompts include:

- What challenges do you face in your pursuit of your professional goals?
- What are some things that the college can do to support you?
- What are the college's most pressing needs in building research infrastructure?

Interviews took less than one hour each to complete.

c) Field Notes, Transcription, & Analysis

The interviewer kept detailed field notes during each interview, and these were transcribed immediately following each interview. Transcripts were analyzed using MaxQDA software, using techniques of provisional coding (Saldana, 2009) and grounded theory (Straus & Corbin, 1991). Provisional codes were developed based on each interview prompt (e.g., "infrastructure needs," "professional development"). The author read through each transcript applying/adjusting provisional codes and developing new codes as appropriate. Axial coding was used to identify dimensions of codes, develop memos, and establish relationships among these. Selective coding was used to integrate and refine ideas into recommendations for action.

III. Findings

Regarding challenges in scholarship, gaps in support, and infrastructure needs, a number of themes were prominent. These include having sufficient time to balance research and service workloads, enhanced staff support and research tools to assist in scholarship, cultivating a culture that facilitates professional discourse, and accessing opportunities for professional growth and development.

a) Balancing Research, Teaching, & Service Workloads

The primary challenge to scholarship discussed by faculty was 'time.' Faculty members described having a wealth of opportunities for independent and collaborative work, but noted that heavy service commitments precluded taking advantage of such opportunities. They attempted to be strategic to in choosing which opportunities to pursue, but they noted that it was sometimes difficult to say 'no' to requests. It was noted that benchmarks for teaching quality within the college had always been high, and that greater expectations for research productivity--in conjunction with heavy service loads--presented a weighty burden on faculty. Faculty indicated that they desire a culture that values strong teachers and quality research, as well as good 'citizens' in performing service for the college.

Faculty felt that improvements could be made in balancing expectations if faculty were encouraged to view their contributions as investments in the future of the college. They also desired strong, decisive measures to protect time and minimize interruptions (e.g., reduce labor-intensive service for junior faculty, promote effective use of meeting time, enact more judicious use of emails). An example of one such recent innovation by the college is 'blocking' one day a week to

© 2015 Global Journals Inc. (US)

hold faculty committee meetings (i.e., all meetings college-wide are held on a single day of the week, with rotation of committees on different weeks), which was positively received by faculty.

b) Staff Supports & Tangible Resources

Faculty were appreciative of recent additions to college infrastructure, including one-on-one mentoring from a dean for research, budget support from a grants manager, and editing and graphic design from media staff. Regarding the former, faculty and students expressed that periodic review of their professional goals and career trajectories was helpful, as was ad-hoc review of draft manuscripts and proposals. It was suggested that tools or templates for tracking progress may enhance this type of individualized support, helping to clarify direction and priorities for professional activities. Such tools and/or focused discussions could also be utilized in small-group contexts for shared developmental turning points, as in recently implemented meetings for those faculty undergoing pre-tenure review.

Some faculty noted that media support could expand to include assistance in translating research to practice through applied tools (e.g., curricula, online media). One such effort that is in progress includes distilling faculty publications into PowerPoint presentations posted on the college Website so that findings are more accessible to practitioners, policymakers, and the general public. Faculty also mentioned that media staff could support faculty through training or assistance in reframing grant proposals and technical reports into publishable manuscripts.

Faculty suggested several other areas for strengthening staff support. These included more focused development and follow-through in assisting faculty to apply for foundation funding, more routine and comprehensive maintenance of information-technology resources (e.g., annual universal updates for common software, training on conferencing options), staffing to book faculty travel, and data management staff to assist in quality assurance of field placements and academic courses. Numerous faculty noted a need for statistical consulting; specifically, they desired consultants who were knowledgeable not only in statistics, but who also were familiar with norms for publishing in social science journals.

Regarding new resources that could be developed, a number of faculty shared their experiences from colleges where pre- and post-award staff handled 'everything but the science' of grants management. Representative resources include a shared network drive with sample proposals for different funding agencies, templates for common proposal inclusions such as budgets and organizational capacity statements, tip sheets with cost breakdowns for expenditures, and information on review criteria for various funders. A worksheet with the timeline for proposal development could outline tasks to be performed and dates for completion.

Faculty noted that at some institutions, support staff assist not only with budgets and letters of support, but also in tasks such as literature review and formatting of references. Staff could also assist in organizing individual reviews of proposals by peers or full 'mock reviews' involving colleagues from within and across disciplines to provide input on grant proposals.

c) Scholarly Discourse

One of the most commonly mentioned needs for promoting a culture of scholarship in the college was the need for more discourse among faculty and PhD students about their own work. Faculty wanted more presentations of individual faculty research, which they suggested could be adjacent to other events on the college calendar (e.g., prior to faculty meetings) or done as a series of brief presentations in a half-day. Some faculty suggested that events be mandatory, while others suggested that individual researchers call ad-hoc meetings of interested collaborators when they needed feedback or wanted to recruit co-authors. Doctoral students also wanted to learn more about faculty research, including greater exposure to statistical analyses and methodological design. Greater visibility of faculty and student research through brownbag presentations, displays of research posters in common areas, and linked articles and briefs on the college's Webpage could promote use and citation of one another's work, promoting the college as a whole.

Many faculty also mentioned development of ongoing writing groups to encourage exchange of ideas, constructive critique, collaboration, and shared accountability for development of regular writing habits. However, several faculty noted that such efforts had failed to keep momentum in the past. Some faculty had experimented with project-specific writing groups, day-long or multi-day writing 'boot camps,' and online writing forums. These were all viewed as helpful.

Both junior and senior faculty expressed a need to build synergy from overlapping interests among faculty members. Junior faculty desired conceptual input and guidance from senior colleagues, while senior faculty hoped to have junior colleagues who could assist on project teams. As one means of addressing this and other needs pertaining to professional discourse, the college has recently implemented funding for interdisciplinary work groups. These workgroups bridge disciplines across the university and bring faculty and doctoral students together for regular discussions. Developing these types of intentional relationships across departments, especially those involving students as well as junior and senior faculty, are intended to set the foundation for funded research as well as for

© 2015 Global Journals Inc. (US)

expanding connections to community agencies and resources.

d) Professional Development Opportunities

Faculty suggested numerous areas for their own professional development, many of which pertain to methodological skills (i.e., structural equation modeling, social network analysis, grantsmanship, time management). Additional topics of interest included advanced methods like multilevel/hierarchical modeling and causal inference (e.g., propensity score analysis, instrumental variable analysis), statistical 'refreshers,' intermediate and advanced qualitative methods, survey design for large-scale data collection, innovative methods such as GIS, and meta-analysis or systematic review. Faculty were also interested in training on project management, specifically managing teams of faculty and student researchers; this is an essential component of growing one's own research endeavors.

Doctoral students were interested in learning more about their career options, including different types of faculty appointments (e.g., research, clinical, tenure-track), government and nonprofit jobs, and the job search process. Some were interested in working toward independence and positioning themselves for competitive funding, such as early career development awards. Others wanted to learn about funding opportunities suited to graduate-level work, such as dissertation grants, travel funding, and other small grants. Doctoral students also wished for more exposure to quantitative and qualitative analyses, as well as training in how to write for journals, perform revisions, and so on. Doctoral students wanted to build their own teaching skills through hands-on experience.

IV. Conclusions

Our findings yielded numerous insights on how to build a culture of scholarship in higher education. As in other studies (Santo et al., 2009; Turnbull, 2010), balancing workloads between research, teaching, and service was one of the most frequently mentioned challenges to scholarship for faculty. In particular, service loads-largely unexplored in existing academic literature-presented a challenge to faculty. This is important to note, specifically in reference to institutes of higher education that are undergoing organizational change; service is likely to increase exponentially for organizations in flux.

Faculty also advocated for more deliberate protection of time for research activities, as well for staffing and resources to assist in managing research activities. Continued support of media staff, grants management staff, and technology staff were seen as essential to research productivity. Faculty also wanted tools to support grants development, including templates for budgets, grant preparation timelines, and so on. Faculty and doctoral students desired more engagement of students in faculty research, an effort that might be aided by early training of incoming students on performing literature reviews, preparing posters, and other basic aspects of research. This type of engagement is absolutely essential to leveraging the connections between research and teaching, as suggested by Boyer (2000) and Horta et al. (2012). Both faculty and students wanted more active exposure to scholarly discourse, including workshops or discussions to build synergy among scholars with common research interests.

Based on these findings, we propose five general recommendations for building a culture of scholarship. These include protecting time for research, building staff supports, engaging students in faculty research, developing research resources, and cultivating professional growth and discourse. Each is discussed in more depth below, and Table 1 provides a summary of specific strategies within each of these five areas.

a) Protect Time for Research

One of the most salient needs for increasing a culture of scholarship involved protecting time for research. This can be accomplished in numerous ways, including strategies like relegating committee meetings to specific days of the week, using email more judiciously, and encouraging faculty to tenaciously guard time in their own schedules for writing and research. Meeting time can be used more effectively if agendas are clear and materials are distributed in advance, committee membership is streamlined, and processes are established for handling some tasks outside of meetings if full committee discussion is not warranted. Faculty were especially adamant that time of junior faculty should be well protected, with faculty who had already achieved tenure not only taking on a greater share of the service load of the college, but also acting as mentors and advocates to minimize labor-intensive duties for junior faculty.

Creation of a research culture may require reduction in teaching loads. Yet, reduction of teaching load solely through faculty buy-outs may put disproportionate numbers of adjunct faculty in university classrooms, changing the nature of students' educational experiences (McMurtry & McClelland, 2997). Fleming (2008) points out that class size is a key determinant of workload, observing that more research-intensive institutions often adopt a less personal approach to teaching. That is, students interact less with professors and more with teaching assistants or support staff, and these persons play a key role in grading assignments, providing feedback on papers, fielding inquiries by phone and email, and providing academic counseling. This approach may sacrifice regular direct student access to professors, which is likely to impact quality of the educational experience. Increasing

© 2015 Global Journals Inc. (US)

research may also limit faculty service to local communities. Thus, striking a balance that allows quality teaching, community-engaged service, and innovative research is indeed a challenge.

One of the most elusive aspects of balancing research, teaching, and service is achieving high valuation among faculty and administrators for each of these essential components of higher education. This would allow some faculty to strategically select commitments that inspire their passions as well as promote institutional growth. Whether this might take the form of separate research-oriented and teaching-oriented "cadres," as those identified by Gottlieb and Keith (1997), or some other more integrated structure would be a good topic for further exploration. Recognizing and rewarding achievement in all three areas of research, teaching, and service is a necessary step to creating a culture in which faculty appreciate their collective contributions to the overall vitality of higher education.

b) Build Staff Supports

Building staff supports help alleviate faculty workloads with dedicated staff who lend specialized expertise in areas including fiscal management, grants management, editing and media development, data management, statistical analysis, and information/technology. Staff can assist in identifying funding opportunities, serving as a liaison with foundation funders, gathering letters of support, developing budgets, assembling and formatting proposals, and other tasks essential to grantsmanship. Editing, media, and information/technology staff can assist in translating research products into user-friendly formats and making these accessible to a variety of audiences. Statistical consultants can assure that faculty have timely and appropriate designs for proposals, presentations, and publications. Technology staff can assure that software updates, video and teleconferencing, and meeting set-up require minimal efforts from faculty other than a simple scheduling request.

c) Engage Students in Faculty Research

Assuring that students are motivated, prepared, and engaged in research with faculty members contributes to growth for the students as well as to efficiency and expansion of faculty efforts. Colleges can implement strategies for recruiting doctoral students whose interests and skills align with existing faculty specialty areas. This might include individualized efforts to reach out to specific students or particular schools, matching of college funds with faculty grant funds for sponsoring students on faculty research projects, and developing funded practicum opportunities that can be marketed to a strong graduate student cohort. Incoming students can be prepared to engage in research through universal, brief training sessions on topics such as literature review, preparing abstracts and PowerPoint slides, and presenting findings in poster and oral formats. Dorrance and associates (2008) demonstrate that modest efforts on the part of faculty and staff organizers can improve faculty-student research partnerships and promote productivity of both faculty and student researchers. Training may also be used to improve engagement of international students in the academic and local community, with specific attention to address language and cultural barriers, transportation, peer support, and connection to community partners.

d) Develop Research Resources

Research resources can serve as tools and models for development of scholarly products. This includes housing sample proposals and review criteria from a variety of funders on a shared drive or Intranet, developing boilerplate models for grant budgets and organizational capacity statements, developing templates and tip sheets for budget development, sample letters of support, timelines for grant development, and so on. Protocols can be developed for soliciting individualized peer feedback or mock reviews for grant proposals, including opportunities for graduate students to assist in organizing reviews.

e) Cultivate Professional Growth & Discourse

Perhaps most essential to scholarship is engagement of faculty with one another for discussions about their own research, learning about innovative methodologies, and opportunities for collaboration, networking, and professional growth. Foremost, exposure to faculty and student research should be multifaceted, including brownbag presentations, posters in common areas, articles and presentations on faculty Webpages, and workshops for collaborative development of scholarly products (e.g., writing groups, topical interest groups). Particular attention might be devoted to group meetings at shared turning points such as mentoring groups for incoming faculty, discussion groups on pre-tenure review, and ongoing professional development workshops on methodology, career development, and workplace issues.

Ironically, though faculty express a lack of time to conduct research, they nevertheless demonstrate interest in increased discourse around their work. Briar-Lawson and associates (2008) note that moving faculty from being solo scholars to teams of researchers requires strategies such as identifying intersecting interests and hiring both tenure-track and research faculty with corresponding interests and priorities of the faculty as a whole. An important part of creating synergy and fostering development of a culture of scholarship is having faculty at varying ranks with overlapping interests, which allows non-duplicative collaborative partnerships, mentoring, and shared connections to local, national, and international partners. Attesting to

© 2015 Global Journals Inc. (US)

dynamics of collaboration aiding in productivity, Worley (2011) conducted a study of academic 'stars' (i.e., highly productive scholars) in the field of criminal justice. These faculty members emphasized importance of working with students and other faculty not only to share a workload, but also to cultivate inspiration and interests, to help direct one's path toward successful endeavors, and provide diverse perspectives that inform high-quality scholarship. Senior faculty can provide conceptual and academic leadership to assist junior faculty grow toward independence, and junior faculty can provide an energizing force with new perspectives on the field. Aside from informal mentoring, more deliberate approaches that provide systematic feedback might be considered; this could include mentoring committees (if faculty size permits) as well as focused attempts to assure that junior faculty are connected with colleagues who can provide support for achievement of professional goals.

Finally, professional travel is central to promoting visibility of researchers on a state, national, and international level. Conference attendance helps strengthen professional networks among those working in the same field as well as across fields with common content interests. Topical interest groups at conferences provide opportunities for leadership in the field, as well as for forging bonds for multi-site projects, co-authored papers, and so on. For students, conference travel provides valuable engagement with the profession and with models of scholarship. To this end, travel stipends and competitive travel grants can promote scholarship for faculty and student researchers.

f) A Framework for Cultural Change

Implementing these recommendations may support a culture of scholarship, but cultural change requires integrative framing to bring all involved parties along in the change process. In academia, routine challenges of organizational change may be compounded by sharp philosophical and social divisions between research-oriented and teaching-oriented faculty. Trowler (2005) suggests social practice theory as a framework for improving faculty receptivity and promoting implementation of change initiatives. Specifically, Trowler emphasizes engaging in shared activities and communities of practice, negotiating identities through relational processes, construction and signification of meaning through discourse, identification of tacit assumptions and implicit theories that may influence the culture, understanding rules of appropriateness and development of recurrent practices that reinforce cultural change, and using technologies to facilitate change of the constructed worldview. Trowler underscores that, while policy science is used for top-down prescriptive initiatives, policy scholarship situates understanding of change in the cultural and ideological milieu of those persons and institutions involved. Creating shared processes and understandings in the change process helps assure that change initiatives will fall on ground that is "fertile" rather than "hostile" (p. 27). Further, invoking a theory of change such as social process theory provides the "radar and improved diagnostic and prescriptive tools" (p. 29) to assist during the change process.

g) Limitations & Summary

Findings from our interviews are limited in that they draw from a single college of social work at a public academic institution. Thus, findings may not apply to disciplines beyond social work or to smaller colleges and universities. However, it may be those smaller colleges and universities that will most likely benefit from some of the strategies suggested here, in that these are the institutions that may be in most need of infrastructure development. Another limitation is that faculty at this institution are predominantly assistant professors, and there was some selection bias, with tenured faculty, clinical faculty, and research faculty less likely to participate in interviews. Thus, patterns identified here may attest to development needs as perceived by junior tenure-track faculty more than by other faculty. Given previous findings that both productivity and job satisfaction may dip for mid-career scholars (Taylor, Fender, & Burke, 2006; Santo et al., 2009; Selingo, 2008), future research might examine challenges and facilitators of scholarship among tenured faculty and those faculty who are not on the tenure track. These findings, in conjunction with promising practices from extant literature, provide concrete suggestions for building a culture of scholarship directed toward engagement, support, and professional fulfillment for faculty and students.

Fig. 1 : Strategies for Promoting Scholarship

Protect Time for Research

- Block committee meetings to specific days of the week
- Use email more judiciously
- Encourage faculty to schedule protected time for writing and research
- Use meetings effectively with clear agendas and pre/post tasks
- Streamline committee membership
- Minimize labor-intensive duties for junior faculty
- Reduce teaching loads
- Increase class size

© 2015 Global Journals Inc. (US)

- Utilize teaching assistants for grading and correspondence
- Recognize and reward achievements in research, teaching, and service

Build Staff Supports

- Assist in identifying funding opportunities
- Gather letters of support
- Assist in budget development
- Assist in assembling and formatting proposals
- Assist in translating research reports into user-friendly formats
- Assist with statistical analyses
- Regular software updates
- Set up of video/audio conferences

Engage Students in Faculty Research

- Recruit students whose interests and skills align with faculty
- Match funds for sponsoring students on faculty projects
- Develop funded practicum opportunities marketed to students
- Provide training sessions on research
- Provide immersion training for international students

Develop Research Resources

- Keep sample proposals and review criteria on a shared drive
- Develop boilerplate models for budgets, capacity, etc.
- Create tip sheets for budget figures
- Provide sample letters of support
- Create timelines for grant development
- Develop protocols for organizing peer feedback or mock reviews
- Create visual tools for setting goals and mapping progress of individuals

Cultivate Professional Growth & Discourse

- Schedule brownbag presentations
- Display research posters in common areas
- Link articles and presentations to faculty Webpages
- Host workshops for collaborative development of scholarly products
- Host group meetings at shared turning points
- Provide opportunities for ongoing professional development
- Recruit faculty at varying ranks with overlapping interests
- Encourage collaboration between faculty and their mentors, students, peers
- Promote mentoring at all levels
- Provide travel stipends and competitive travel grants

References Références Referencias

1. Beddoe, L. (2011). Investing in the future: Social workers talk about research. British Journal of Social Work, 41, 557-575.
2. Boyer, E. (2000). Scholarship reconsidered: Priorities of the professoriate. NY: Carnegie Foundation.
3. Briar-Lawson, K., Korr, W., White, B., Vroom, P., Zabora, J., Middleton, J., Shank, B., & Schatz, M. (2008). Advancing administrative supports for research development. Social Work Research, 32(4), 236-241.
4. Dorrance, K., Denton, G., Proemba, J., LaRochelle, J., Nasir, J., Argyros, G., & Durning, S. (2008). An internal medicine interest group research program can improve scholarly productivity of medical students and foster mentoring relationships with internists. Teaching and Learning in Medicine: An International Journal, 20(2), 163-167.
5. Fleming, T. (2008). Making the leap? Transformative processes, academic freedom and engendering a research culture in Ontario colleges and small teaching-centered universities. The Public Sector Innovation Journal, 13(2), 2-16.
6. Freedenthal, S., Potter, C., & Grinstein-Weiss, M. (2008). Institutional supports for faculty scholarship: A national survey of social work programs. Social Work Research, 32(4), 220-230.
7. Gottlieb, E., & Keith, B. (1997). The academic research-teaching nexus in eight advanced-industrialized countries. Higher Education, 34, 397-420.
8. Horta, H., Dautel, V., & Veloso, F. (2012). An output perspective on the teaching-research nexus: An

© 2015 Global Journals Inc. (US)

analysis focusing on the United States higher education system. Studies in Higher Education, 37(2), 171-187.
9. Jenson, J., Briar-Lawson, K., & Flanzer, J. (2008). Advances and challenges in developing research capacity in social work. Social Work Research, 32(4), 197-200.
10. Joubert, L. (2006). Academic-practice partnerships in practice research: A cultural shift for health social workers. Social Work in Health Care, 43(2/3), 151-162.
11. Karvinen-Niinikoski, S. (2005). Research orientation and expertise in social work: Challenges for social work education. European Journal of Social Work, 8(3), 259-71.
12. Katerndahl, D. (2012). Co-evolution of departmental research collaboration and scholarly outcomes. Journal of Evaluation in Clinical Practice, 18, 1241-1247.
13. Martinez, R., Floyd, R., & Erichsen, L. (2011). Strategies and attributes of highly productive scholars and contributors to the school psychology literature: Recommendations for increasing scholarly productivity. Journal of School Psychology, 49, 691-720.
14. Mayrath, M. (2008). Attributions of productive authors in educational psychology journals. Educational Psychology Review, 20, 41-56.
15. McMurtry, S., & McClelland, R. (1997). Trends in student-faculty ratios and the use of non-tenure track faculty in MSW programs. Journal of Social Work Education, 33, 293-306.
16. Minichiello, V., Sullivan, G., Greenwood, K., & Axford, R. (2004). Handbook of research methods for nursing and health science. Frenchs Forrest, Australia: Pearson Education.
17. Saldana, J. (2009). The coding manual for qualitative researchers. Los Angeles, CA: Sage.
18. Sanders, J., & Munford, R. (2008). Building action focused research in social care organizations. Education Action Research, 16(1), 19-30.
19. Santo, S., Engstrom, M., Reetz, L., Schweinle, W., & Reed, K. (2009). Faculty productivity barriers and supports at a school of education. Innovative Higher Education, 34, 117-129.
20. Selingo, J. (July, 2008). A midlife crisis hits college campuses. Chronicle of Higher Education, B1, B3-B5.
21. Straus, A., & Corbin, J. (1991). Basics of qualitative research: Grounded theory procedures and techniques. Newbury Park, CA: Sage.
22. Sullivan, T., Mackie, C., Massy, W., & Sinha, E. (2012). Improving measurement of productivity in higher education. Washington, DC: National Academies.
23. Taylor, S., Fender, B., & Burke, K. (2006). Unraveling the academic productivity of economists: The opportunity costs of teaching and service. Southern Economic Journal, 72(4), 846-859.
24. Trowler, P. (2005). A sociology of teaching, learning and enhancement: Improving practices in higher education. Papers: Revista de Sociologia, 76, 13-32.
25. Turnbull, B. (2010). Scholarship and mentoring: An essential partnership? International Journal of Nursing Practice, 16, 573-578.
26. Videka, L, Blackburn, J., & Moran, J. (2008). Building research infrastructure in schools of social work: A university perspective. Social Work Research, 32(4), 294-301.
27. Worley, R. (2011). What makes them tick: Lessons on high productivity from leading twenty-first century academic stars. Journal of Criminal Justice Education, 22(1), 130-149.
28. Zlotnick, J., Biegel, D., & Solt, B. (2002). The Institute for the Advancement of Social Work Research: Strengthening social work research in practice and policy. Social Work Practice, 12(2), 318-337.

© 2015 Global Journals Inc. (US)

Global Journal of human-social science: G
Linguistics & Education
Volume 15 Issue 11 Version 1.0 Year 2015
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460X & Print ISSN: 0975-587X

A Cross Disciplinary Assessment of Job Performance among Teachers of Secondary Schools in Cross River State, Nigeria

By Egaga, Patrick I., Peter U. Bassey & Isaac O. Ubi

University of Calabar, Nigeria

Abstract- A sample of 1062 teachers was selected from an estimated population of 21,240 teachers spread across the 203 public secondary schools in Cross River State of Nigeria. An instrument called Teachers' Affective Characteristics Questionnaire was used for data collection. The data were analysed using One-Way Analysis of Variance (ANOVA) test statistic. Results of the study showed that teachers' academic disciplines significantly influence their job performances in terms of lesson delivery, students' assessment/evaluation, classroom management, and student discipline. It was concluded that it was those teachers who had education as their disciplines that were better in overall job performance than their counterparts who do not belong to the discipline of education. The study concludes that teachers should be encouraged to pick higher degrees in education after their first degrees as this will improve their job performance.

Keywords: *disciplinary assessment, job performance, teachers.*

GJHSS-G Classification : *FOR Code: 330399p*

Strictly as per the compliance and regulations of:

© 2015. Egaga, Patrick I., Peter U. Bassey & Isaac O. Ubi. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 3.0 Unported License http:// creativecommons.org/licenses/by-nc/3.0/), permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

A Cross Disciplinary Assessment of Job Performance among Teachers of Secondary Schools in Cross River State, Nigeria

Egaga, Patrick I. [α], Peter U. Bassey [σ] & Isaac O. Ubi [ρ]

Abstract- A sample of 1062 teachers was selected from an estimated population of 21,240 teachers spread across the 203 public secondary schools in Cross River State of Nigeria. An instrument called Teachers' Affective Characteristics Questionnaire was used for data collection. The data were analysed using One-Way Analysis of Variance (ANOVA) test statistic. Results of the study showed that teachers' academic disciplines significantly influence their job performances in terms of lesson delivery, students' assessment/evaluation, classroom management, and student discipline. It was concluded that it was those teachers who had education as their disciplines that were better in overall job performance than their counterparts who do not belong to the discipline of education. The study concludes that teachers should be encouraged to pick higher degrees in education after their first degrees as this will improve their job performance.

Keywords: disciplinary assessment, job performance, teachers.

I. Introduction

Over the past two decades, there has been very little research directly examining the relationship between educational level and job performance. This, as noted by Benson, Fine gold and Mohrman (2004), is particularly surprising given the fact that it was during this time period when educational opportunities increased substantially and when most organizations raised their educational qualifications for jobs. It was also during this period too, that most state governments begun to emphasize the need for all primary and post-primary institutions to have only professionals in education as teachers. In Cross River State, for instance, government has since the year 2001 implemented the on a minimum qualification of NCE for teachers in primary schools and First Degree for teachers in Secondary schools. In furtherance of this policy, it does appear that most state governments in Nigeria are beginning to emphasize that all teachers must have educational qualifications to enhance their productivity. This is in line with the opinions of some authorities who have conducted researches in education.

Author α σ ρ: Department of Curriculum & Teaching, Faculty of Education, University of Calabar, Nigeria.
e-mail: arikpoikpi@yahoo.com

Breman (2001), for instance, asserted that if any nation is to live up to societal expectation of producing highly skilled labour and research oriented individuals to meet with present day economic and scientific challenges, then the job performance of its teachers must be viewed with special interest. In the classroom, teachers' job performance is crucial in students' progress and development. The progress of students is directly linked to the successful teaching learning process in the classroom. Teachers job performance relate to what teachers do in the classroom and how that affects students learning.

Thomas and Feldman (2009) compared education level with job performance and discovered a positive relationship between education level and different job behaviours in task and citizenship, and negatively related to counterproductive performance like on-the-job substance use and absenteeism. Gede and Anike (2011) in a similarly study on staff of the Bayelsa State Ministry of Education discovered that the higher the qualification of the staff of secondary schools the better their job performance. The study reports an adverse effect of poor staffing on job performance and recommend among other things, recruitment of qualified teachers.

Students' academic performance or achievement is an important index for the measurement of teachers' job performance. Any teacher whose students come out at the end of an instruction with good grades in the school subject(s) taught can be adjudged as having performed very well in his job. It has, however, been discovered that there has been differential academic achievement of students in Nigeria (Unanma, Abugu, Dike and Umeobiko; 2013), and this has been and is still a source of concern and research interest to educators, government and parents. Many researche works have been carried out to examine the phenomenon and to discover the factors that may be responsible for the ugly trend. A few of these researchers have identified teachers' academic disciplines as having some influence on students' academic performance.

Unanma et al (2013) examined the relationship between teachers' educational qualification and their students' performance in chemistry. The result of the study revealed a positive relationship between teachers'

© 2015 Global Journals Inc. (US)

qualifications and students' academic achievement. The study concluded that the higher the professional qualification of the teachers, the better the achievement of their students. In an earlier study carried out by Gede and Lawson (2011) using 50 employees out of 221 on the staff, it was discovered that teachers' professional qualifications influence their job performance.

II. Methodology

The design adopted in this study was survey. This design was chosen because of the largeness of the sample size and the fact that the team used questionnaires in collecting data required for the study. A sample of 1062 teachers was selected from a population of about 21,240 teachers in state public schools. At the time of this research, the state ministry of education was concluding recruitment of teachers, so it was difficult to be exact on the number of teachers on the roll. By this selection, however, the study adopted about 5% of the population as sample. The sampling techniques used for selecting the sample were stratified random and purposive sampling techniques with the different Local Government Education Authorities as the basis of stratification. Each of the 18 education authorities was considered as a stratum. Five per cent of the number of schools in each education authority was selected for the study. After the selection of schools, the researchers selected the teachers purposely from the schools, at convenience, to meet the 5% target.

The study area was Cross River State of Nigeria. The state is made up of 18 education authorities (one each in each local government, area). The area is made up of 203 public secondary schools with Calabar education authority having the highest number of schools.

An instrument called teachers' performance rating scale (TPRS) was used for data collection. This rating scale was administered to students to gather data on the job performance of teachers. Four dimensions of teachers' job performance, namely, lesson delivery, assessment/evaluation, classroom management, and student discipline, were measured in the scale using eight items each. The instrument was face validated by the research team and trail tested for internal consistency using Cronbach Alpha reliability estimate method. The reliability coefficients ranged from 0.71 to 0.86 for the sub-scales.

III. Results

The hypothesis tested stated that teachers job performance does not differ significantly based on their academic disciplines. The independent variable in this hypothesis is teachers' academic disciplines categorized into three dimensions, namely: B.Ed or equivalent, PGDE or equivalent and BA/B.Sc or equivalent. The dependent variable is teachers' job performance in terms of lesson delivery, students' assessment evaluation, classroom management, and students' discipline. One-way Analysis of Variance (ANOVA) test statistic was employed in analyzing the data. The results are presented in tables 1 and 2.

Table 1 : Summary of descriptive statistics for the influence of teachers' academic disciplines on their job performance

S/N	Teachers' job performance in terms of	Academic disciplines	N	$\bar{X}$	SD
1.	Values orientation	B.Ed. or equivalent	121	24.27	3.69
		PGDE or equivalent	800	28.86	4.10
		B.A, B.Sc or equivalent	141	23.18	3.50
		Total	1062	24.76	3.96
2.	Student Assessment/evaluation	B.Ed. or equivalent	121	9.64	3.16
		PGDE or equivalent	800	12.26	4.19
		B.A, B.Sc or equiv.	141	9.31	2.89
		Total	1062	9.74	3.28
3.	Classroom management	B.Ed. or equivalent	121	21.32	3.47
		PGDE or equivalent	800	25.67	3.07
		B.A, B.Sc or equiv.	141	20.03	3.40
		Total	1062	17.97	3.94
4.	Student Discipline	B.Ed. or equivalent	121	17.31	3.30
		PGDE or equivalent	800	22.56	3.45
		B.A, B.Sc or equiv.	141	17.00	3.98
		Total	1062	17.97	3.94
5.	Overall job performance	B.Ed. or equivalent	121	72.20	10.24
		PGDE or equivalent	800	89.34	9.51
		B.A, B.Sc or equiv.	141	69.85	10.64
		Total	1062	74.21	11.42

© 2015 Global Journals Inc. (US)

Table 2 : One-way ANOVA for the influence of teachers' academic disciplines on their job performance

S/N	Job performance in terms of	Source of variation	SS	Df	MS	F
1.	Lesson delivery	Between	2861.503	2	1430.752	110.139*
		Within	13756.843	1059	12.990	
		Total	16618.348	1061		
2.	Students' Assessment/ Evaluation	Between	1043.872	2	521.936	53.379*
		Within	10354.777	1059	9.778	
		Total	11398.649	1061		
3.	Classroom management	Between	2671.042	2	1335.521	147.082*
		Within	9615.821	1059	9.080	
		Total	12286.863	1061		
4.	Student Discipline	Between	3431.972	2	1715.986	139.163*
		Within	13058.972	1059	12.331	
		Total	16490.208	1061		
5.	Overall job performance	Between	37801.997	2	18900.99	198.845*
		Within	100662.177	1059	95.054	
		Total	138464.174	1061		

**P<.05, critical F = 3.00*

Results of analysis in Table 2 shows that the calculated F-ratios for lesson delivery (110.139), students' assessment/evaluation (53.379), classroom management (147.082), students' discipline (139.163), and for overall job performance (198.845) are each greater than the critical F-ratio of 3.00 at 0.5 level of significance, using 2 and 1059 degrees of freedom. This means that at all dimensions of consideration, teachers' job performance differ significantly based on their academic discipline. Based on these results the null hypothesis was rejected.

Since the results show significant influence of academic discipline on teachers' job performance, a post-hoc test was carried out to determine the pair-wise mean difference(s) among the groups that, was or were responsible for the influence. The method of post-hoc analysis used was fisher's least significant difference (LSD). Results of the analysis are presented in table 3.

Results of post-hoc analysis were as follows for the different sub-variables of teachers' job performance:

Lesson delivery: Comparisons for B.Ed versus PGDE (t=12.74), B.Ed versus B.A/B.Sc (t=2.47), and PGDE versus B.A/B.Sc (t=17.61) were each greater than the critical t0value of 1.96 at .05 level of significant. This means that there is a significant difference among all the group means. Results from mean values show that teachers with PGDE were better in their lesson delivery (X=28.86) than those with only B.Ed (X=24.27) and B.A/B.Sc (X=23.18).

Student Assessment/Evaluation: Comparisons for B.Ed versus PHDE (t=8.38), and PGDE versus B.A/B.Sc (t=10.55) were each greater than the critical t-value of 1.96 at 0.5 level of significance, indicating that there were significance differences among these pair-wise comparisons. Results from the mean values show that teachers with PGDE (X=12.26) were better in students' assessment /evaluation than their counterparts with B.Ed (X=9.64) and BA/B.Sc (X=20.93) indicating that there is a significant difference among all the group means. Results of mean values show that teachers with PGDE (X=12.26) were better in job performance (X=25.67) than teachers with B.Ed (X=21.32) and those with B.A/B.Sc (X=20.03).

Table 3 : Fisher's LSD for teachers' job performance based on their academic disciplines

S/N	Teachers' job performance	Academic disciplines	1 (n=121)	2 (n=800)	3 (n=141)
1.	Lesson delivery	B.Ed. or equivalent (1)	24.27[a]	4.59[b]	1.09
		PGDE or equivalent (2)	12.74*[c]	28.86	5.68
		B.A, B.Sc or equiv. (3)	2.47*	17.61*	23.18
		(MSW=12.990)			
2.	Student assessment /evaluation	B.Ed. or equivalent (1)	9.64	2.62	0.33
		PGDE or equivalent (2)	14.44*	25.67	5.64
		B.A, B.Sc or equiv. (3)	4.13*	20.93*	20.03
		(MSW=9.080)			
3.	Classroom management	B.Ed. or equivalent (1)	21.32	4.35	1.29
		PGDE or equivalent (2)	14.44	19.12	1.47
		B.A, B.Sc or equiv. (3)	0.54	5.15*	17.65
		(MSW=10.188)			

© 2015 Global Journals Inc. (US)

4.	Student Discipline	B.Ed. or equivalent (1)	17.31	5.25	0.31
		PGDE or equivalent (2)	14.95*	22.56	5.56
		B.A, B.Sc or equiv. (3)	0.72	17.70*	17.00
		(MSW=12.331)			
5.	Overall job performance	B.Ed. or equivalent (1)	72.20	17.14	2.35
		PGDE or equivalent (2)	17.58*	89.34	19.49
		B.A, B.Sc or equiv. (3)	1.97*	22.35*	69.85
		(MSW=95.054)			

P<.05

a) *Group means are a long the principal diagonals*

b) *Differences among group means are above the principal diagonals*

c) *T-values are below the principal diagonals*

Student discipline: Comparisons for B.Ed versus PGDE (t=14.95), and PGDE versus B.A/B.Sc (t=17.70) were each greater than the critical t-value of 1.96 at .05 level of significance indicating significant difference among the group means. The mean values show that it was teachers with PGDE (X=22.56) that were better in students discipline than their counterparts with B.Ed (X=17.31) and those with BA/B.Sc (X=17.00).

Overall job performance: The results show that teachers with PGDE (X=89.34) were the best in overall job performance, followed by those with B.Ed (X=72.20) and then by others with B.A/B.Sc degrees (X=69.85).

IV. Discussion of Findings

Results of the study showed that teachers' job performance significantly differ based on their academic disciplines. The results show that at all dimension of teachers' job performance it was teachers who have PGDE degree or its equivalent as their qualification that perform better in lesson delivery, student assessment/evaluation, classroom management and student discipline than their counterparts with B.Ed degree or its equivalent and those with B.A/B.Sc or its equivalent. Results on overall job performance also show a significant difference based on academic disciplines with holders of PGDE out performing holders of other degrees, followed by holders of B.Ed degrees and then by holders of other degrees. The findings replicate that of Thomas and Feldman (2009) who compared education level with job performance and discovered a positive relationship between education level and different job behaviours in task and citizenship. The same study found a negative relationship between education level and counterproductive performance like on-the-job substance use and absenteeism. The result also replicated the findings of Gede and Anike (2001) and Ubanma et al (2013) who independently found that professional qualification influenced job performance.

The implication of this finding and the replications hinges on the issue of paper qualification which has been of concern to many people in different works of life. A good number of people in Nigeria feel that the country has placed too much emphasis on paper qualification instead on the productivity of would be employees. Some go the extent of feeling that a good number of people who never went to school may actually do better on the job than those with certificates of school attendance. The result of this study has proven this assession wrong. The findings show clearly that the higher the qualifications of teachers the better their performance. The results also show that the more professionally qualified a person the more likely his ability to perform professional tasks. The study therefore recommends that educational institutions especially primary and secondary schools should encourage professionalism. Schools should discourage the current trend in which teachers are made to teach subjects they did not study at the university even when the subjects seem related to what they actually studied. Government should find a way of ensuring that only teachers with education degrees are allowed to teach in our primary and secondary schools.

Results of the study showed that teachers' job performance significantly differ based on their academic disciplines. The results show that at all dimension of teachers' job performance it was teachers who have PGDE degree or its equivalent as their qualification that perform better in lesson delivery, student assessment/evaluation, classroom management and student discipline than their counterparts with B.Ed degree or its equivalent and those with B.A/B.Sc or its equivalent. Results on overall job performance also show a significant difference based on academic disciplines with holders of PGDE out performing holders of other degrees, followed by holders of B.Ed degrees and then by holders of other degrees. The findings replicate that of Thomas and Feldman (2009) who compared education level with job performance and discovered a positive relationship between education level and different job behaviours in task and citizenship. The same study found a negative relationship between education level and counterproductive performance like on-the-job substance use and absenteeism. The result also replicated the findings of Gede and Anike (2001) and Ubanma et al (2013) who independently found that professional qualification influenced job performance.

© 2015 Global Journals Inc. (US)

The implication of this finding and the replications findings on the issue of paper qualification which has been of concern to many people in different works of life. A good number of people in Nigeria feel that the country has placed too much emphasis on paper qualification instead on the productivity of would be employees. Some go the extent of feeling that a good number of people who never went to school may actually do better on the job than those with certificates of school attendance. The result of this study has proven this assession wrong. The findings show clearly that the higher the qualifications of teachers the better their performance. The results also show that the more professionally qualified a person the more likely his ability to perform professional tasks. The study therefore recommends that educational institutions especially primary and secondary schools should encourage professionalism. Schools should discourage the current trend in which teachers are made to teach subjects they did not study at the university even when the subjects seem related to what they actually studied. Government should find a way of ensuring that only teachers with education degrees are allowed to teach in our primary and secondary schools.

References Références Referencias

1. Aronson, E. (1995). The social animal (fifth ed.) New York: Freeman.
2. Bassey, P. U. (2009). Affective characteristics, school type and job performance of secondary school teachers in Cross River State, Nigeria. Unpublished Ph.D Thesis of University of Calabar, Calabar.
3. Benson, G. S., Einegold D. Mohrman, S. A. (2004). You paid for skills, now keep them: Tuition Reimburse and voluntary Turnover. Academy of management journal, 47, 315-331.
4. Gede, N. T. & Lawanson, O. A. (2011). Employees' characteristics and job performance of staff of the Bayelsa State Ministry of Education. Proceedings of the 2011 international conference on teaching learning and change. International Association for teaching and learning (LATEL).
5. Ntikidem, P. Y. & Etucho, E. E. (2004). Principals' provision for professional growth and teachers' job effectiveness in Cross River State. Education for today, 3(1), 83-89.
6. Robbins, S. P. (1998). Organizational behaviour: concepts, controversies and applications. New Delhi: Pretince Hall.
7. Thomas, W. H. & Feldman, D. C. (2009). How broadly does education contribute to job performance? Personnel psychology, 62, 89-134.
8. Unanma, A. O. Abugu, H. O. Dike, R. C. & Umeobika U. C. (2013). Relationship between teachers' educational qualifications and students' achievement in chemistry: A case study of Owerri West L. G. A. Journal of Research and method in Education, 1(1), 5-10.

© 2015 Global Journals Inc. (US)

This page is intentionally left blank

© 2015 Global Journals Inc. (US)

Global Journal of human-social science: G
Linguistics & Education
Volume 15 Issue 11 Version 1.0 Year 2015
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Relationship between Resource Availability and Performance in French Subject in Public Secondary Schools in Vihiga County-Kenya

By Juma Rose, Ether Omundi & Dr. Omwono Gedion

Catholic University of Eastern Africa, Kenya

Abstract- French subject was the first foreign language to be taught and examined in Kenya. This subject however, has continued to register low enrolment, as well as poor performance in the national examination. This study examined the role of resource availability on student's performance in French language in secondary schools. The study adopted correlational designs. The target population included all the schools teaching French subject, in Vihiga County. Stratified random sampling technique was employed to select 10 schools out of 14. The schools were grouped into National, County and Sub-County schools. One-way ANOVA technique was used as the main analysis method. The findings from the study revealed that human resources, school physical resources and financial resources have the most significant relationship with the performance of students in French subject. However, the study also found that teachers were not exposed to teacher professional development activities and a handful had attended in-service (seminar) on French language pedagogy. The study concludes that most teachers had not attended any refresher courses as well as inexperienced, explained why the performance of French was dismal. More than two thirds of the schools did not have libraries, meaning that learners were denied the opportunity to interact meaningfully with books.

GJHSS-G Classification : FOR Code: 420106, 420206

Strictly as per the compliance and regulations of:

© 2015. Juma Rose, Ether Omundi & Dr. Omwono Gedion. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 3.0 Unported License http:// creativecommons.org/licenses/by-nc/3.0/), permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

Relationship between Resource Availability and Performance in French Subject in Public Secondary Schools in Vihiga County-Kenya

Juma Rose [α], Ether Omundi [σ] & Dr. Omwono Gedion [ρ]

Abstract- French subject was the first foreign language to be taught and examined in Kenya. This subject however, has continued to register low enrolment, as well as poor performance in the national examination. This study examined the role of resource availability on student's performance in French language in secondary schools. The study adopted correlational designs. The target population included all the schools teaching French subject, in Vihiga County. Stratified random sampling technique was employed to select 10 schools out of 14. The schools were grouped into National, County and Sub-County schools. One-way ANOVA technique was used as the main analysis method. The findings from the study revealed that human resources, school physical resources and financial resources have the most significant relationship with the performance of students in French subject. However, the study also found that teachers were not exposed to teacher professional development activities and a handful had attended in-service (seminar) on French language pedagogy. The study concludes that most teachers had not attended any refresher courses as well as inexperienced, explained why the performance of French was dismal. More than two thirds of the schools did not have libraries, meaning that learners were denied the opportunity to interact meaningfully with books. Some teachers confessed that the funds allocated to their departments were inadequate. Therefore, the study recommends that efforts should be made by school authorities, the Ministry of Education, county authorities and other stakeholder to provide enough physical resources like teaching/learning resources, class rooms and libraries.

I. Introduction

a) Background to the Study

i. Study Area

Vihiga County is located in the western region of Kenya and constitutes 5 constituencies namely: Emuhaya, Sabatia, Vihiga, Vihiga, Luanda and Hamisi. It boarders Kakamega County to the North, Nandi County to the East, Kisumu County to the South and Siaya County to the West. The County covers an area of 530.95 sq. It has an annual average rainfall of between 1,800mm and 2000mm and average temperature of 24c. The County has hilly terrain and a good amount of forest cover such as Kibiri Forest which is an extension of Kakamega Forest. Agriculture is the main economic activity. Crops planted include: tea, maize, millet, bananas, avocado, papayas, sweet potatoes and cassava. Livestock rearing is also practiced in the county.

Author α σ ρ: The Catholic University of eastern Africa, Gaba Campus-Eldoret, Kenya. e-mail: gedion.impact@gmail.com

ii. The Teaching of French in Kenya

Language plays a critical role in the education of any given people. Around the world from 2000-2015, there are more and more children and adults who, for personal, aesthetic, academic and economic reasons, are becoming multilingual. It is a fact that there are more bilingual brains on the planet than monolingual ones (Awoniyi, 2002). Whether it is to find new literatures, friends or business markets, or to maintain a connection with the historic past of a heritage language, there are many reasons to learn something of a second language. There are a number of advantages of being exposed to a second language, including cognitive advantages that can arise from achieving a particular level of proficiency in a second language.

Halliday (2007) said that the role of a language in the education process is a special aspect of the relation between language and social structure since language is the principle means of culture transmission. The fundamental assumption in education theory and practice is the adjustment of the child to the life and culture of his society (Awoniyi, 2002).

Awoniyi argued that it is hardly possible to take away a child's first language without adverse consequences and that no greater injustice can be committed against a people than to deprive them of their language. Bearne (2009) quoted a definition from the Cox Report that defines language as a system of sounds, meanings and structures with which we make sense of the world around us. It functions as a tool of thought, as a means of social organization, as a repository and means of transmission of knowledge, as the raw material of literature and as the creator and sustainer or destroyer of human relationships Bearne, (2009). It changes inevitably over time and as change is not uniform, from place to place. Apparently, language seems to be a major tool of defining our individual identities. Lawton (2009) said that we are human largely by means of language and that our view of reality is bound up with language. He perceives language as the uniquely human attribute, which enables us to learn, think creatively and change our social environment.

© 2015 Global Journals Inc. (US)

Globally, there are over 6500 languages in the world and French is rated among the World's major languages and perhaps one of the most promoted foreign languages in Africa. Richard and Rodgers (2000) pointed out that in the sixteenth century, however, French, Italian and English gained an importance as a result of political changes in Europe, and Latin gradually became displaced as a language of spoken and written communication. The authors went on to say that as the status of Latin diminished from that of a living language to that of an occasional subject in the school curriculum, the study of Latin took on a different function. Authors also say that the study of classical Latin the Latin in which the classical works of Virgil, Ovid and Cicero were written and analysis of grammar and rhetoric became the model of foreign language study from the seventeenth to the nineteenth centuries. Consequently, children entering grammar school in the sixteenth, seventeenth and eighteenth centuries in England were initially given a rigorous introduction to Latin grammar, which was taught through learning and grammar rules, study of declension and conjugation, translation and practice in writing samples, sentences, sometimes with no use of parallel bilingual text and dialogue (Kelly, 1969; Howatt, 1984).

iii. *The Teaching of French in Kenya Secondary School*

In Kenya, though French is a foreign language with its origin in France, it has steadily risen to a level of another nationally recognized language defying hurdles ranging from indifferent individual attitudes and biases of the discriminative government language policies. According to Chimerah (2007), French has phenomenally risen especially in the second half of the 19th century as to capture the interest of social-linguists, foreigners, tourists, educationists, writers and others. The current 8-4-4 Secondary Education French curriculum since introduction has since been evaluated and revised to remove unnecessary overlaps across subjects and levels. Previously it was also overburdening parents in provision of facilities, equipment and materials needed and also that teachers were inadequately prepared to handle practical subjects such as French.

In the former Western Province, Omusoga (2009) indicated that French subject at secondary schools continued to register low enrolment as well as poor performance in national exams. Despite the effort made by the government and the French Embassy to promote the teaching and learning of the subject, schools continued to register poor performance despite low enrolment. This is evident from the Kenya Certificate of Secondary Education (KCSE) performance data from the Ministry of Education. The Table 1 indicates the performance of French in Vihiga County since 2011.

Table 1.1 : Performance of French in Vihiga County since 2011

School	2011	ENT	2012	ENT	2013	ENT
1.Mudavadi Girls	8.2857	7	8.000	9	5.167	18
2.Vihiga High	5.5385	13	6.000	15	6.444	9
3.St.Claires Girls	4.0556	18	4.500	4	3.7586	25
4.Kegoye Secondary	4.0000	3	4.000	1	2.000	1
TOTAL		41		29		53

Source: Ministry of Education Science and Technology, (2013)

From the table above it is evident that despite the few numbers in enrolment, most schools did not perform well as displayed by St Claires, and Kegoye. Consequently, most schools' performance is not stable for example Mudavadi posted 8.00 in 2012 and then 5.167 in 2013. The performance of French in these schools over the years is worrying as a declining trend is observed.

b) Statement of the Problem

Despite the critical role French subject plays nationally, regionally and internationally, its performance in national examinations is still below expectation. Besides, its role as an economic, political, social and technological medium cannot be overemphasized let alone its growing influence in international circles. In Kenya, French plays a crucial role in national development; first, French nationals are among the tourists that come to Kenya and may in one way or another need to communicate with the locals, secondly to communicate with major investors which are French speaking and thirdly French is an examinable subject in national examinations and has a stake in the future of Kenyan students who may want to pursue further studies abroad.

Various students sitting for KCSE courses take French as an additional language and as the best foreign language they can study with aspirations for further education or employment. Despite all these efforts to make the teaching of French and to help improve the student's mastery of the French language, there are still many challenges facing the performance of the subject in secondary schools as a growing foreign language in Kenya.

© 2015 Global Journals Inc. (US)

Imoh (2002), in his study stated some of the factors affecting French language teaching, including inadequacy of materials, the unsatisfactory acquisition of basic language skills by students and the incompetence of language teachers. Consequently, Amugune (2013) observed that Christian Religious Education had low enrolment and performed poorly because of inadequate teaching and learning resources for example, textbooks for learners and reference materials for teachers.

Studies have been done on effects of teaching/learning resources on performance of mathematics (Yara & Otieno, 2010) but there is no research however that has been undertaken to discern the relationship between resource availability on performance in French subject in Vihiga County. Therefore, this study examined the relationship between resource availability and performance in French subjects among secondary schools in Vihiga County- Kenya.

c) Research Questions

This research study was guided by the following research questions

- What is the relationship between human resource and performance of students in French subject in KCSE?
- What is the relationship between physical resources and performance of students in French subject in KCSE?
- What is the relationship between financial resources and performance of students in French subject in KCSE?

d) Hypotheses

H_a 1: There is a relationship between level of human resource and performance in French subjects in secondary schools.

H_a 2: There is a relationship between level of physical resource and performance in French subjects in secondary schools.

H_a 3: There is a relationship between level of financial resources and performance in French subjects in secondary schools.

e) Significance of the Study

This research study is significant in that it will provide all the stakeholders in education with information of the true status of French in Kenyan Secondary Schools. This will be based on human resources available, Infrastructural set-up, instructional materials present and the enrolment of students.

The administration will be able to provide the necessary materials resources for teaching French, to select qualified and experienced teachers and to create the necessary environment for effective teaching and learning French.

Teachers on the other hand will be able to identify the needs of the students as a whole this will foster new and improved teaching and learning strategies, appropriate resources and materials needed for improved learning, and their management. They will be able to offer necessary guidance to students in the selection of elective subjects and careers.

The ministry of education will be able to facilitate the training of adequate teachers of French and organize professional development of teachers through in-service programs, to liaise with schools to provide adequate instructional and infrastructural facilities for learning the subject.

f) The Scope and Delimitation of the Study

This study was conducted between the months of July and August 2014. The study focused on the relationship between resource availability and performance in French subjects among secondary schools in Vihiga County- Kenya. It targeted the high school teachers and students of French within Vihiga County.

g) Conceptual Framework

The conceptual framework outlines a model that the study was employ in analyzing the relationship between resource availability and performance in French subjects among secondary schools in Vihiga County-Kenya.

© 2015 Global Journals Inc. (US)

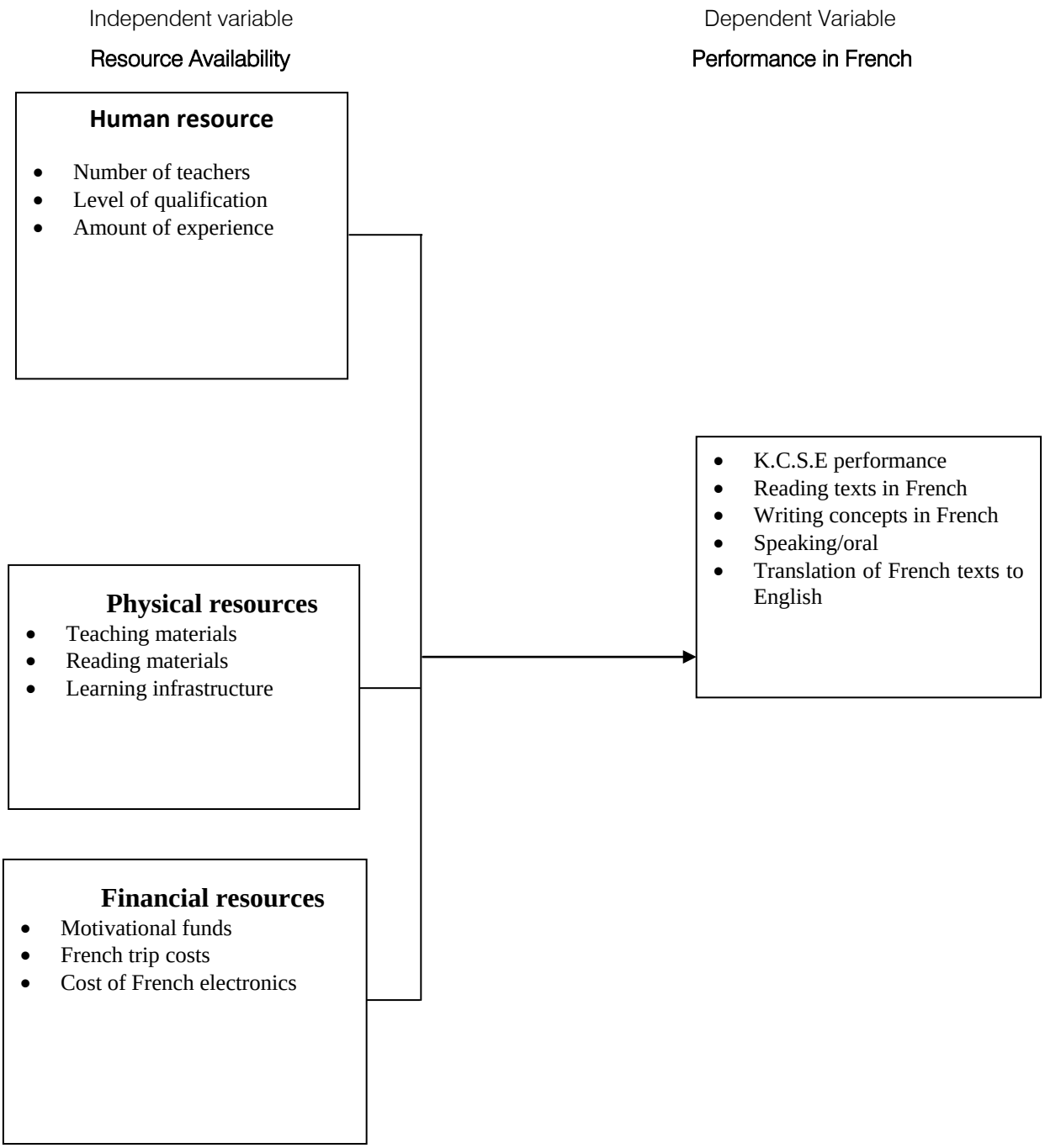


Figure 1 : Conceptual Framework

Human resources or human capital are the set of individuals who make up the workforce of the school. In this case the teachers who teach French are the main focus of the human resource in school. The success of the school in teaching French is heavily reliant on the talent and strength of these teachers. The hiring of experienced teachers with track records of excellence within their teaching career ensures that the mission and goals of the school will be carried out efficiently and with competence.

Physical resources are fundamental for effective teaching and learning hence every organization must have the appropriate physical resources to survive. Physical Resources include a proper work space, good learning and teaching materials both for the teacher and the student, and working French teaching electronics.

Financial Resources refers to the funds needed to run French related projects in the school. Finances are needed to purchase French electronics, Pay French motivational speakers, organize French Days, award students who perform better among other functions. Financial resources can be obtained from a variety of sources, the easiest being from the accounts of the school collected in form of fees, grants and donations.

© 2015 Global Journals Inc. (US)

Alternatively, loans and lines of credit may be granted from financial institutions, friends and relatives, private investors and even the government.

II. Literature Review

a) Social Learning Theory

The theoretical framework for resource availability is based on the fact that most human behavior is learned observationally through modeling and socialization. From observing others, one forms an idea of how new behaviors are performed, and on latter occasions this coded information serves as a guide for actions (Bandura, 1977).

This theory is guided by the assumptions and principles that humans are social beings who learn by observing the behavior of others and the outcomes, that is, the reinforcements and punishment associated with that behavior. That the person whose behavior is rewarded is called the role model and the process of imitation is called modeling, Learning can sometimes occur without change in behavior. This behavior may occur at a later time or may never occur, and finally, cognitive processes play an important role in learning. Some of these cognitive processes include attention, memory, rehearsal, motivation and expectations of reinforcements or punishment, (Ormrod, J.E, 2004).

There are two core concepts of social learning theory, these includes: The idea that people can learn through observation and the internal mental state are an essential part of this process. Bandura identifies three basic models of observational learning which include: a live model which involves an actual individual demonstrating or acting out a behavior, a verbal instructional model which involves description and explanations of behavior and a symbolic model which involves real or fictional characters displaying behavior in books, films, television programs or online media.

This theory was relevant to this research study when considering the resources; the study involved the human resources which in this case is the availability of a model because learning in this context is a result of watching the behavior of models in the environment. For example live demonstrations of a behavior or skill by a teacher typify the notion of modeling.

Another aspect is the availability of instructional resources. These are the teaching and learning material used for teaching-learning. This is relevant with the symbolic model which involves real or fictional characters displaying behaviors in books television programs and online media. These materials are used to stimulate learning and facilitate attention, retention, reproduction and motivation.

b) Resource Allocation Theory

A critical component in the systemic approach of performance in education is the effective use of resources. As education systems are redesigned to create high performance in all schools, systems must also be redesigned for greater efficiency and effectiveness (Odden & Busch, 2008). The twenty first century supports this need for considering efficient structures in school reform. Resources can and must be used better if ambitious education reform goals and student performance improvement are to be achieved. Research has produced a great deal of information about how resources are distributed to school districts. However, there is insufficient data in the research on how to put dollars to productive use (Picus & Fazal, 2005). Another well-established fact is that spending for instruction represents about 60 percent of state and local operating expenditures (Odden& Busch, 2008; Picus, 2001; Picus & Fazal, 2005). High-spending districts generally spend higher percentages of their funds for instruction than low-spending districts, although there are exceptions (Adams, 2007). Researchers established that school districts in the USA are basically consistent in the way they allocate resources (Miles & Darling-Hammond, 2008). When funding levels rise due to state aid or property tax increases, these districts use operating funds primarily for smaller class sizes and teacher pay increases (Picus & Fazal, 2005). When more program or categorical funds are available, districts enhance instructional programs with new technology, teacher aides, and professional development linked to the program. Some researchers have begun to examine resource allocation in districts undergoing reform to see if new reform ideas also change thinking about resources. So far, they have learned that reform-oriented districts continue to retain control over most operating resources rather than decentralizing allocation decisions to the school or classroom (Adams, 2007).

These six strategies are: provide teachers with more generalized roles and reduce specialized programs, use flexible student grouping, organize the school to support stronger personal relationships between students and teachers, provide more common planning time for teachers, implement longer instructional time blocks, and make creative use of the school day and staff. Odden & Archibald (2001) from the Consortium for Policy Research in Education (CPRE) recently published research that describes what schools do to reallocate resources in response to higher standards.

This theory relates to this study in that it implies that school decision makers may be able to reallocate resources more efficiently than they are doing using current policies. These studies point to the need to examine data generated by districts and schools, as well as large national datasets, to identify alternatives for allocating resources towards improving its performance in KCSE results (Monk & Hussain, 2000). This theory also suggests that studying resource distribution can still yield results that will help state and local

© 2015 Global Journals Inc. (US)

policymakers improve schooling for all children through the efficient use of resources.

c) Critique of the theories

i. *Critique of the Social Learning Theory*

This theory was important in education as it easily handles inconsistencies in behaviors of students, it brings an accurate picture of how behavior is learned, it offers a way to integrate social and cognitive theories, and explains a large number of behaviors. However the same theory has its weaknesses as it applies too heavy of an emphasis of what happens instead of what the observer does with what happens, it does not take into account physical and mental changes, and finally it doesn't take in account that what one person views as punishment, another person may view as a reward (Ormrod, 2004).

One of the greatest strengths of social learning theory is that it combines several important models of learning. It is clearly behaviorist in that it advocates that children are motivated to imitate a behavior if that behavior is seen as resulting in praise or some kind of reward. It is cognitive in that this learning process goes from imitation to mastery, a point is reached where the model is no longer necessary and the child can go her/his own way. Using certain insights from the other general models makes this theory attractive as an educational theory.

On the other hand this theory raises questions from the Social Learning Theorists who believe that learning occurs through a modeling of behavior, dependent on environmental factors. Again cognitivists would disagree because behavior is really not a factor of learning. Learning occurs regardless of a change of behavior. The environment could have an effect on the learning but cognitivists believe that the instruction enables the learner to look past the environmental factors and organizing the information that is important. Like any theory, however, social cognitive theory also has limitations such as that it cannot explain why learners attend to some modeled behaviors and not others, it cannot explain why learners can reproduce some behaviors they observe but can't reproduce others, it can't account for the acquisition of complex abilities such as learning to write, it cannot explain the role of context and social interaction in complex learning environments. For example, research indicates that student interaction in small groups facilitates learning (Fernandez-Berrocal & Santamaria, 2006). The processes involved in these settings extend beyond simple modeling and imitation (Eggen P. & Kauchak, 2010).

The act of teaching is fundamentally concerned with passing ideas, skills attitudes from teachers to learners. Mutebi and Matora, (1994) have emphasized the effect of instructional materials utilization on teaching and learning. According to them, we learn and remember 10% of what we hear 40% of what we discuss with others and as high as 80% of what we experience directly or practice. In this case the adequate human resources, material resources and a good environment cannot be over emphasized for effective teaching and learning process.

ii. *Critique of the Resource Allocation Theory*

This theory is important to this study in that it implies that school decision makers may be able to reallocate resources more efficiently than they are doing using current policies. These studies point to the need to examine data generated by schools, as well as large national datasets, to identify alternatives for allocating resources towards improving its performance in KCSE results (Monk & Hussain, 2000). This theory also suggests that studying resource distribution can still yield results that will help state and local policymakers improve schooling for all children through the efficient use of resources.

But even with this more refined notion of relevance used to Buttress Fuller's argument, the doctrine of Resource Allocation still would not apply in the manner Allan, De Smith and Feldman seem to suggest, that is, as a threshold consideration excluding review of discretionary resource allocation decisions. One is that institutions already do quite often balance the interests of represented and unrepresented parties.

Secondly, the representation of diverse interests in such cases is an important relevant concern, and adjudication is evolving to take account of it. First, one must recall that the dispute is not between two private citizens (Picus & Fazal, 2005). There is admittedly an important concern about the quality of representation of the public interest in such cases. The point being made here is that there is a channel for representing the interests of the public and that the state is relatively well-positioned for providing it. To the extent one wishes to say that the state does not take its responsibility seriously in this regard, it only bolsters the claim that oversight is needed of administrative decision-making.

d) Review of Empirical Studies

i. *Human Resources and Student Performance in French Subject*

Aregbeyen (2011) examined the quality of teachers and students' performance in schools in Nigeria, 40 secondary schools were selected purposively. Systematic random sampling was adopted in the selection of the students. Descriptive research design was used. Schools were categorized into four: Public elite schools, Public non-elite schools, Private elite and private non-elite schools and explained that the effects that teachers have on students' achievement are largely undisputed. He used a sample of 400 students and 200 teachers; the students' performance was measured by their scores in English Literature and

© 2015 Global Journals Inc. (US)

Mathematics. One way ANOVA was used to test hypothesis. The composite measure of the quality of the teachers covered qualification, experience, patience, creativity and communication skills were utilized. The obtained results suggested that the observed variations in the students' performance across the four categories of the schools were significantly explained by the difference in the quality of teachers.

The sample used in the study was adequate only that the method used for sampling may cause bias when it comes to selecting the respondents. Method used to test hypothesis (ANOVA) data was relevant because the researcher sought to find out the significance of the difference in students' performance and quality of teachers across the 4 categories of schools.

Furthermore, Ibukun, Oyetakin, Iyiomo, Akinfolarin & Ayandoja (2012) examined the impact of human resource allocation and utilization on the academic performance in Ondo State Secondary schools, Nigeria in their study; they recognized teacher quality as the independent variable and student academic performance as the dependent variable. A sample of 900 teachers, 100 head teachers were selected by use of purposive random sampling, data was collected by use of questionnaire; descriptive survey design was used and t-test used to test the hypotheses; There is no significant difference between the quality of teachers allocated to junior public and junior private school and the academic performance of students in Ondo State. The study revealed that no significant difference existed in the quality of teaching staff and students academic performance between the public and private schools whereby according to the study, most public schools had qualified teachers as compared to Private schools where graduate teachers without teaching qualification were higher (21%) than in public junior schools (18%).

The sample used in the study was adequate but the use of questionnaire alone to collect data was an oversight. The study of the quality of teachers may be examined from different perspectives, for example, the teaching and learning skills applied in the classrooms and their effectiveness was to be collected through the use of observation schedule, and teachers' proficiency in the preparation of curriculum materials to be reviewed through document analysis. The use of survey design when examining the impact of an independent variable on a dependent variable is disputable as the latter should be investigated by experimental designs.

Nambuya (2013) examined school based factors influencing student academic performance at KCSE, Kenya. The study used descriptive survey design, targeted all 12 secondary schools in the district, the target population included 12 head teachers, 24 form 3 and 4 class prefects and 12 directors of study purposive sampling techniques was used to sample the respondents, observation schedules and questionnaires were used to collect data from the head teachers, class teachers and director of studies, Descriptive research design was used to analyze data, The study revealed that human resource was not well handled since most of the head teachers and directors of studies do not employ well trained school workers and their numbers were not enough to handle all students.

Even though the study outcome agrees with most researchers whereby the teacher- student ratio and experience greatly impacted on student performance, the sample of 4 class prefects was not adequate for the study to come up with generalization of the entire population, the tools used to collect data were also not adequate as there are some information that needed to be ascertained through document analysis for curriculum materials for example the schemes of work, lesson plans and records of work to find out teacher effectiveness.

The results of the study negated Newstrom & Davis (2002) study on quality and teacher training and student achievement which indicated that trained teachers do make a difference and in particular teacher qualification, experience and amount of education and knowledge were positively related to student achievement. It is worth noting that it is the teacher who translates the broad general curriculum goals into learning experiences and the method of presenting content. They do most of the evaluation. Therefore, the teacher initiates, develops and directs student learning so as to realize good results in the national exams.

In accordance with the results outcome, Muhammad & Rashid (2011) equally demonstrated that academic qualification, professional qualification, refresher courses or trainings and teacher experience are the most important qualities of a teacher. The qualities like academic qualification and knowledge of the subject matter, competencies, skills, and the commitment of a teacher have an impact on teaching and learning process. Metzler & Ludger (2010) in their study found that teacher quality is a key determinant of student learning and subsequent academic achievement.

Kombo (2005) observed that the learners regard the teacher as a source of power, resources (knowledge and skills) as well as personal satisfaction (such as recognition, approval and acceptance). In the classroom, the teacher is expected to play multiple roles, which include teaching, guidance and administration. Olembo, Wanga & Karugu (1992) acknowledged that the demands on the teacher change considerably during their career. In view of the continuous renovation and development of teaching knowledge and of the constant change taking place within educational systems, it does not seem possible to equip the teacher trainee with all knowledge and skills required for an entire professional life. Shiundu &

© 2015 Global Journals Inc. (US)

Omulando (1992) observed that given their vital role in curriculum implementation, teachers need appropriate and relevant training to be able to teach. In addition, they need encouragement alongside a continuous training process to update their skills.

Sanders & Rivers (1966) were of the view that students who are assigned to several ineffective teachers in a row have significantly lower achievement and gains in achievement than those who are assigned to several highly effective teachers in a sequence. Kuenzi (2008) argued that certain teacher attributes like verbal ability, subject matter knowledge, pedagogical knowledge, years of experience and certification status influence student achievement. According to Coleman et al., (1996), teachers' verbal ability is related to student achievement and that the relationship may be differentially strong for teachers of different types of students. Murnane (1985) observed that verbal ability is hypothesized to be a more sensitive measure of teacher's abilities to convey ideas in clear and convincing ways.

Research clearly indicated that teacher expertise is the most significant school-based influence on student learning Saracologlu, (2000). School improvement always calls for enhancing the knowledge, skills, and dispositions of teachers. Whatever course of action a school adopts, success usually hinges on providing support and resources for teachers to strengthen existing expertise or to learn new practices.

Qualification of French teachers weighs heavily on language performance, in secondary schools thus compromising quality of education. The Ministry of Basic Education has failed to employ enough teachers thus leading to an acute teacher shortage. The student-teacher ratio stands at 60:1. What is not clear however is how teachers in public schools cope with this situation in their day to day activities in their classrooms.

Globally, the bedrock of adequate foundation and training of needed manpower irrespective of area of specialization has been a function of the sound products from the teacher education in that country (Edobor, 2007). He further asserted that no educational system rises above the quality of her teachers anywhere in the world, thus the growth and development of courses in the world largely depends on the quality and adequacy of teachers in those areas of professional endeavor. The availability of human and material resources in the teaching and learning of vocational course in secondary schools confirmed that Education in skill based courses requires not only facts and information but also involves changing people's attitudes. To actualize this dream, qualified teachers must be employed in the right numbers.

According to (Galloway, 2000), teachers require constant training exposure and interactions with professional experts through seminars, symposia workshops and conference. This will help to improve their competencies and professionalism. That in-service training must be given to the existing teachers and supporting staff. This is to bring them abreast with the latest technologies in their various skills. Consequently, Smith (2006) pointed that if instructors are inflexible and unclear, they are much more likely to be difficult to learn from which is a major concern to students.

Consequently, Cantrel & Kane (2013) on the measure of effective teaching, conducted a study in the USA, concluded that the quality of teachers directly affected test score results regardless of a student's past performance. The research confirmed that groups of teachers previously identified as more effective caused students to learn more, and groups of teachers who had been identified as less effective caused students to learn less. In as much as teacher effectiveness may affect student's performance directly, we cannot rule out other factors that include student's factors which are also crucial to performance. These may include students IQ, family background, and attitude towards the subject just but to mention a few, hence we cannot generalize that poor performance is entirely the effect of the teacher on the student.

In relation to these studies, it is evident that the teachers place in student's performance cannot be over emphasized. Given their importance, the government together with the Ministry of Education should ensure that the training of teachers of French should be effective in order to bring out competent teachers that will be able to meet the teaching and learning objectives of French language in Kenya. This can be achieved through regular in-servicing of teachers to ensure quality and standardized teaching through the use of adequate, relevant and up to date teaching and learning materials. Moreover, the training of teachers should be done in a manner that conforms to the current trends in education; and that measures should be taken to ensure the adequacy of teachers and that every child is taught by professionally trained and qualified teachers.

ii. *Availability of Physical resources and performance in French*

Dorman (2008) argued that school physical resources refer to school's physical structure, equipment and other teaching and learning resources, class size among others. Environment in an educational setting refers to the emotional atmosphere, tone, ambience, or climate that prevails in a particular setting.

Kurdzioleck, (2011) in her dissertation examined classroom resources and their influence on learning in Texas USA, claimed that educationists and policy makers believed that by providing more resources they could improve student learning outcomes. To their frustration this turned out not to be entirely true. Resources may be necessary but they aren't sufficient. Resources themselves are not self-enacting, that is, they do not make change inevitable, and differences in their effects depend on differences in their use, Cohen

© 2015 Global Journals Inc. (US)

Raudenbush, & Ball, 2002; Grubb, 2008). Kurdziolek conducted a case study for four years; she used several designs, that is, delayed treatment design for year one study and quasi experimental design for year two study. For year one study, a sample of 95 teachers and 1621 students was used. Stratified sampling technique was used to select both teachers and students. Data was analyzed from Grounded theory perspective. She used interviews, observation and achievement tests to collect data. Treatment teachers were given a set of new resources to use: a combination of curriculum educational software and teachers professional development control group teachers were asked to use their usual curriculum. Year 1 study results demonstrated by randomized control testing the successful use of technology in class settings, however there was little information on how the students and teachers actually interacted with resources. Students from both conditions were given a pre-test before their unit as well as an identical pot-test once the unit was completed.

The results from the year one study indicated that students in the treatment condition had a higher mean difference score or gain score as compared to their peers in the control condition. This indicated that students from the treatment group learned more than students in the control group.

The study examined classroom resources and their impact on learning such studies are conducted by use of experimental designs which was used in the study. The researcher in general used a mixed design where she combined qualitative and quantitative analysis. The sample acquired is adequate and the data collection instruments are adequate as well as appropriate for the study.

Kurdziolek study agrees with Scheerens (2003) who concluded after a study that availability of teaching/learning resources enhances the effectiveness of schools as they are basic things that can bring about good academic performance. Shiundu and Omulando (1992) argued that the head teacher as a manager plays an important role in whatever goes on in school. The head teacher is responsible for proper execution of the school curriculum, provides necessary teaching and learning resources, motivates teachers, supervises formative evaluation, ensures that the curriculum is well-implemented according to the school vision and mission and finally sets mechanism for the curriculum evaluation and innovation. School management therefore, should endeavor to provide necessary resources for the support of teaching and learning especially the purchase of relevant textbooks, building and equipping laboratories with correct apparatus and chemicals to facilitate effective learning in the school.

Adalikwu (2012) examined the influence of instructional materials (teaching aids) on academic performance of students in chemistry Nigeria; He used quasi experimental design for the study. Five schools were selected through stratified sampling, 100 students who studied Chemistry were selected from the five schools through simple random sampling techniques. He grouped the students into two: 50 students were placed in Experimental group and were taught with instructional materials and another 50 control group taught without instructional materials, Chemistry Achievement Test (CAT) was used to gather data, and independent t-test used to test hypothesis at 0.05significance level. The hypothesis tested was the influence of instructional materials on student academic performance in Chemistry. He found out that students taught with instructional materials performed significantly better than those taught without instructional materials, and that the use of instructional materials generally improved students understanding of concepts and led to high academic achievements.

The study only looked at one variable; instructional material and its influence on students' performance in Chemistry as opposed to the current study that examined resources in totality and its relationship with performance in French subject, the experimental research design used was relevant as it not only measures opinions but the actual effects of the independent variable on the dependent variable, except that it may be difficult to have a true control group, and to assign subjects to the experimental and control group. In as much as the researches are related, the current one examined the extent to which the variables are related hence correlation survey design was used. The sampling techniques used were relevant and the sample used was adequate. The t-test for testing the hypothesis was relevant as the researcher only had one independent variable and given the nature of the research design. The current research used one way ANOVA to assess the relationship between the resources and performance. The results obtained hence cannot be far from the truth.

Nambuya (2013), when examining school based factors influencing students' academic performance at KCSE Teso south looked at the influence of physical resources on student's performance as one of the independent variable. The study used descriptive survey design, targeted all 12 secondary schools in the district, the target population included 12 head teachers, 24 form three and four class prefects and 12 directors of study. The study employed census sampling to sample all the all the 12 schools, and purposive sampling technique to sample 12 head teachers, 24 class prefects and 12 DOS, observation schedules and questionnaires were used to collect data from the head teachers, class teachers and director of studies, document analysis was used to capture academic performance in schools. Descriptive research design was used. The study revealed that in most schools, in the district, physical resources were not well

© 2015 Global Journals Inc. (US)

developed and this affected the performance of students in the district.

The study sought to investigate the influence of physical resources on performance but the researcher used descriptive survey design instead of experimental or quasi experimental designs, the census sampling technique for selecting schools was relevant but the purposive sampling is not relevant for quantitative studies the researcher did not test hypothesis, hence it is not clear if there is a significant difference between the mean performances of schools with different levels of physical resources.

From the foregoing, it is clear as observed by Nijhuis (2005) that school environment is of paramount importance to promote learning. This type of atmosphere prevailing in school is a perpetual inspiration for the children to learn more and more. Further, he argues that classroom environment is the total of all social, emotional, mental and physical factors that make overall contribution to the teaching learning process within the classroom. Goddard, Hoy and Hoy (2000) and Heck (2000) observe that favorable learning environment also improves academic and professional standards of the school and leads to higher achievement.

Class size is yet another important aspect within the school factors. Fabunmi and Okore (2000) viewed class factors as very important in the teaching-learning activities, particularly when students' academic performance is being considered. He continues that class size is an important factor in relation to academic performance of students. In addition, he argues that there is consensus among various researchers and educationists that, the lower the class size or teacher pupil-ratio, the higher the achievement and that student' achievement decreases as class size increases. In view of this fact, it could be said that teacher-pupil ratio is one of the important factors determining good academic performance.

iii. *Financial resources and performance of students in French subject in KCSE*

Financial resources are a key element among educational resources. They are mainly used for acquisition of other resources such as physical facilities, text books and human resources (Lumuli, 2009). Equally, according to behavioral scientists effective worker performance requires motivation ability and reward system that encourages quality work. (Ivancerich et al, 1994).

Diane, Zena Rudo, Cynthia Schneider & Lotte (2003), conducted a study on the examination of resource allocation: Connecting spending to student performance in the USA. The purpose of the study was to explore differences in fiscal spending and staffing allocation in relation to varying levels of student achievement and identify resource allocation practices and challenges related to the process of improving student performance. The study included Arkansas, Louisiana, New Mexico and Texas.12 improvement schools were selected, the identified improvement districts were divided into 3 groups of varying sizes: small (800-1999), Medium (2,000-10,000) and large (more than 10,000) students. The 12 districts were selected on the basis of consistent improvement in student's performance not on the basis of consistently high performance. Interviews focus groups and surveys were used for data collection, ANOVA was used to examine the differences between the high and low performance groups in fiscal and human resource allocation. Group means of 5 years of data were compared.

The findings from the research demonstrated a strong relationship between resources and student success. High performance district showed different resource allocation patterns in specific fiscal and staffing categories than low performing districts. A general pattern emerged where higher performance was associated with higher spending for instruction, core expenditures and number of teachers and with lower spending for general administrative staff. In all the 4 states high performing districts spent more on instruction as a share of current expenditures while in 3 states high performing districts spent more on instruction per pupil and employed more teachers 1000 students.

Munda, Odebero, (2014) studied the influence of education costs on students' academic performance in Kenya- Bungoma County secondary schools. The study sought to investigate the relationship between unit cost and students' academic performance in secondary schools. The study used descriptive survey research design. The schools were grouped into two: County schools and District schools, proportionate random sampling was used to select 13 District schools and 7 County schools, and 80 class teachers in 20 schools. The study used structured questionnaire with open/closed ended questions to collect data from the respondents. Pearson correlation was used to measure the degree of relationship between unit cost and student performance at a significance level of 0.05. The Pearson correlation was used to test the relationship between school average unit cost and performance. The results revealed a significant positive relationship existed between unit cost and academic performance, and the government's effort to provide financial subsidy to education were still not adequate to cover vulnerable groups.

The study sought to find out the influence of education costs on students' academic performance but went ahead and used descriptive survey design instead of experimental designs. Apart from that, the targeted population only included the school class teachers and left out the school heads that are key in the study as they are the ones tasked with the collection

© 2015 Global Journals Inc. (US)

and management of funds in the schools. Inadequacy is also observed in the data collection instruments where the questionnaires were the only instruments used yet there could be vital documents that needed to be analyzed.

Richard (2001) determined if certain financial resources were related to academic achievement in Georgia public schools. Four predictor variables representing different financial resources were compared with a criterion variable representing different financial resources were compared with a criterion variable representing differences were statistically held constant to reduce their possible effects. The four financial variables were Per-Pupil Expenditure, Average Teacher Salary, Per-Pupil Local Revenue, and Per-Pupil District Wealth, all measured by dollar amounts. The criterion variable was the Georgia High School Graduation Test Pass Rate, measured by percent for each school district. The three covariates were socioeconomic status, race, and special education enrollment, all measured by a percent for each school district. Participants in the study were the 180 public school systems in Georgia, although seven were excluded because they did not have secondary schools, but instead transported their students to a nearby district (n = 173). The most recently available data were obtained from the Georgia Department of Education (GDOE) in August 2001 for the 1999-2000 school years.

Following the organization and summation of descriptive statistics, correlation coefficients were reported and compared. Next, a simultaneous multiple regression analysis was conducted, and the results were reported. Since interaction between the variables modified certain relationships, it was also necessary to show how these relationships were modified. The results were conclusive. Average Teacher Salary was found to have a statistically significant ($p < .05$) and moderately positive relationship ($r = .41$) with academic achievement. However, none of the remaining three financial variables (Per-Pupil Expenditure, Per-Pupil Local Revenue, Per-Pupil District Wealth) had anything more than a weak relationship with academic achievement. The analysis supported the value of Average Teacher Salary as a predictor of academic achievement. The findings of this study imply that when financial resources were used for higher average teacher salaries, the results were higher academic achievement.

The study sought to find out the influence but went ahead to use descriptive survey design. Inadequacy observed in data collection instruments applied, only one instrument used that is questionnaire yet documents of school income and expenditure needed to be analyzed to see how finances were acquired.

According to Fermanich (2003), the effects of schools and teachers on student achievement was found to have three main types of studies: production function studies, effective schools studies, and school effects/teacher-effects studies. Production function studies such as those reviewed by Hanushek (1989) and reviewed by Hedges et al. (2004) found, at best, a questionable link between resources and student learning. However, it is also the case that these studies tend not to include fully specified models of how learning transpires in a classroom. The second group, effective schools studies, shows that effective schools tend to have certain characteristics, but these are not necessarily linked to level of resources in a school. The third group, school- and teacher-effects studies, uses regression analysis to show how various characteristics of schools and teachers are related to student-level outcomes, including achievement. In terms of the effect of school-level resources, most of these studies have not looked directly at this issue. This study looks both directly at this issue and at some of the other variables found to influence student achievement cited in studies next.

At the school level, some studies have shown a negative relationship between the size of a school and student achievement, suggesting that smaller schools may be more conducive to learning (Andrews, Duncombe, & Yinger, 2002). A number of studies have analyzed the relationship between per-pupil spending and student achievement, with the majority showing no relationship (Hanushek, 1989), although many of those models used a district-level measure of per-pupil spending rather than an actual measure of expenditures per student at the school level. For a more extensive summary of the variables at the student, classroom, and school levels that affect student learning gains, Odden et al. (2004).

Current resources can and must be used better if ambitious education reform goals and student performance improvement are to be achieved. Research has produced a great deal of information about how dollars are distributed to school districts. However, there is insufficient data in the research on how to put dollars to productive use (Picus & Fazal, 1995). From recent studies, it is known that at least 80 percent of most school district budgets are spent at and within school sites for a wide range of student services such as instruction, school leadership, counseling services, supplies, and materials (Odden & Archibald, 2001). The remaining expenditures support the superintendent's office, tax collection, insurance coverage, and other business and operating expenses.

Another well-established fact is that spending for instruction represents about 60 percent of state and local operating expenditures (Picus, 2001). High-spending districts generally spend higher percentages of their funds for instruction than low-spending districts, although there are exceptions (Hartman, 2008).

© 2015 Global Journals Inc. (US)

According to a report by World Bank (2005), unit cost of classroom construction can be reduced through evaluation of the choice of technology and building materials with respect to cost, quality maintenance requirements as in community managed construction and in use of locally available input. Similarly, Shepherd (2009) focuses on better schools for less money as in United Kingdom. This were necessary through breakdown of construction cost which opened up avenues for rationalization of school construction methods and ultimately for controlling school construction cost and inspiring economies by setting cost limits on all proposed construction. Aoki et al., (2002) recommend the reduction of construction costs by as much as half through the use of more modest but still safe and adequate design standards; the use of lower cost local construction materials; and through mobilizing community labor to help build schools.

No educational system can be run without financial resources, this is evident as indicated by researches conducted, it is in fact because of financial implications required in teaching and learning that governments have come out to fund learning through the program of free education for all where the government allocates funds to support teaching and learning in public schools. However, the program needs to be closely monitored and evaluated to find out the extent to which it is implemented and whether it is reaching the intended beneficiaries and to provide room for accountability from those managing the funds so as avoid cases of misappropriation of funds meant to improve educational systems in the country.

iv. *KCSE Performance*

Globally, school performance has been seen as a function of school resources. However, learning resources are likely to be subject to diminishing returns such that mathematics text book is likely to add substantially to learning effectiveness, but additional text books are likely to contribute successively smaller amounts (Hurd, 2005).

Adebayo, (2007) in his study of French language teaching and productivity enumerated the factors affecting the French language to include: policy deficiency of not making the subject compulsory at all educational levels, unqualified teachers, attitude of many students to the language, insufficient funding and curriculum combination of the subject with other subjects.

Studies conducted by Odden et al. (2004) indicated that the school process affects KCSE performances are the school processes. This is due to the fact that schools have control over how school input are organized and managed, teaching practices they use and the climate they create for student learning. They also reveal that a number of policies and practices have been shown to affect performance. Some studies have shown that school organizational practices which include teachers and parents in decision making, affect student achievement in middle and high schools as in USA.

However, communal organizations, including democratic governance had no impact on achievement (Rumberger, 2005). Aoki (2002) identified teacher quality as the most important determinant of school effectiveness; KCSE performance. As such, Hanushek, (2003) said that high quality teachers are ones who consistently obtain higher than expected gains in student performance. Research has demonstrated that a wide variety of individual student characteristics are related to student test scores, including demographic characteristics such as ethnicity and gender, family characteristics and structure and academic characteristics such as previous achievement and retention (Rumberger et al.,2005). Ibid further noted that student characteristics influence student achievement not only at an individual level but also at aggregate or social level that is social composition of students in a school which in turn influence student achievement apart from the effect of student characteristics at an individual level.

According to Aoki et al., (2002) student factors such as poor health can be a major cause of low learning achievement .Also, physical or learning disabilities effect achievement if proper assistance is not given. Also, violence influence KCSE performance. Education Minister Sam Ongeri in TSC (2009) says that post-election violence of early 2008 caused disturbances, displacement of students and teachers, loss of learning time as well as closure of schools in the affected areas as a result drop in the candidates' performance in KCSE, he further identified school unrests as determining KCSE performance as they lead to destruction of school facilities.

v. *Measures of Effectiveness*

Globally, studies have shown that that cost have little meaning or value unless they are set against educational results and the results are weighted against the objectives Coombs and Hallack (1972). This implies that despite scarce resources, the effectiveness of cost - saving measures need to be assessed. Ominde, RoK (1964) showed that large schools secure maximum economies of building and equipment as full use of certain space can only be obtained where there are three or four streams. Kosgei et al., (2004) added that recurrent expenditure per pupil had an inverse relationship with the size of the school as increase in size of the school triggers reduction in recurrent expenditure and hence the school realizes substantial amount of savings. Rumberger & Palardy (2005) say that large schools are more effective in improving student learning than midsized schools. However, large

© 2015 Global Journals Inc. (US)

schools have significantly lower test scores than medium sized or small schools.

According to studies conducted in Africa by Guellemette (2005), it was found out that reducing class size has proved expensive. Also, later primary (three and six) and secondary grades finds no significant improvement in student performance from smaller classes. For example, in US, over the past quarter century a steady decline in pupil-teacher ratio had no corresponding measure of student achievement. (Ibid) further observes that a wide discrepancies in pupil-teacher ratio across countries and time show little relationships to achievements as in science and mathematics test, countries such as South Korea with very large sizes routinely outperformed richer countries such as US and Canada where classes are much smaller. Cooper, Valentine, Chariton & Melson (2003) indicate that modified school calendars were associated with higher achievement for economically disadvantaged students. They say that extended school calendar is a panacea to where there is a great need for additional schools and classrooms as the existing buildings are in use year round.

Studies conducted in Kenya by, IPAR (2007) associated poor governance to rampant corruption at administration and board levels with regard to procurement of school equipment, consumables, learning materials and hiring of teachers and non-teaching staff. Therefore, poor board management increases transactional cost of secondary education. On education technology, Anderson (2005) said that it has been demonstrated to increase student learning cost effectively hence enhance quality of education both by increasing availability of up to-date teaching materials and providing the most highly qualified teachers with the means of reaching wider audience. In addition, Pritchett & Filmer (2007) added that education production function is determined by an underlying pedagogical process. This theory shows that in multi-grade schooling, student learning compares very favorably with learning outcomes in traditional classrooms. Also, double-shift schools can allow students adequate instructional time without impairing learning (Aoki, 2002).

e) Knowledge Gap

Studies have been conducted to determine the factors that affect student performance in different subjects. The foregoing literature review embodied some studies that depicted the position of resource availability against student performance in schools globally, regionally an in Kenya. Reports from these studies have served as useful guides to the present study; however there are emerging gaps that needs to be filled for knowledge advancement.

Aregbeyen (2011) examined the quality of teachers and students performance in schools in Nigeria. The composite measure of the quality of teachers covered qualification, experience, patience, creativity and communication skills. The obtained results suggested that the observed variations in the students' performance were significantly explained by the difference in the quality of teachers. The emerging gap involves the context of the study area which is Nigeria as opposed to the current study that will be conducted in Vihiga County– Kenya. In as much as both studies focus on French teaching and performance, the current study looked specifically at teachers as opposed to the current study that also involved physical as well as financial resources and how they relate to student performance. Equally time factor cannot be left out as these two studies were conducted in different time frame.

Focusing still on studies conducted, Nambuya (2013) examined school based factors influencing student academic performance at KCSE Kenya, the study revealed that human resource was not well handled since most of the head teachers and directors of study did not employ well trained school workers and their numbers were not enough to handle all students hence poor performance of students. Even though the studies used the same variables, this study generally looked at students' performance as opposed to the current study that specifically looked at French subject. The study also sought to find out how each variable influenced performance while the current study sought to find out the relationship between each variable and performance of French subject. The method used for sampling the respondents is different whereby the previous study used purposive sampling technique, and the current study used simple random sampling technique which is better as it is free from bias.

Furthermore, in what concerns physical resources, Adalikwu (2012) examined the influence of instructional materials (teaching aids) on academic performance of students in chemistry in Nigeria. He found out that students taught with instructional materials performed significantly better than those taught without instructional materials, and that the use of instructional materials generally improved students understanding of concepts and led to high academic achievements the study only focused on one variable that is the instructional material which is a section of all the resources required in teaching and learning of a given subject, consequently the subjects in focus of study are different that is French and chemistry. The context is also different whereby the study was conducted in Nigeria.

On the other hand, it is clear that very few studies had been undertaken in assessing the relationship between financial resources and student performance. Diane et al. (2003) examined resource allocation; connecting spending to student performance in the USA, while Munda et al. (2014) studied the influence of education costs on student performance in

© 2015 Global Journals Inc. (US)

Kenya. From the foregoing, it is evident that there has been no study to establish the relationship between financial resources and performance in French subjects among secondary schools in Vihiga-County, also none addressed in-depth investigation on this subject thus leaving a potential gap in literature that this study sought to fill. This study therefore aimed at assessing the relationship between resource availability and performance in French subjects among secondary schools in Vihiga County- Kenya and identifies ways of improving KCSE performance in secondary schools in Vihiga County. By filling this gap, the study would contribute to the body of knowledge available on the issue.

III. Research Design and Methodology

a) Research Design

The study employed a correlational research design. Correlational research design was used to describe in quantitative terms the degree to which two or more variables are related. It involved the collection of data on two or more variables on the same group of subjects and computing a correlation coefficient. Stanovich (2007), this design also provides an accurate and efficient means for describing people's thoughts, opinions and feelings. The researcher described in quantitative terms the degree to which two variables are related. This enabled the researcher to assess the degree of relationship between these two variables.

b) Target Population and sample size

The target population of the study included all the schools teaching French language, all head teachers of schools teaching French subject, all teachers teaching French subject and all students studying French subject in Vihiga County-Kenya.

Head teachers were included in the study because they are decision makers and as pedagogical leader he gets to know what goes on in class and school as teachers report to him. As a supervisor he is tasked with deploying staff, allocating time to subjects taught in school, providing teaching and learning materials and creating an atmosphere conducive to effective teaching and learning. Teachers were selected because their training and experience is important to student's performance, through them the researcher found out the teaching and learning materials present and frequently used in teaching-learning process, their attitude towards the subject and views on performance, and the challenges they face in the implementation of the French curriculum as they have firsthand experience through their interactions with the students.

Table 3.1 : Target Population

Target Group	Frequency
Head teachers of Schools Taking French	14
French teachers	20
Total	**34**

c) Description of sample and sampling procedure

10 schools out of 14 schools were randomly selected by simple random sampling. The sample size of teachers was derived from 20 teachers of French in schools in Vihiga County using Krejcie & Morgan (1970) table as quoted by Kathuri & Pals (1993). (See appendix VI). According to the table a target a population size of 20 teachers was represented by a sample size of 19. School were stratified into 3 stratum namely, national, county and sub county. Random sampling was used to select teachers of French subject in each school to constitute the sample. This was done by assigning teachers numbers. All head teachers in the sampled schools participated in the study.

Table 3.2 : Sample and Sampling Procedure

Target Group	Numbers of schools	Target population	Sample size
Head teachers of Schools Taking French		10	10
French Teachers			
National level	2	6	6
County level	6	12	11
Sub County level	2	2	2
Total	**10**	**20**	**19**

d) Description of Research Instruments

i. *Teachers Questionnaire*

Structured questionnaires were used to collect the required information from the study population. By using self-administered questionnaires information about resource availability and performance in French subjects in Public Secondary Schools in Vihiga County and other related data was obtained. The questionnaire consisted of 3 sections, the first section included the researchers introduction and instructions, the second section had the respondents' background information, the third sought to find the relationship between human resource and performance of students in French subject in KCSE, the fifth examined the relationship between physical resources and performance of students in French subject in KCSE and finally the last section sought to find out the relationship between financial resources and performance of students in French subject in KCSE.

© 2015 Global Journals Inc. (US)

ii. *Interview schedule for Head Teachers*

Interviews are questions that are asked orally, it can be structured or open ended questions. Oral interviews were used to ask questions and obtain data from the head teacher. A question which cannot be included in the questionnaire due to their elongated nature will be phrased to fit the informants' level of understanding. This made it possible to access intensive data that covers wider scope of research. The method also provided reliable and accurate information in an intensive manner that give satisfactory results. The interviews were audio taped and transcribed. The interview schedule had two sections; the first section involved the researcher's introduction, while the second section consisted of the availability of resources in the schools.

iii. *Observation Schedule*

In this regard the observation checklist was used to observe the teaching and learning resources for French subject adopted by the respective secondary schools that is likely to impact on the performance of students in French together with the physical, teaching and learning resources available/functional in the schools.

iv. *Document Analysis Schedule*

Document analysis schedule was used to collect recorded information related to the research study. This included mark books to find out the performance of students in French classes, records of work and the schemes of work to establish the teaching and learning materials used by the teachers. This method is ideal because it enabled the researcher to obtain unobtrusive information at the pleasure of the researcher and without interrupting the researched.

e) Validity and Reliability

i. *Validity of Research Instruments Results*

Validity of the instruments was assessed in terms of the extent to which the results of the research instruments serve the particular interpretations and uses for which they are intended. An aptitude scale is considered valid, for example, to the degree to which its results conform to other measures of possession of the aptitude. Validity therefore refers to the extent to which an instrument asks the right questions in terms of accuracy .The content validity of the questionnaire was determined through discussing the items in the instrument with the lecturers from the department and colleagues to check both the content coverage and the clarity of the questions. Advice given by these people helped the researcher determine the validity of the research instruments.

ii. *Pilot Study of Research Instruments*

The questionnaire and interview schedule were piloted in 2 schools in the neighboring Kakamega County a locality similar to the study area but not involved on the study to test how they work. In this regard 2 teachers and 2 pupils not involved in the study were asked to complete the questionnaire. The head teachers of the schools were interviewed. Data collected from the pilot study was used to rephrase and reorganize the format of the questionnaire. Piloting was important as it enabled the researcher to assess the willingness of the respondents to co-operate in the study, the eminent obstacles to data collection and helped to determine the validity and reliability of the instruments results.

iii. *Reliability of Instruments Results*

The questionnaires were designed carefully to ensure no ambiguity and that all respondents understood and responded to all issues in exactly the same way as expected by the researcher. This involved the rating scales that include the attitude questions and were computed in Likert scales. The test re-test method was used to test the reliability of the instrument results. Questionnaires were administered twice after an interval of two weeks and the results compared. The split half was used to determine a reliability index through Pearson's Product Moment Correlation coefficients. The study found that all the variables had a reliability index of 0.7.

f) Description of Data Analysis Procedures

Quantitative analysis, editing, coding, data entry, cleaning and recoding activities were done by using SPSS (version 19.0).Composite averages were analyzed using descriptive statistics. Descriptive data was analyzed using frequencies, percentages, means and standard deviations. For inferential statistics ANOVA was used to test the hypotheses. The schools were grouped in terms of those with: Inadequate Resources, Moderate Resources and Adequate Resources.

IV. Results

a) Demographic Characteristics of Respondents

The demographic information of the respondents is considered very crucial not only for subsequent discussions of the findings but also for the authenticity and generalization of the results. This section, therefore, presents respondents' background information considered crucial for discussions in this study such as gender, age, highest level of education and teaching experience.

i. *Age of the Respondents*

The age of the respondents was sought by the researcher. The findings are illustrated in figure 2. From the findings, clear majorities (58.5%) of the respondents were between 31-35 years, 23.7% of the respondents were between 36-40 years, 14.8% of the respondents were between 41-45 years and 3% of the respondents were below 30 years. This implies that most teachers had some experience in the teaching of French subject.

© 2015 Global Journals Inc. (US)

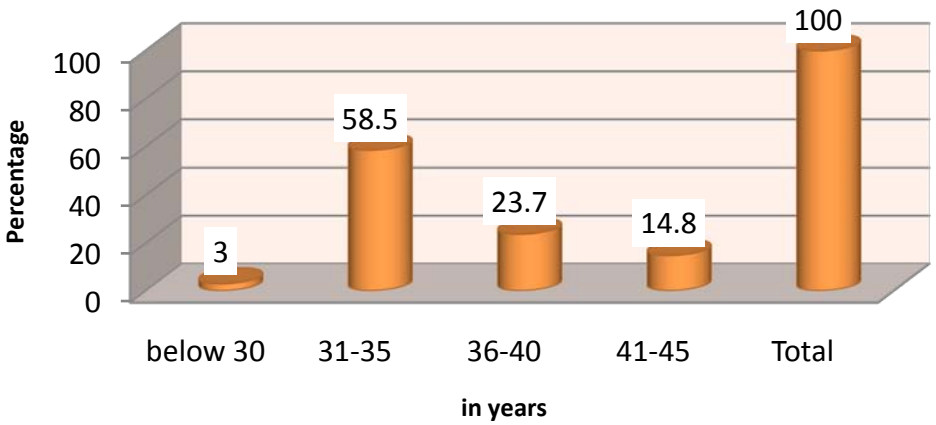


Figure 2 : Age of the Respondents

ii. *Gender*

The study put into account the gender of the respondents which was considered relevant to this study. Figure 3 illustrates the results. As evidenced in the findings, 64% of the respondents are female whereas 36% of the respondents are male. From the above findings, it was clear that majority of the teachers were female which indicates a bias regarding teaching of French. This could be as a result that more females venture into languages as compared to their male counterparts.

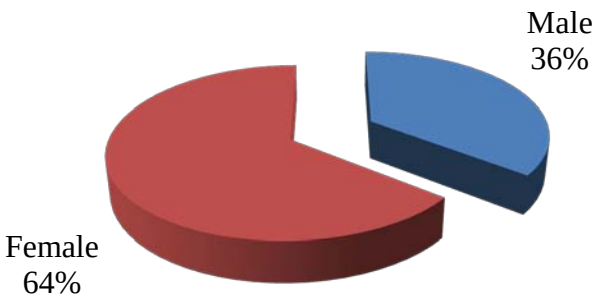


Figure 3 : Gender

iii. *Teachers' Qualification*

The academic qualification of teachers is one of the most important factors that determine acquisition of language skills. As such, the researcher sought to establish the teachers' academic qualifications. The results of the study are as presented in Figure 4. It was revealed that 41.5% of the respondents were diploma holders,40% of the respondents had Certificate level of education,11.9% of the respondents were degree holders,5.9% of the respondents were at P1 level and 0.7% of the respondents had Master's level of education. The study noted that this was very important that schools should employ and retain competent and qualified staff because most of their activities require the use of knowledge, skills and abilities.

© 2015 Global Journals Inc. (US)

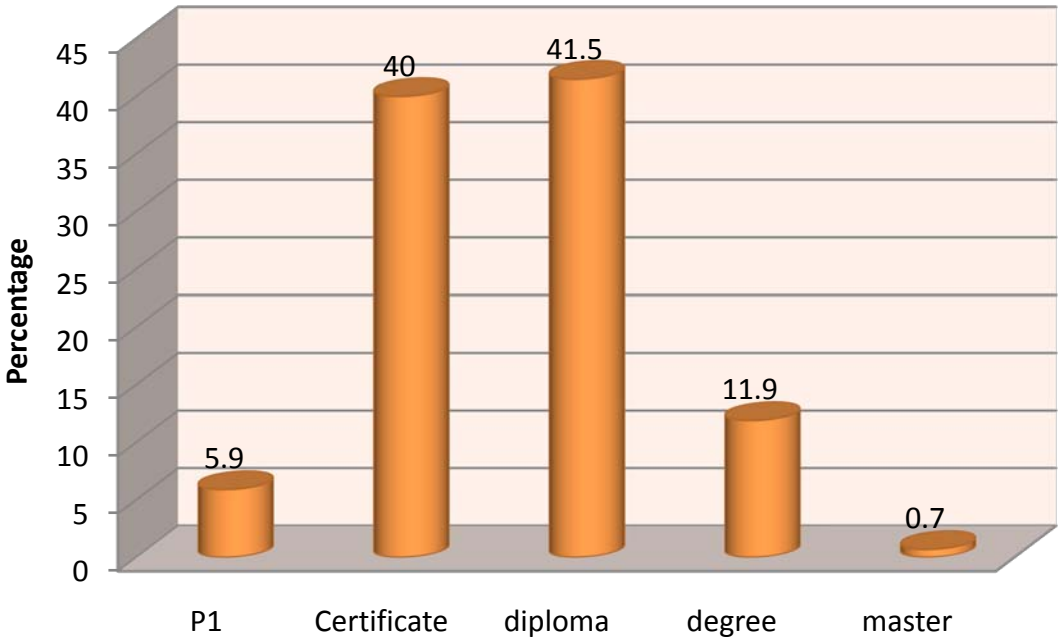


Figure 4 : Teachers' Qualification

iv. *Teaching experience*

The teaching experience of a teacher enables the teacher to interact more freely with the children especially during activity times. Figure 5 shows the respondents work experience in the school. From the findings in Figure 5, 46.7% of the respondents had an experience of 11-20 years teaching,40% of the respondents had taught for 6-10 years, 8.1% of the respondents had taught for 1 to 5 years and 5.2% of the respondents had an experience of over 20 years. Since most of the teachers had an experience over 11 years, they are able to interact freely with children and contribute to the development of their language skills. With such a rich teaching experience coupled with their wealthy professional qualifications, teachers were therefore expected to be knowledgeable and hence able to give reliable information as sought by the study.

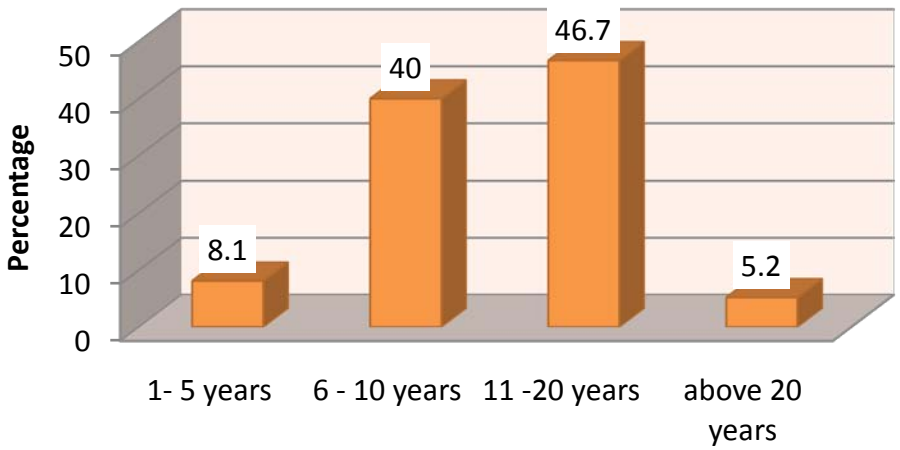


Figure 5 : Teaching Experience

b) *Human Resource and Performance of students in French subject in KCSE*

The study also sought to establish the perception about aspects of human resources and their relationship with performance of students in French subject. The results were summarized and presented in Table 4.1.

© 2015 Global Journals Inc. (US)

Table 4.1 : Aspects of Human resources and student performance in French subject

	F	%	Mean	Std. Deviation
Teachers of French subject are well qualified in teaching	7	38.8	1.91	0.422
The school has adequate number of French subject	7	39.9%	4.31	0.728
French teachers are committed in teaching French subject	8	43.6%	2.67	0.701
The school administrative is very supportive to teachers of French	9	48%	3.9	0.842
Teachers of French are well motivated to teach the subject	8	42.9%	2.09	0.922
Our teachers of French subject seem to be well experienced in teaching	6	34.1%	3.71	0.501

From the findings presented in Table 4.1, majority of the respondents 7(38.8%), mean = 1.91, strongly disagreed that teachers of French subject seem to be well qualified in teaching while 7 (38.89%) of them agreed with this fact. 7 (39.9%), mean = 2.31, also agreed that the school has adequate number of French subjects and this might be because of the school following a set out curriculum. However, 8(43.6%), mean = 2.67 disagreed that teachers of French are committed in teaching French subjects despite majority of the respondents, 9 (48%), mean = 2.90, agreeing that the school administration is very supportive to teachers of French subjects and that 8 (42.9%), mean = 3.09, of the respondents disagreed that the teachers of French are well motivated to teach the subject although the teachers are well experienced to teach the subject as agreed to by majority of the respondents, 6 (34.1%), mean = 3.71. Past research findings have revealed that teacher quality is a major factor in determining student performance because it is well known that an academically qualified teacher has more authentic knowledge about the relevant subject than the academically less qualified teacher. The findings above have shown that although teachers are qualified and receive support from the administration, they seem to be not motivated enough to teach and are not well motivated to teach.

Considering research question of the relationship between Human Resource and Performance of Students in French, the study indicates that teachers handling French in the schools under study were trained professionals. The analysis revealed that a good number of teachers were university graduates and diploma holders. But in as much as most of them were trained professionals, it was observed that majority did not adhere to the expectations of teaching skills required for implementing the curriculum. For example most teachers went to class with no notes or lesson plan, while others did not keep records of work and marks for consistency, continuity and keeping track of student's performance hence it proved difficult to explain student's behavior at the end of the lesson and this affected the effectiveness of teaching and learning.

c) *School physical Resources Affecting Performance in French*

The researcher sought to find out the availability of school physical resources and their relationship with the performance of French at K.C.S.E. Such resources included teaching and learning resources, school management styles, school physical facilities, class size among others. Table 4.2 indicates teachers' views.

Table 4.2 : Availability of Physical resources

		Yes	No	Not sure
Textbook books for French subjects	Frequency	1	13	4
	Percent	4.4	83.9	21.7
Well maintained Classrooms	Frequency	1	13	4
	Percent	8.1	60.5	22.4
Exercise books	Frequency	1	12	5
	Percent	6.5	66	27.5
Internet	Frequency	1	6	11
	Percent	5.6	32.4	62
Computer lab	Frequency	1	7	9
	Percent	8.1	38.3	52.6
Manual for French subjects	Frequency	9	4	5
	Percent	52.3	20.6	27.1
Journal for French subjects	Frequency	5	5	8
	Percent	26.7	25.9	47.4
Curriculum catalogues for French subjects	Frequency	3	5	5
	Percent	14.6	25.9	25.9

© 2015 Global Journals Inc. (US)

Well maintained classroom furniture	Frequency	2	8	8
	Percent	13.4	44.5	42.1
Charts for demonstrations	Frequency	3	8	7
	Percent	16.2	44.6	39.2
Electronic media to teachers	Frequency	3	5	9
	Percent	18.4	27.4	54.2

The findings in Table 4.2 revealed that the text books for French subjects are less available, 13 (83.9%) Although well maintained classrooms are available, 13(60.5%), in some schools, the classrooms as a resource are not adequately available. The findings also indicate that well maintained classroom furniture is medium available, 8 (42.1%). In addition to this, exercise books were found to be less available, 8 (44.8%) as well as the manuals for French subject, 7 (41.4%), Journals for French subject, 7 (39.9%), curriculum catalogues for French subjects, 6 (33.6%) as well as charts for demonstrations, 6 (33.9%), all these were found to be less available indicating inadequacies in terms of reading materials.

In terms of availability of modern technology for teaching/ learning of French subject, the findings revealed that internet is less available in majority of the schools, 11 (62.0%) with 6 (31.5%) of them indicating that internet is not available. In addition to this, computer labs were found to be less available, 9 (52.3%) with 7 (37.7%) indicating that computer labs were not available at all. As indicated, most of the schools are ill equipped with the modern technology needed in the teaching/learning of French subject. Although some schools were found to be having electronic media, 5 (27.4%) the number is insignificant thus qualifies the fact that in majority of the schools, computer labs are less available with some schools not even having computer labs.

This gives an indication that majority of the schools have not invested in new technology that can aid in the learning of the French subject. As a consequence, even the teachers do not use modern technology in aiding their teaching and thus the full benefits of using modern technology in learning of French subject are not fully utilized. This would definitely affect the performance of the students in the subject especially when compared to schools which have fully embraced the use of modern technology in teaching of French as well as the changing trend of learning of French as well as other foreign languages. The use of technology, specifically multimedia, for foreign language instruction has expanded rapidly in the last two decades. Research on the effect of technology-enhanced instruction on achievement and studies of student attitudes regarding learning with technology have also increasingly been reported (Salaberry, 2001) while a number of benefits for students related to the general use of technology in classrooms have been identified and include increased motivation, improvement in self-concept and mastery of basic skills, more student-centered learning and engagement in the learning process, and more active processing, resulting in higher-order thinking skills and better recall (McGrath, 1998). Additionally, there seems to be a beneficial multimedia effect, especially for low achieving students, when it is used to illustrate concepts and organize factual information. Furthermore, students also appear to gain confidence directing their own learning. While these benefits have been identified, the findings in this study indicated that the schools fail to realize these benefits because majority are ill equipped with modern technology and this might impact negatively on their performance.

Concerning school physical resources, the study established that only one school had a French library, while the other 6 had school main library with only course books, while 2 only had book stores. Lack of that important facility denied both students and teachers the opportunity to access reference materials and ample space especially for students to do private studies when out of class.

The analysis indicates that teaching and learning resources were inadequate in almost all the sampled schools especially those that fell in the district school category. Schools lacked the necessary textbooks like language course books, the few that were available students had to share in a ratio of one book to three learners.

School management committee's styles were also found to impair schools' quest for impressive academic performance. The school's management did not to allocate funds to those resources that directly affected student academic wellbeing. Second, when a chance arose to employ BoM teachers, in most cases they went after those they could pay cheaply. School principals did not escape the blame because some of them could not send teachers for in-service courses because they had financial implications.

d) Financial Resources and Performance of Students in French Subject

An assessment of the availability of financial resources was also carried out. French teachers were asked to indicate the extent to which they agreed with selected aspects of school finances. The findings summarized and presented in Table 4.3.

© 2015 Global Journals Inc. (US)

Table 4.3 : Financial Resources

		YES	NO	Not Sure
The school has adequate funds to support French subjects	Frequency	8	8	2
	Percent	46.	42	11.9
The school has income generating activities	Frequency	1	7	10
	Percent	3.4	40.3	56.3
Parents financially support school programs such as French class	Frequency	5	8	5
	Percent	27.8	45.5	26.7
Government financial support school operations	Frequency	3	11	4
	Percent	18.3	58.9	22.8
The schools has received aids and grants from donors, NGOs among others	Frequency	0	5	22
	Percent	60.2	28.4	11.4
The schools has not experienced any financial shortage	Frequency	4	6	9
	Percent	22.7	33.9	44.5

From the findings, majority of the respondents agreed that the schools have adequate funds to support French subjects, 8 (42%) although majority of these schools do not have their own income generating activities, 10 (56.3%) indicating that majority of the schools depend on the government for financial support with the support being at least adequate given that the majority of the respondents, 6 (33.5%) noted that the government financially supports school operations but the support is not adequate given that 5 (25.4%) of the respondents agreed that the government does offer financial support for school operations. In addition to this, parents do not give adequate financial support to the school programs such as French classes, 5 (30.2%). Given that there was no adequate support from both the government and the parents, majority of the respondents, 7 (41.4%) disagreed that the school has received aids and grants from donors, NGOs among others and though there was some form of support in terms of aids received, these findings showed that it was not adequate and given that this is the case, 7 (39.9%) disagreed that the schools do not experience any financial shortage.

From the findings it is evident that most schools were grappling with the issue of inadequate funds since most of them depended on the school fees paid by students and money paid by the government for each student that in real sense is not enough to support effective running of school programs and many a time it delays due to one reason or another thus stifling the programs, most students from these schools come from poor backgrounds hence may not be able to pay school fees on time, or may not be able to pay at all. As a result, most schools cannot be able to afford modern/ required facilities for keeping up with the current trends of teaching and learning the French subject.

Majority of the schools had only one radio and hence they would share with other subjects. This will limit the frequency of administering the listening comprehension as one has to work with the program of other teachers using the same radio. Others opted for the cheap electronics hence compromise on the quality of voice production and hence poor performance in the listening comprehension examination. Most teachers did not use charts for demonstrations in classrooms mainly because the charts are not readily available, and because some did not have the French rooms hence don't have a place to place them as they keep on moving from one classroom to another.

Co-curricular activities and educational trips are crucial in student learning as they play a major role in promoting a student's social behavior. Most schools participate in drama and poems that boosts self-esteem and mastery of language phonetics and literature; equally it gives a student a chance to learn from others as well as promoting healthy competition amongst them. Insufficient finances frustrated the implementation of such programs as a number of schools did not participate fully in the activities because of that.

Consequently, it is clear that most head teachers did not allow their teachers to attend professional development programs and trainings organized by the ministry of Education due to high costs associated with such programs, as a results most of them lagged behind since knowledge keeps on changing with time and hence the poor performance observed in the County.

e) Performance in French

The specifics of the performance of French at KCSE for the period 2009 to 2013 are summarized in Table 4.4.

© 2015 Global Journals Inc. (US)

Table 4.4 : French KCSE mean scores, deviations and their percentages in sampled Schools

KCSE Year	Mean score	Deviations	(%) Deviation
2013	4.030	0	0
2012	4.296	+0.266	6.600
2011	4.380	+0.084	1.955
2010	4.385	+0.005	0.114
2009	4.512	+0.127	2.896

The results in Table 4.5 indicate that performance of French in Vihiga County over the five years under study has not been encouraging despite the positive deviations. The findings have shown a steady decline in the KCSE means scores for the French subject from the year 2009 (mean score = 4.512, SD = 0.217) to the year 2013 (mean = 4.030, SD = 0.000) which indicates a mean grade of D+ over the five years. In addition to this, though the mean score has been declining over five years, the findings also revealed that the mean scores for each of the years was still way below par because in each year, the mean grade for French in KCSE was D+. This indicates that the French subject has been experiencing poor performance over the years and the results are still declining which shows that there have been no effective solutions put in place to reverse the trend or it might imply that the solutions put in place to address the negative trend are not working at all.

f) Tests of Hypotheses

The study adopted ANOVA method to evaluate how each of the identified variables that is: school human, physical and financial resources relate to performance in French. The selected students KCSE scores were used to determine the differences in the mean scores. The schools were grouped into three, that is: Schools with adequate resources, moderate resources, and schools with inadequate resources.

The following null hypotheses were tested using one way analysis of variance (ANOVA) at 0.05, level of significance.

Decision Rule: If F observed is $<$ 3.075853, do not reject the null-hypothesis If F observed is $\geq$ 3.075853, reject the null-hypothesis

i. *ANOVA Summary Table*

a. Human Resources

H_{o1}: There is no significant difference between mean French achievement scores of students in schools with different levels of human resource availability.

Table 4.5 : ANOVA Summary Table

Source of Variation	SS	Df	MS	F	P-value	F crit
Between Groups	6480.933	2	3240.467	41.23486	3.36E-14	3.075853
Within Groups	8958.759	114	78.58561			
Total	15439.69	116				

Since the above table shows that the calculated value of F is 41.23486 which are more than the F critical of 3.075853 at 5% level, we reject the null-hypothesis.

The results indicate that there is a significant difference between mean French achievement scores of students in schools with different levels of human resource availability. These findings revealed that human resources have the second most significant relationship with the performance of students in French subject especially in terms of effectiveness and experience which agrees with Murnane (1985) who noted that teacher experience and quality argued that student learning is heavily influenced by teachers' effectiveness and their years of experience.

Furthermore, it was observed from the findings that the teaching experience of majority of the teachers was below five years, meaning they were relatively young in the field hence had not gathered sufficient expertise in language teaching/learning. To make matters even worse, one third of the teachers hired by BOM stayed in schools hardly for a term or two which caused the element of inconsistency and lack of continuity which adversely affected their performance. The study also found that teachers were not exposed to teacher professional development activities. Of the 12 teachers who took part in the study, a quarter were engaged in K.C.S.E marking, a handful had attended in-service (seminar) on French language pedagogy, while the bulky of them (two thirds) were not engaged in any. Lack of professional development for most of the teachers was occasioned by inability of the school principals to sponsor their teachers for training because of the financial implication involved, as well as the fact that some teachers were hired by the BOM thus temporal in schools. The same sentiments were echoed

© 2015 Global Journals Inc. (US)

by Muhammad and Rashid (2011) that academic qualification, professional qualification, refresher courses or trainings and teacher experience were the most important qualities of a teacher.

From the findings, the fact that a whopping majority of teachers had not attended any refresher courses is a cause for alarm, a fact attested to by Olembo et al. (1992) who acknowledge that the demands on the teacher change considerably during his career. They further observe that in view of the continuous renovation and development of teaching knowledge and of the constant change taking place within the educational systems, it does not seem possible to equip the teacher trainee with all the knowledge and skills required for an entire professional life. After carrying a study in Ankara, Saracologlu (2000) found that teacher expertise is the most significant school-based influence on student learning.

He further argued that school improvement always calls for enhancing the knowledge, skills and dispositions of teachers. He concludes that whatever course of action a school adopts, success usually hinges on providing support and resources for teachers to strengthen existing expertise or to learn new practices. It is worth noting that professional activities give teachers' confidence hence perfecting their teaching ability as it exposes one to modern trends in teaching methodology. The researcher concludes that given that most teachers lacked professional training, had not attended any refresher courses and were inexperienced, explained why the performance of French was dismal.

The findings indicated that majority of the schools could not maintain a class average of 45 students because they were faced with the perennial problem of student academic nomadism. On further inquiry, the researcher was informed that most students moved from one school to the other due to factors such as; failure to pay school levies, the close proximity of one school to the other, clan politics and the belief that school A will perform better than B in national examinations. This greatly hampered the schools' efforts to ensure good performance in the language as these schools continued to receive new students each term, while at the same time losing some to others. The researcher found that it was quite difficult for teachers across the schools to keep track of their learners' progress as far as the grasp of vital language tips was concerned. The findings also indicate that some schools had a class size of between 51 and 60 students which was way beyond the ministry guidelines. This was because they lacked enough classrooms due to massive student enrollment following the launch of free tuition in public schools. Teachers in particular confessed that it was practically not possible to give individual attention to each learner due to large class size, and the fact that they had a second subject to teach explaining why performance was dismal.

The findings in terms of class size were similar to those of Fabumni & Okore (2000) who in their study in Nigeria found that, the lower the class size or teacher pupil-ratio, the higher the achievement and that student achievement decreases as class size increases.

The study revealed the staffing condition of the sampled schools where it was observed that French teachers on average handled 25-28 lessons per week both in French and their second teaching subject. According to the Ministry of Education an ordinary classroom teacher is supposed to have 27 lessons per week, while Heads of Departments (HoDs) a minimum of 12 lessons and a maximum of 18 lessons per week. It therefore, meant that those teachers were overburdened especially when you add the other school administrative roles assigned to the such as being Heads of Department like guidance and counseling, games, examinations and career, languages among others. With that kind of workload, it was difficult for those teachers to rise to the occasion and deliver positive results in terms of performance.

b. Physical Resources

H_{o2}: There is no significant difference between mean French achievement scores of students in schools with different levels of physical resources.

Table 4.6 : Physical Resources

ANOVA Summary table

Source of Variation	SS	Df	MS	F	P-value	F crit
Between Groups	7359.807	2	3679.903	51.92016	9.33E-17	3.075853
Within Groups	8079.886	114	70.87619			
Total	15439.69	116				

Since the above Table shows that the calculated value of F is 51.92016 which are more than the F critical value, we reject the null hypothesis of no difference in the population means. Since the null has been rejected, there is a significant difference between the mean French achievement scores of students in schools with different levels of physical resources. The results in Table 4.6 indicate that a majority of teachers

© 2015 Global Journals Inc. (US)

considered teaching and learning resources as a major factor responsible for dismal performance. Other factors were school physical facilities, school management styles, and school environment constituting. In addition to this, the findings on the relationship between school physical resources and performance revealed the existence of a relationship between the two variables which also accounted for the third most significant relationship.

The significance of teaching/learning resources cannot be gainsaid; an assertion confirmed by Scheerens (2003) who argues that availability of teaching/resources enhances the effectiveness of a school as they are the basic things that can bring about good academic performance. School management styles are also found culpable as findings indicate that they don't always give priority to resources that directly affect academic performance when it came to allocating financial resources. Physical facilities like class rooms and libraries are also elusive in many schools. A fraction of the schools had swollen classes over and above the maximum of 45 set by the ministry of education, meaning teachers were unable to cope with the numbers when it came to individual attention. The findings are similar to those of Fabumni (2000) from his study in Nigeria that class size affects performance and that the lower the class size, the higher the achievement and vice versa. More than two thirds of the schools did not have libraries, meaning that learners were denied the opportunity to interact meaningfully with books.

c. Financial Resources

H_{o3}: There is no significant difference between mean scores of students in schools with different levels of financial resources.

Table 4.7 : Financial Resources

ANOVA summary table

Source of Variation	SS	Df	MS	F	P-value	F crit
Between Groups	3429.131	2	1714.566	16.27405	6.06E-07	3.075853
Within Groups	12010.56	114	105.3558			
Total	15439.69	116				

Since the above Table shows that the calculated F is 16.27405 which are more than the F critical value of 3.075853 at 5% level, we reject the null-hypothesis of no difference in population means. Since we have rejected the null-hypothesis, there is a significant difference between the mean achievement scores of students in schools with different levels of financial resources. School management styles were found to influence performance of students especially because the school administration has been given the mandate to allocate funds to different vote heads and departments. This is so because financial resources are a key element among educational resources as they are mainly used for acquisition of other resources such as physical facilities, text books and human resources (Lumuli, 2009).

The school administration also may consider working hand in hand with the parents, community and the sponsors to source for funds that will enable the successful running of the schools. From the findings, a percentage of teachers indicated that most school head teachers did not treat the French teaching and learning with much importance as the compulsory subjects, some confessed that the funds allocated to their departments were inadequate as compared to other departments that contributed to the inadequacies observed. This attitude displayed by teachers mostly affected the teachers and this worked negatively on their motivation. According to behavioral scientists effective worker performance requires motivation ability and reward system that encourages quality work (Ivancerich et al, 1994).

V. Discussion

a) Summary of study

Despite the critical role French subject plays nationally, regionally and internationally, its performance in national examinations is still below expectation. Besides, its role as an economic, political, social and technological medium cannot be overemphasized let alone its growing influence in international circles. Thus, the main purpose of the study was to determine the relationship between resource availability and performance in French subject in public secondary schools in Vihiga County-Kenya. The study sought to answer the following. What is the relationship between human resource and performance of students in French subject in KCSE? What is the relationship between physical resources and performance of students in French subject in KCSE? What is the relationship between financial resources and performance of students in French subject in KCSE? The study was based on production function theory of education. The study employed a correlational survey research design. The sample size of teachers sample size of 19 teachers of French was randomly selected and 14 head teachers were purposively selected. A structured questionnaire, interview schedule, documentary guide and observation schedule were used for data collection. Descriptive data was analyzed using frequencies, percentages

© 2015 Global Journals Inc. (US)

means and standard deviations. For inferential statistics ANOVA was used to test the hypotheses.

From the study findings, the average age of the teachers of French was 31 to 35 years of age while 64% of the teachers are female which shows that more females engage in languages subjects as compared to males. Majority of the French teachers are diploma holders representing 41.5% while only 12.6% (degree and masters) of them have a higher qualification than a diploma giving an indication that the teachers do not upgrade their knowledge and skills and this might have an impact on the performance in the subject. This is despite that fact that most of the teachers have taught for 11 to 20 years representing 46.7%. Although there were low levels of education qualifications and higher experience, the findings also revealed that teachers of French subject seems to be well qualified in teaching while the number of French subjects was adequate and this might be because of the school following a set out curriculum. However, 43.6% of the teachers are not committed in French despite that the school administration is very supportive to teachers of French of English subjects because the teachers of French are not well motivated to teach the subject although 34.1% of the teachers are well experienced to teach the subject.

The findings also revealed that French subjects are less available in over 50% of the schools although majority of the schools have classrooms in some schools, the classrooms as a resource are not adequately available. In addition to this, exercise books were found to be less available as well as manuals for French subjects, Journal for French subjects, curriculum catalogues for French subjects as well as chats for demonstrations. In terms of availability of modern technology for learning of French subject, the findings revealed that internet is less available in 62.0% of the schools with 31.5% of the schools have no internet. In addition to this, computer labs were found to be less available in over 50% of the schools. Given that most of the schools are ill equipped with modern technology that can be used to aid in the learning of French subject, electronic media for teachers was also found to be not available and this qualifies the fact that in majority of the schools, computer labs are less available with some schools not even having computer labs.

The study findings also revealed that 42% of the schools have adequate funds to support French subjects. However, majority of these schools do not have their own income generating activities, which indicates that majority of the schools depend on the government for financial support with the support being at least adequate given that less than 30% of the schools are supported by the government financially to support school operations although the support is not adequate. In addition to this, parents do not give adequate financial support to the school programs such as French classes. Given that there was no adequate support from both the government and the parents, 41.4% of the schools do not receive aids and grants from donors, NGOs among others and though there was some form of support in terms of aids received, these findings showed that it was not adequate and given that this is the case less than 39% of the schools do not experience any financial shortage.

i. *Human Resources*

The study findings have indicated that the availability of human resources influenced the performance of students in French. Past research findings have revealed that teacher quality is a major factor in determining student performance because it is well known that an academically qualified teacher has more authentic knowledge about the relevant subject than the academically less qualified teacher. The findings above have shown that although teachers are qualified and receive support from the administration, they seem to be not motivated enough to teach and are not well motivated to teach. The study also found that teachers were not exposed to teacher professional development activities. Lack of professional development for most of the teachers was occasioned by inability of the school principals to sponsor their teachers for training because of the financial implication involved, as well as the fact that some teachers were form 4 leavers thus temporal in schools.

ii. *Physical Resources*

The results of the study indicated that the availability of physical resources affected significantly the performance of the students in French subject and thus, teaching and learning resources are a major factor responsible for the performance of students in French subject. In addition, because classes were not adequate not well equipped for French classes it can be noted that the physical facilities especially classes had a bearing on performance according to school principals.

iii. *Financial Resources*

The findings also revealed that the financial resources affected the performance of the students in French subject. Although this was the case, the availability of financial resources was important in improving the performance of the students in French, the schools received inadequate support from the government, parents as well as NGOs and thus they would fall short in terms of physical resources and thus affect the performance of the students and this can be seen in terms of the declining trend of performance in terms of KCSE results and the perennial mean grade of D+ in the French subject.

b) Conclusions

On the basis of the findings of the study, the following are the conclusions made.

- The results of French subject have been declining over time with a lower mean grade and this is

© 2015 Global Journals Inc. (US)

because the schools have been facing inadequacies in terms of human resources especially in terms of experience and knowledge base of the teachers.

- In addition to this, majority of the schools that offer the French subject are ill equipped when it comes to the use of modern technology for teaching and learning of the French subject. Physical resources in terms of availability of classes as well as teaching materials and learning materials that can be used to aid in the teaching and learning of the French language are not readily available.
- Finally, the schools rarely receive enough funding from the Government, parents and other stakeholders to support the teaching and learning of French subject.

c) Recommendations

Based on the research findings and conclusions, the study made the following recommendations.

- In The Ministry of Education and the Teachers Service Commission may consider posting adequate qualified teachers to all schools as well as enforcing a policy on who should be hired as a teacher by the BoM. Teachers to be constantly engaged in refresher courses, seminars and symposia to update their skills on language pedagogy.
- Efforts to be made by school authorities, the Ministry of Education, county authorities and other stakeholder to provide new technology, enough physical resources like teaching/learning resources, class rooms and libraries. This can be done by bringing all the stakeholders together so that discussions can be made on how to enhance this support.
- The school management, the parent teacher association and the government may come up with means that will ensure that all subjects are funded adequately, and that the school management is held accountable when it comes to the management of the funds.

d) Suggestion for Further Studies

This study was limited to relationship between resource availability and performance in French subject in public secondary schools in Vihiga County-Kenya. Thus, for future research, researchers should try to generalize the research to other counties. Also, the study was limited to French subject only, thus further study should also put into consideration the resource availability and performance in other subject such as English subject.

References Références Referencias

1. Abagi O. & Odipo, (2007) Efficiency of Primary Education in Kenya: Situational Analysis and Implementation for Educational Reforms Jomo Kenyatta foundation Nairobi Kenya.
2. Adalikwu SA, 2012. The Influence of Instructional Materials on Academic Performance of Senior Secondary School Students in Chemistry in Cross River State, http://dx.doi.org/10.4314/gjedr.v12i1.6
3. Adams, J.E., Jr. (1997). Organizational context and district resource allocation: Does the setting matter? Journal of Education Finance, 23, 234-258.
4. Adebayo, L.A. (2007). French Language Teaching and Productivity Enhancement in Nigeria: Issues and Challenges. www.voicesnet.com/displayone-doc.aspx?docid=199434.(Email):adedoyinadebayo-2007@yahoo.fr (Telephone):+23408033932089
5. Amugune, A.A, (2013). Analysis of factors affecting achievement and enrolment in CRE in selected public secondary schools in Tiriki West Division of Vihiga District. (Unpublished M.Ed. Thesis) Kenyatta University.
6. Anderson, L. UNESCO (2005). Increasing Teacher Effectiveness 2ndedition, IIEP Paris.
7. Andrews, M., W. Duncombe & J. Yinger (2002). "Revisiting Economies of Size in American Education: Are We Any Closer to a Consensus?" Economics of Education Review 21, 245-262.
8. Aoki, A., Bruns, B. Drabble, M., Marope, M., Mingat, A., Moock, P., Murphy, P., Paci, P., Patrinos, H., Tan, J., Thomas, C., Winter, C. and Yang, H. (2002) 'Education', in J. Klugman (ed), A Sourcebook for Poverty Reduction Strategies, World Bank, New York, pp.231-275.
9. Aregbeyen O. (2011). Quality of teachers and students performance: evidence from schools in Ibadan Metropolis in Nigeria. Department of Economics, Ozean Journal of Social Sciences 4(3), 2011 University of Ibadan, Ibadan, Nigeria.
10. Awoniyi TA (2002). The Teaching of African Languages. London: Hodder and Stoughton.
11. Bandura A. (1977). Self-efficacy: Toward a Unifying Theory of Behavioral Change.
12. Bearne E Ed. (2009). Use of Language Across the Secondary school curriculum. London; Routledge.
13. Boissiere, M. (2004). "Determinants of Primary Education Outcomes in Developing Countries: Background Paper for the Evaluation of the World Bank's Support to Primary Education." Washington DC: Operations Evaluation Department, World Bank.
14. Brink, H.I., (2006), Fundamentals of Research Methodology for Health Care Professionals, 2nd edn., Juta, Cape Town.5.10.1016/S0968-8080(04)24143-X6.10.1016/j.jadohealth.2005.10.0111-67819607.
15. Cantrell, Steve, & Thomas J. Kane. (2013)."Ensuring fair and reliable measures of effective teaching: Culminating findings from the MET Project's three-year study." Seattle, WA: Bill and Melinda Gate Foundation.

© 2015 Global Journals Inc. (US)

16. Chimerah, R.M. (2007). Kiswahili through the ages: The question of lexicon. Njoro: Egerton University.
17. Cohen, D. K., Raudenbush, S. W., & Ball, D. L. (2002). Resources, Instruction, and Research. In I. F. Mosteller & R. Boruch (Eds.), Evidence matters: Randomized trials in education research (pp. 80-119). Washington, DC: Brookings Institution Press.
18. Coleman Campbell E., Hobson, McPartland, Mood M., Weinfeld, F. D., and York, R.L. (1996) Equality of educational opportunity Washington, DC: U.S. Government Printing Office.
19. Diane P, Zena R, H., Cynthia S, L. and Lotte S-H,. (2003). Examination of Resource Allocation in Education: Connecting Spending to Student Performance. Texas, Southwest Educational Development Laboratory.
20. Djité, Paulin.G. (2008). The sociolinguistics of Development on Africa. Multilingual Matters LTD: Clevedon.
21. Dormam, M. (2008). The influence of environment on learners. Attitude in foreign language setting. www.languageindia.com
22. Edobor RIO (2007). An overview of factors that militate against science and technological Programs in higher institutions in the south eastern parts of Nigerian Journal of Research in Education, 4: 45-57.
23. Eggen,P., & Kauchak, D. (2010). Educational Psychology- Windows on Classrooms (8th ed.). Upper Saddle River, New Jersey: Pearson Education.
24. Fabunmi, M., & Okore, A. (2000). Analysis of the relationship between average class size and secondary school academic performance. Africa Journal of Educational Planning Policy Studies 1(2):107-115.
25. Ferguson, R. & Gilpin F. (2001). Paying for public education: New evidence on how and why money matters Harvard Journal on Legislation.
26. Fermanich, M. (2003) School resources and student achievement the effect of school-level resources on instructional practices and student outcomes in Minneapolis public schools. unpublished doctoral dissertation, University of Wisconsin-Madison.
27. Fernández-Berrocal, P., Salovey, P., Vera, A., Extremera, N., & Ramos, N. (2006). Cultural influences on the relation between perceived emotional intelligence and depression. International Review of Social Psychology, 18, 91-107.
28. Gachathi Report, Rok (1976) Report of National Committee on Educational Objectives and Policies; Government Printers, Nairobi.
29. Galloway, S. (2000). Issues and challenges in continuing professional development. In S. Galloway (ed.) Continuous Professional Development: Looking ahead. Proceedings of a symposium by the Centre on Skills, Knowledge and Organizational Performance, Oxford, May.
30. Goddard, R. D., Hoy, W. K., & Woolfolk Hoy, A. (2000). Collective teacher efficacy: Its meaning, measure, and effect on student achievement. American Education Research Journal, 37(2), 479–507.
31. Goertz E. & Duffy, M. (2009) Resource allocation in reforming schools and school districts In M.E. Goertz & A. Odden (Eds.), School-based financing thousand.
32. Grubb, W. N. (2008). Multiple Resources, Multiple Outcomes: Testing the "Improved" School Finance with NELS88. American Educational Research Journal, 45(1), 104-144.
33. Guillemette, Y. (2005) School Class Size: Smaller Isn't Better. C.D. Howe Institute Commentary. pp.11-12 [Electronic version] Retrieved from www.cdhowe.org
34. Gumperz, J. (2008). Discourse Strategies. Cambridge: Cambridge University Press.
35. Halliday MAK (2007). Language Structure and Language Function" in J. Lyons(ed) 2007. New. Horizons in Linguistics. Harmons-worth. Penguini Books.
36. Hanushek, A. E. (2003). The Failure of Input Based-Schooling Policies, the Economic journal, Blackwell publishing for the royal economic society, stable.
37. Hanushek, E. (1989). The impact of differential expenditures on school performance Educational Researcher, pp. 45-51.
38. Hartman, W. T. (2008). "District Spending Disparities: What Do the Dollars Buy?" Journal of Education Finance, 13 (4), 436–458.
39. Heck, R. (2000). Examining the impact factor of school quality on school outcomes and improvement: A value added approach. Education Administration Quarterly, 36,513-552.
40. Hedges, L. Laine, D., and Greenwald R. (2004) Does money matter? A meta-analysis of studies of the effects of differential school inputs on student outcomes. Educational Researcher.
41. Howatt, A. (2004). A history of English language teaching. Oxford: Oxford University Press.
42. Hurd, S.Mangan, J. and Adnett N. (2005) Are Secondary Schools Spending Enough on Books? British Education Research Journal, Vol.31. NO 2, Taylor and Francis Ltd, on Behalf of BERA,
43. Ibukun, W.O., Oyetakin, A I & Akinfolarin, C A., (2012). Impact of Human Resource Allocation and Utilization on the Academic Performance of Students in Ondo State. Secondary Schools. Global Journals Inc. (USA)
44. Imoh, P. (2006). Constraints encountered in the teaching of French language in Nigeria. A case

© 2015 Global Journals Inc. (US)

study of the Nsukka Education Zone. In Journal of Education in Developing Areas. 15 (2), 220-226.
45. Institute of Policy Analysis and Research, IPAR (2007) Making Public Secondary Education Affordable. Policy Review No: 3, Nairobi: PAR.
46. Ivancevich JM P Lorenzi SJ Skinner & PB Crosby (1994) Management: quality and competitiveness Burr Ridge Ill: Irwin.
47. Jesson, D. Mayston, D. Smith, P. (2000). Performance Assessment in the Education Sector: Educational Economic Perspective, Oxford Review of Education.
48. Kamwangamalu, Nkonko. (2007). One language, multi-layered identities: English in a society in transition, South Africa. World Englishes Vol.26. No.3, 263-275.
49. Kelly, L. (2006). 25 centuries of language teaching. Rowley, MA: Newbury House.
50. Kombo, D.K. (2005). Sociology of education. Nairobi: Ad. Printers.
51. Kosgey I S, van Arendonk J A M and Baker R L (2004). Economic values of traits of meat sheep in medium to high production potential areas of the tropics. Small Ruminant Research 50:187-202.
52. Kothari, C.R (2003) Research Methodology: Methods and Techniques. New Delhi: W. Prakashan.
53. Kothari, C. R. (2005). Research Methodology, Methods and Techniques. New Dehli, India: New Age International Publishers.
54. Kuenzi, J.J. (2008). K-12 Teacher quality: Issues and legislation action. CRS Report for Congress.
55. Kurdziolek M., (2011) "Classroom resources and impact on learning".
56. Lawton D (2009). Education, Culture and the National Curriculum. London: Hodder and Stoughton.
57. Lumuli, N. C. (2009). An investigation into Internal Efficiency measures in Promotion of Access and completion Rates in Public Secondary Schools in Bungoma South District. Unpublished M. Ed Thesis, University of Nairobi.
58. McGrath, B. (1998). Partners in learning: twelve ways technology changes the teacher-student relationship. Technological Horizon In Education, 25(9), 58-62.
59. Metzler, J., & Ludger, w. (2010). The impact of teacher knowledge on student achievement: Evidence from within-teacher within-student variation. Munich: University of Munich.
60. Miles, K.H. & Darling-Hammond, L. (1998). Rethinking the allocation of teaching resources: Some lessons from high-performing schools. Educational Evaluation and Policy Analysis, 20, 9-29.
61. Monk, D.H. and Hussain, S. (2000). Structural influences on the internal allocation of school district resources: Evidence from New York State. Educational Evaluation and Policy Analysis.
62. Muhammad, A.D., & Rashid, A.D. (2011). Impact of teacher quality on academic achievement of students in secondary state in Punjub. European Journal of Social Sciences-Vol. 19, no.1.
63. Munda, S.W. & Odebero S. (2014) "The Influence of Education Costs on Students' Academic Performance in Kenya: An Empirical Study of Bungoma County Secondary Schools." Asian Journal of Educational Research 2, no. 1: 1-11.
64. Murnane, R.J. and Levy, F. (1985) Teaching the New Basic Skills New York, NY: The Free Press.
65. Nafukho. F. M (2001) Determining Optimal size and Existence of Economies of Scale in Kakamega District Secondary Schools Kenyatta University. Unpublished M. Ed Thesis, University of Nairobi.
66. Nambuya O. B. (2013). School Based Factors Influencing Student's Academic Performance At Kenya Certificate Of Secondary Education In Teso South District Unpublished M. Ed Thesis, University of Nairobi.
67. Neetle, Daniel, and Suzanne Romaine. (2001). Vanishing Voices: The extinction of world languages. New York: Oxford University Press.
68. Newstrom, W.J., & Davis, K. (2002). Organizational behaviour. Human behaviour at work. New York: McGraw-Hall.
69. Odden, A. R., Borman, G., and Fermanich, M. (2004) Assessing teacher, classroom, and school effects, including fiscal effects. Peabody Journal of Education.
70. Odden, A.R. and Archibald, S. (2001). Reallocating resources: How to boost student achievement without asking for more. Thousand Oaks, CA: Corwin.
71. Odden, A.R. and Busch, C. (2008). Financing schools for high performance: Strategies for improving the use of educational resources. San Francisco: Jossey-Bass.
72. Okumbe, J.A. (1998). Educational management. Theory and practice. Nairobi: Nairobi University Press.
73. Oladejo, S. O. Morenikeji O. A. and. Salami A. T (2011). Application of Geographic Information System (GIS) in the assessment of human water contact patterns in relation to schistosomiasis infection in five rural communities in Osun State, Southwest Nigeria. NISEB Journal Vol.2.6. 129-134.
74. Ormrod, J.E. (2004). Human Learning (4th Edition). Upper Saddle River, NJ: Pearson Education, Inc.
75. Parrish T. and HikidoS. (2004)Inequalities in public school district revenues Washington, DC: National Center for Education Statistics.
76. Picus, L.O. and Fazal, M.B. (1995). In search of more productive schools: A guide to resource

© 2015 Global Journals Inc. (US)

allocation in education. Eugene, OR: ERIC Clearinghouse on Educational Management.
77. Picus, L.O. & Fazal, M.B. (2005). The $300 billion question: How do public elementary and secondary schools spend their money? In W.J. Fowler, Jr. (Ed.). Developments in school finance (pp. 79-96). Washington, DC: National Center for Education Statistics.
78. Picus, L.O. (2001). In search of more productive schools: A guide to resource allocation in education. Eugene, OR: ERIC Clearinghouse on Educational Management, University of Oregon.
79. Pritchett, L. Filmer, D. (2007) What Education Production Function Really Show; A Positive Theory of Education Expenditure. Google search, 17/05/2010.
80. Pritchett, L., & Filmer, D. (1999). What education production functions really show: A positive theory of education expenditures. Economics of Education Review, 18, 223-239.
81. Richards, J. C. and Rodgers, T. (2000). Approaches and Methods in Language Teaching. A descriptive analysis. Cambridge: Cambridge University Press.
82. Rono P. K. and Kosgei, Z.K. (2004). Determining the Optimal Size and Cost Efficiency of Nandi District Schools, Journal of Education and Resources, Volume 2 Number 2.
83. Rumberger, W.R and Palardy, J. G. (2005) Test Scores, Dropout Rates, and Transfer Rates as Alternative Indicators of High School Performance. American Education Research Journal.
84. Salaberry, M. (2001). The use of technology for second language learning and teaching: a retrospective. The Modern Language Journal, 8591), pp 41-56.
85. Saracaloglu, A.S. (2000). The relation between trainee teachers' attitudes to foreign languages and their academic success. Ankara: Ocak, Cilt: 254. Sayi: 115.
86. Scheerens, J. (2003). Integrated models of educational effectiveness: searching for 'silver bullet'. (Eds.), J. Scherens & AJ Visscher, School Effectiveness and training effects (pp. 137-158). Enschede: University of Twente.
87. Shepherd, D.B (2009) Massachusetts local news; Cost Saving Measures Credited for Avoiding Layoffs in West Springs Field Schools.
88. Smith, L. (2006). The gender composition of the pool of prospective school principals. Canadian Journal of Education, 16(2), 198-205.
89. Stanovich, K. (2007). How to Think Straight about Psychology. Boston, MA: Pearson.
90. TSC (2009) Teachers' Image, Dealing with Strikes A Quarterly Magazine by the Teachers Service Commission, Kenya.
91. World Bank, (2005) Education in the Democratic Republic of Congo; Properties and Options for Regeneration the World Bank Washington D.C.
92. Yara P. O & Otieno K. O (2010): Teaching/Learning Resources and Academic Performance in Mathematics in Secondary Schools in Bondo District of Kenyan. Asian Social Science Vol. 6, No. 12.

© 2015 Global Journals Inc. (US)

Global Journals Inc. (US) Guidelines Handbook 2015

www.GlobalJournals.org

FELLOWS

FELLOW OF ASSOCIATION OF RESEARCH SOCIETY IN HUMAN SCIENCE (FARSHS)

Global Journals Incorporate (USA) is accredited by Open Association of Research Society (OARS), U.S.A and in turn, awards "FARSHS" title to individuals. The 'FARSHS' title is accorded to a selected professional after the approval of the Editor-in-Chief/Editorial Board Members/Dean.

- The "FARSHS" is a dignified title which is accorded to a person's name viz. Dr. John E. Hall, Ph.D., FARSS or William Walldroff, M.S., FARSHS.

FARSHS accrediting is an honor. It authenticates your research activities. After recognition as FARSHS, you can add 'FARSHS' title with your name as you use this recognition as additional suffix to your status. This will definitely enhance and add more value and repute to your name. You may use it on your professional Counseling Materials such as CV, Resume, and Visiting Card etc.

The following benefits can be availed by you only for next three years from the date of certification:

FARSHS designated members are entitled to avail a 40% discount while publishing their research papers (of a single author) with Global Journals Incorporation (USA), if the same is accepted by Editorial Board/Peer Reviewers. If you are a main author or co-author in case of multiple authors, you will be entitled to avail discount of 10%.

Once FARSHS title is accorded, the Fellow is authorized to organize symposium/seminar/conference on behalf of Global Journal Incorporation (USA). The Fellow can also participate in conference/seminar/symposium organized by another institution as representative of Global Journal. In both the cases, it is mandatory for him to discuss with us and obtain our consent.

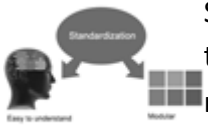
You may join as member of the Editorial Board of Global Journals Incorporation (USA) after successful completion of three years as Fellow and as Peer Reviewer. In addition, it is also desirable that you should organize seminar/symposium/conference at least once.

We shall provide you intimation regarding launching of e-version of journal of your stream time to time.This may be utilized in your library for the enrichment of knowledge of your students as well as it can also be helpful for the concerned faculty members.

© Copyright by Global Journals Inc.(US) | Guidelines Handbook

The FARSHS can go through standards of OARS. You can also play vital role if you have any suggestions so that proper amendment can take place to improve the same for the benefit of entire research community.

As FARSHS, you will be given a renowned, secure and free professional email address with 100 GB of space e.g. johnhall@globaljournals.org. This will include Webmail, Spam Assassin, Email Forwarders,Auto-Responders, Email Delivery Route tracing, etc.



The FARSHS will be eligible for a free application of standardization of their researches. Standardization of research will be subject to acceptability within stipulated norms as the next step after publishing in a journal. We shall depute a team of specialized research professionals who will render their services for elevating your researches to next higher level, which is worldwide open standardization.

The FARSHS member can apply for grading and certification of standards of the educational and Institutional Degrees to Open Association of Research, Society U.S.A. Once you are designated as FARSHS, you may send us a scanned copy of all of your credentials. OARS will verify, grade and certify them. This will be based on your academic records, quality of research papers published by you, and some more criteria. After certification of all your credentials by OARS, they will be published on your Fellow Profile link on website https://associationofresearch.org which will be helpful to upgrade the dignity.

The FARSHS members can avail the benefits of free research podcasting in Global Research Radio with their research documents. After publishing the work, (including published elsewhere worldwide with proper authorization) you can upload your research paper with your recorded voice or you can utilize chargeable services of our professional RJs to record your paper in their voice on request.

The FARSHS member also entitled to get the benefits of free research podcasting of their research documents through video clips. We can also streamline your conference videos and display your slides/ online slides and online research video clips at reasonable charges, on request.

© Copyright by Global Journals Inc.(US)| Guidelines Handbook

The FARSHS is eligible to earn from sales proceeds of his/her researches/reference/review Books or literature, while publishing with Global Journals. The FARSHS can decide whether he/she would like to publish his/her research in a closed manner. In this case, whenever readers purchase that individual research paper for reading, maximum 60% of its profit earned as royalty by Global Journals, will be credited to his/her bank account. The entire entitled amount will be credited to his/her bank account exceeding limit of minimum fixed balance. There is no minimum time limit for collection. The FARSS member can decide its price and we can help in making the right decision.

The FARSHS member is eligible to join as a paid peer reviewer at Global Journals Incorporation (USA) and can get remuneration of 15% of author fees, taken from the author of a respective paper. After reviewing 5 or more papers you can request to transfer the amount to your bank account.

MEMBER OF ASSOCIATION OF RESEARCH SOCIETY IN HUMAN SCIENCE (MARSHS)

The ' MARSHS ' title is accorded to a selected professional after the approval of the Editor-in-Chief / Editorial Board Members/Dean.

The "MARSHS" is a dignified ornament which is accorded to a person's name viz. Dr John E. Hall, Ph.D., MARSHS or William Walldroff, M.S., MARSHS.

MARSHS accrediting is an honor. It authenticates your research activities. Afterbecoming MARSHS, you can add 'MARSHS' title with your name as you use this recognition as additional suffix to your status. This will definitely enhance and add more value and repute to your name. You may use it on your professional Counseling Materials such as CV, Resume, Visiting Card and Name Plate etc.

The following benefitscan be availed by you only for next three years from the date of certification.

MARSHS designated members are entitled to avail a 25% discount while publishing their research papers (of a single author) in Global Journals Inc., if the same is accepted by our Editorial Board and Peer Reviewers. If you are a main author or co-author of a group of authors, you will get discount of 10%.

As MARSHS, you willbegiven a renowned, secure and free professional email address with 30 GB of space e.g. johnhall@globaljournals.org. This will include Webmail, Spam Assassin, Email Forwarders,Auto-Responders, Email Delivery Route tracing, etc.

© Copyright by Global Journals Inc.(US) | Guidelines Handbook

We shall provide you intimation regarding launching of e-version of journal of your stream time to time.This may be utilized in your library for the enrichment of knowledge of your students as well as it can also be helpful for the concerned faculty members.

The MARSHS member can apply for approval, grading and certification of standards of their educational and Institutional Degrees to Open Association of Research, Society U.S.A.

Once you are designated as MARSHS, you may send us a scanned copy of all of your credentials. OARS will verify, grade and certify them. This will be based on your academic records, quality of research papers published by you, and some more criteria.

It is mandatory to read all terms and conditions carefully.

© Copyright by Global Journals Inc.(US)| Guidelines Handbook

AUXILIARY MEMBERSHIPS

Institutional Fellow of Open Association of Research Society (USA) - OARS (USA)

Global Journals Incorporation (USA) is accredited by Open Association of Research Society, U.S.A (OARS) and in turn, affiliates research institutions as "Institutional Fellow of Open Association of Research Society" (IFOARS).

The "FARSC" is a dignified title which is accorded to a person's name viz. Dr. John E. Hall, Ph.D., FARSC or William Walldroff, M.S., FARSC.

The IFOARS institution is entitled to form a Board comprised of one Chairperson and three to five board members preferably from different streams. The Board will be recognized as "Institutional Board of Open Association of Research Society"-(IBOARS).

The Institute will be entitled to following benefits:

The IBOARS can initially review research papers of their institute and recommend them to publish with respective journal of Global Journals. It can also review the papers of other institutions after obtaining our consent. The second review will be done by peer reviewer of Global Journals Incorporation (USA) The Board is at liberty to appoint a peer reviewer with the approval of chairperson after consulting us.

The author fees of such paper may be waived off up to 40%.

The Global Journals Incorporation (USA) at its discretion can also refer double blind peer reviewed paper at their end to the board for the verification and to get recommendation for final stage of acceptance of publication.

The IBOARS can organize symposium/seminar/conference in their country on behalf of Global Journals Incorporation (USA)-OARS (USA). The terms and conditions can be discussed separately.

The Board can also play vital role by exploring and giving valuable suggestions regarding the Standards of "Open Association of Research Society, U.S.A (OARS)" so that proper amendment can take place for the benefit of entire research community. We shall provide details of particular standard only on receipt of request from the Board.

The board members can also join us as Individual Fellow with 40% discount on total fees applicable to Individual Fellow. They will be entitled to avail all the benefits as declared. Please visit Individual Fellow-sub menu of GlobalJournals.org to have more relevant details.

© Copyright by Global Journals Inc.(US) | Guidelines Handbook

We shall provide you intimation regarding launching of e-version of journal of your stream time to time. This may be utilized in your library for the enrichment of knowledge of your students as well as it can also be helpful for the concerned faculty members.

After nomination of your institution as "Institutional Fellow" and constantly functioning successfully for one year, we can consider giving recognition to your institute to function as Regional/Zonal office on our behalf.
The board can also take up the additional allied activities for betterment after our consultation.

The following entitlements are applicable to individual Fellows:

Open Association of Research Society, U.S.A (OARS) By-laws states that an individual Fellow may use the designations as applicable, or the corresponding initials. The Credentials of individual Fellow and Associate designations signify that the individual has gained knowledge of the fundamental concepts. One is magnanimous and proficient in an expertise course covering the professional code of conduct, and follows recognized standards of practice.

Open Association of Research Society (US)/ Global Journals Incorporation (USA), as described in Corporate Statements, are educational, research publishing and professional membership organizations. Achieving our individual Fellow or Associate status is based mainly on meeting stated educational research requirements.

Disbursement of 40% Royalty earned through Global Journals : Researcher = 50%, Peer Reviewer = 37.50%, Institution = 12.50% E.g. Out of 40%, the 20% benefit should be passed on to researcher, 15 % benefit towards remuneration should be given to a reviewer and remaining 5% is to be retained by the institution.

We shall provide print version of 12 issues of any three journals [as per your requirement] out of our 38 journals worth $ 2376 USD.

Other:

The individual Fellow and Associate designations accredited by Open Association of Research Society (US) credentials signify guarantees following achievements:

- The professional accredited with Fellow honor, is entitled to various benefits viz. name, fame, honor, regular flow of income, secured bright future, social status etc.

© Copyright by Global Journals Inc.(US)| Guidelines Handbook

- In addition to above, if one is single author, then entitled to 40% discount on publishing research paper and can get 10%discount if one is co-author or main author among group of authors.
- The Fellow can organize symposium/seminar/conference on behalf of Global Journals Incorporation (USA) and he/she can also attend the same organized by other institutes on behalf of Global Journals.
- The Fellow can become member of Editorial Board Member after completing 3yrs.
- The Fellow can earn 60% of sales proceeds from the sale of reference/review books/literature/publishing of research paper.
- Fellow can also join as paid peer reviewer and earn 15% remuneration of author charges and can also get an opportunity to join as member of the Editorial Board of Global Journals Incorporation (USA)
- • This individual has learned the basic methods of applying those concepts and techniques to common challenging situations. This individual has further demonstrated an in–depth understanding of the application of suitable techniques to a particular area of research practice.

Note :

"

- In future, if the board feels the necessity to change any board member, the same can be done with the consent of the chairperson along with anyone board member without our approval.
- In case, the chairperson needs to be replaced then consent of 2/3rd board members are required and they are also required to jointly pass the resolution copy of which should be sent to us. In such case, it will be compulsory to obtain our approval before replacement.
- In case of "Difference of Opinion [if any]" among the Board members, our decision will be final and binding to everyone.

"

Process of submission of Research Paper

The Area or field of specialization may or may not be of any category as mentioned in 'Scope of Journal' menu of the GlobalJournals.org website. There are 37 Research Journal categorized with Six parental Journals GJCST, GJMR, GJRE, GJMBR, GJSFR, GJHSS. For Authors should prefer the mentioned categories. There are three widely used systems UDC, DDC and LCC. The details are available as 'Knowledge Abstract' at Home page. The major advantage of this coding is that, the research work will be exposed to and shared with all over the world as we are being abstracted and indexed worldwide.

The paper should be in proper format. The format can be downloaded from first page of 'Author Guideline' Menu. The Author is expected to follow the general rules as mentioned in this menu. The paper should be written in MS-Word Format (*.DOC,*.DOCX).

The Author can submit the paper either online or offline. The authors should prefer online submission.Online Submission: There are three ways to submit your paper:

(A) (I) First, register yourself using top right corner of Home page then Login. If you are already registered, then login using your username and password.

(II) Choose corresponding Journal.

(III) Click 'Submit Manuscript'. Fill required information and Upload the paper.

(B) If you are using Internet Explorer, then Direct Submission through Homepage is also available.

(C) If these two are not conveninet , and then email the paper directly to dean@globaljournals.org.

Offline Submission: Author can send the typed form of paper by Post. However, online submission should be preferred.

Preferred Author Guidelines

MANUSCRIPT STYLE INSTRUCTION (Must be strictly followed)

Page Size: 8.27" X 11'"

- Left Margin: 0.65
- Right Margin: 0.65
- Top Margin: 0.75
- Bottom Margin: 0.75
- Font type of all text should be Swis 721 Lt BT.
- Paper Title should be of Font Size 24 with one Column section.
- Author Name in Font Size of 11 with one column as of Title.
- Abstract Font size of 9 Bold, "Abstract" word in Italic Bold.
- Main Text: Font size 10 with justified two columns section
- Two Column with Equal Column with of 3.38 and Gaping of .2
- First Character must be three lines Drop capped.
- Paragraph before Spacing of 1 pt and After of 0 pt.
- Line Spacing of 1 pt
- Large Images must be in One Column
- Numbering of First Main Headings (Heading 1) must be in Roman Letters, Capital Letter, and Font Size of 10.
- Numbering of Second Main Headings (Heading 2) must be in Alphabets, Italic, and Font Size of 10.

You can use your own standard format also.
Author Guidelines:

1. General,

2. Ethical Guidelines,

3. Submission of Manuscripts,

4. Manuscript's Category,

5. Structure and Format of Manuscript,

6. After Acceptance.

1. GENERAL

Before submitting your research paper, one is advised to go through the details as mentioned in following heads. It will be beneficial, while peer reviewer justify your paper for publication.

Scope

The Global Journals Inc. (US) welcome the submission of original paper, review paper, survey article relevant to the all the streams of Philosophy and knowledge. The Global Journals Inc. (US) is parental platform for Global Journal of Computer Science and Technology, Researches in Engineering, Medical Research, Science Frontier Research, Human Social Science, Management, and Business organization. The choice of specific field can be done otherwise as following in Abstracting and Indexing Page on this Website. As the all Global

Journals Inc. (US) are being abstracted and indexed (in process) by most of the reputed organizations. Topics of only narrow interest will not be accepted unless they have wider potential or consequences.

2. ETHICAL GUIDELINES

Authors should follow the ethical guidelines as mentioned below for publication of research paper and research activities.

Papers are accepted on strict understanding that the material in whole or in part has not been, nor is being, considered for publication elsewhere. If the paper once accepted by Global Journals Inc. (US) and Editorial Board, will become the copyright of the Global Journals Inc. (US).

Authorship: The authors and coauthors should have active contribution to conception design, analysis and interpretation of findings. They should critically review the contents and drafting of the paper. All should approve the final version of the paper before submission

The Global Journals Inc. (US) follows the definition of authorship set up by the Global Academy of Research and Development. According to the Global Academy of R&D authorship, criteria must be based on:

1) Substantial contributions to conception and acquisition of data, analysis and interpretation of the findings.

2) Drafting the paper and revising it critically regarding important academic content.

3) Final approval of the version of the paper to be published.

All authors should have been credited according to their appropriate contribution in research activity and preparing paper. Contributors who do not match the criteria as authors may be mentioned under Acknowledgement.

Acknowledgements: Contributors to the research other than authors credited should be mentioned under acknowledgement. The specifications of the source of funding for the research if appropriate can be included. Suppliers of resources may be mentioned along with address.

Appeal of Decision: The Editorial Board's decision on publication of the paper is final and cannot be appealed elsewhere.

Permissions: It is the author's responsibility to have prior permission if all or parts of earlier published illustrations are used in this paper.

Please mention proper reference and appropriate acknowledgements wherever expected.

If all or parts of previously published illustrations are used, permission must be taken from the copyright holder concerned. It is the author's responsibility to take these in writing.

Approval for reproduction/modification of any information (including figures and tables) published elsewhere must be obtained by the authors/copyright holders before submission of the manuscript. Contributors (Authors) are responsible for any copyright fee involved.

3. SUBMISSION OF MANUSCRIPTS

Manuscripts should be uploaded via this online submission page. The online submission is most efficient method for submission of papers, as it enables rapid distribution of manuscripts and consequently speeds up the review procedure. It also enables authors to know the status of their own manuscripts by emailing us. Complete instructions for submitting a paper is available below.

Manuscript submission is a systematic procedure and little preparation is required beyond having all parts of your manuscript in a given format and a computer with an Internet connection and a Web browser. Full help and instructions are provided on-screen. As an author, you will be prompted for login and manuscript details as Field of Paper and then to upload your manuscript file(s) according to the instructions.

To avoid postal delays, all transaction is preferred by e-mail. A finished manuscript submission is confirmed by e-mail immediately and your paper enters the editorial process with no postal delays. When a conclusion is made about the publication of your paper by our Editorial Board, revisions can be submitted online with the same procedure, with an occasion to view and respond to all comments.

Complete support for both authors and co-author is provided.

4. MANUSCRIPT'S CATEGORY

Based on potential and nature, the manuscript can be categorized under the following heads:

Original research paper: Such papers are reports of high-level significant original research work.

Review papers: These are concise, significant but helpful and decisive topics for young researchers.

Research articles: These are handled with small investigation and applications

Research letters: The letters are small and concise comments on previously published matters.

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:

(a)Title should be relevant and commensurate with the theme of the paper.

(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.

Authors should very cautiously consider the preparation of papers to ensure that they communicate efficiently. Papers are much more likely to be accepted, if they are cautiously designed and laid out, contain few or no errors, are summarizing, and be conventional to the approach and instructions. They will in addition, be published with much less delays than those that require much technical and editorial correction.

The Editorial Board reserves the right to make literary corrections and to make suggestions to improve briefness.

It is vital, that authors take care in submitting a manuscript that is written in simple language and adheres to published guidelines.

Format

Language: The language of publication is UK English. Authors, for whom English is a second language, must have their manuscript efficiently edited by an English-speaking person before submission to make sure that, the English is of high excellence. It is preferable, that manuscripts should be professionally edited.

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

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

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

Structure

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

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

Abstract, used in Original Papers and Reviews:

Optimizing Abstract for Search Engines

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

Key Words

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

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

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

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

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

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

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

Acknowledgements: Please make these as concise as possible.

References

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

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

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

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

Tables, Figures and Figure Legends

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

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

Preparation of Electronic Figures for Publication

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

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

Color Charges: It is the rule of the Global Journals Inc. (US) for authors to pay the full cost for the reproduction of their color artwork. Hence, please note that, if there is color artwork in your manuscript when it is accepted for publication, we would require you to complete and return a color work agreement form before your paper can be published.

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

6. AFTER ACCEPTANCE

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

6.1 Proof Corrections

The corresponding author will receive an e-mail alert containing a link to a website or will be attached. A working e-mail address must therefore be provided for the related author.

Acrobat Reader will be required in order to read this file. This software can be downloaded

(Free of charge) from the following website:

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

Proofs must be returned to the dean at dean@globaljournals.org within three days of receipt.

As changes to proofs are costly, we inquire that you only correct typesetting errors. All illustrations are retained by the publisher. Please note that the authors are responsible for all statements made in their work, including changes made by the copy editor.

6.2 Early View of Global Journals Inc. (US) (Publication Prior to Print)

The Global Journals Inc. (US) are enclosed by our publishing's Early View service. Early View articles are complete full-text articles sent in advance of their publication. Early View articles are absolute and final. They have been completely reviewed, revised and edited for publication, and the authors' final corrections have been incorporated. Because they are in final form, no changes can be made after sending them. The nature of Early View articles means that they do not yet have volume, issue or page numbers, so Early View articles cannot be cited in the conventional way.

6.3 Author Services

Online production tracking is available for your article through Author Services. Author Services enables authors to track their article - once it has been accepted - through the production process to publication online and in print. Authors can check the status of their articles online and choose to receive automated e-mails at key stages of production. The authors will receive an e-mail with a unique link that enables them to register and have their article automatically added to the system. Please ensure that a complete e-mail address is provided when submitting the manuscript.

6.4 Author Material Archive Policy

Please note that if not specifically requested, publisher will dispose off hardcopy & electronic information submitted, after the two months of publication. If you require the return of any information submitted, please inform the Editorial Board or dean as soon as possible.

6.5 Offprint and Extra Copies

A PDF offprint of the online-published article will be provided free of charge to the related author, and may be distributed according to the Publisher's terms and conditions. Additional paper offprint may be ordered by emailing us at: editor@globaljournals.org .

Before start writing a good quality Computer Science Research Paper, let us first understand what is Computer Science Research Paper? So, Computer Science Research Paper is the paper which is written by professionals or scientists who are associated to Computer Science and Information Technology, or doing research study in these areas. If you are novel to this field then you can consult about this field from your supervisor or guide.

TECHNIQUES FOR WRITING A GOOD QUALITY RESEARCH PAPER:

1. Choosing the topic: In most cases, the topic is searched by the interest of author but it can be also suggested by the guides. You can have several topics and then you can judge that in which topic or subject you are finding yourself most comfortable. This can be done by asking several questions to yourself, like Will I be able to carry our search in this area? Will I find all necessary recourses to accomplish the search? Will I be able to find all information in this field area? If the answer of these types of questions will be "Yes" then you can choose that topic. In most of the cases, you may have to conduct the surveys and have to visit several places because this field is related to Computer Science and Information Technology. Also, you may have to do a lot of work to find all rise and falls regarding the various data of that subject. Sometimes, detailed information plays a vital role, instead of short information.

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

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

4. Make blueprints of paper: The outline is the plan or framework that will help you to arrange your thoughts. It will make your paper logical. But remember that all points of your outline must be related to the topic you have chosen.

5. Ask your Guides: If you are having any difficulty in your research, then do not hesitate to share your difficulty to your guide (if you have any). They will surely help you out and resolve your doubts. If you can't clarify what exactly you require for your work then ask the supervisor to help you with the alternative. He might also provide you the list of essential readings.

6. Use of computer is recommended: As you are doing research in the field of Computer Science, then this point is quite obvious.

7. Use right software: Always use good quality software packages. If you are not capable to judge good software then you can lose quality of your paper unknowingly. There are various software programs available to help you, which you can get through Internet.

8. Use the Internet for help: An excellent start for your paper can be by using the Google. It is an excellent search engine, where you can have your doubts resolved. You may also read some answers for the frequent question how to write my research paper or find model research paper. From the internet library you can download books. If you have all required books make important reading selecting and analyzing the specified information. Then put together research paper sketch out.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

© Copyright by Global Journals Inc.(US)| Guidelines Handbook

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

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

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

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

31. Adding unnecessary information: Do not add unnecessary information, like, I have used MS Excel to draw graph. Do not add irrelevant and inappropriate material. These all will create superfluous. Foreign terminology and phrases are not apropos. One should NEVER take a broad view. Analogy in script is like feathers on a snake. Not at all use a large word when a very small one would be sufficient. Use words properly, regardless of how others use them. Remove quotations. Puns are for kids, not grunt readers. Amplification is a billion times of inferior quality than sarcasm.

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

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

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

Informal Guidelines of Research Paper Writing

Key points to remember:

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

Final Points:

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

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

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

General style:

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

To make a paper clear

· Adhere to recommended page limits

Mistakes to evade

- Insertion a title at the foot of a page with the subsequent text on the next page
- Separating a table/chart or figure - impound each figure/table to a single page
- Submitting a manuscript with pages out of sequence

In every sections of your document

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

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

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

· Align the primary line of each section

· Present your points in sound order

· Use present tense to report well accepted

· Use past tense to describe specific results

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

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

Title Page:

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

© Copyright by Global Journals Inc.(US)| Guidelines Handbook

Abstract:

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

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

Write your summary when your paper is completed because how can you write the summary of anything which is not yet written? Wealth of terminology is very essential in abstract. Yet, use comprehensive sentences and do not let go readability for briefness. You can maintain it succinct by phrasing sentences so that they provide more than lone rationale. The author can at this moment go straight to shortening the outcome. Sum up the study, with the subsequent elements in any summary. Try to maintain the initial two items to no more than one ruling each.

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

Approach:

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

Introduction:

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

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

Approach:

- Use past tense except for when referring to recognized facts. After all, the manuscript will be submitted after the entire job is done.
- Sort out your thoughts; manufacture one key point with every section. If you make the four points listed above, you will need a least of four paragraphs.

- Present surroundings information only as desirable in order hold up a situation. The reviewer does not desire to read the whole thing you know about a topic.
- Shape the theory/purpose specifically - do not take a broad view.
- As always, give awareness to spelling, simplicity and correctness of sentences and phrases.

Procedures (Methods and Materials):

This part is supposed to be the easiest to carve if you have good skills. A sound written Procedures segment allows a capable scientist to replacement your results. Present precise information about your supplies. The suppliers and clarity of reagents can be helpful bits of information. Present methods in sequential order but linked methodologies can be grouped as a segment. Be concise when relating the protocols. Attempt for the least amount of information that would permit another capable scientist to spare your outcome but be cautious that vital information is integrated. The use of subheadings is suggested and ought to be synchronized with the results section. When a technique is used that has been well described in another object, mention the specific item describing a way but draw the basic principle while stating the situation. The purpose is to text all particular resources and broad procedures, so that another person may use some or all of the methods in one more study or referee the scientific value of your work. It is not to be a step by step report of the whole thing you did, nor is a methods section a set of orders.

Materials:

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

Methods:

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

Approach:

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

What to keep away from

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

Results:

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

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

© Copyright by Global Journals Inc.(US)| Guidelines Handbook

Content

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

What to stay away from

- Do not discuss or infer your outcome, report surroundings information, or try to explain anything.
- Not at all, take in raw data or intermediate calculations in a research manuscript.
- Do not present the similar data more than once.
- Manuscript should complement any figures or tables, not duplicate the identical information.
- Never confuse figures with tables - there is a difference.

Approach

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

Figures and tables

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

Discussion:

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

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

Approach:

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

Please carefully note down following rules and regulation before submitting your Research Paper to Global Journals Inc. (US):

Segment Draft and Final Research Paper: You have to strictly follow the template of research paper. If it is not done your paper may get rejected.

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

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

- Methods to avoid Plagiarism is applied by us on every paper, if found guilty, you will be blacklisted by all of our collaborated research groups, your institution will be informed for this and strict legal actions will be taken immediately.)
- To guard yourself and others from possible illegal use please do not permit anyone right to use to your paper and files.

© Copyright by Global Journals Inc.(US)| Guidelines Handbook

Criterion for Grading a Research Paper (Compilation) by Global Journals Inc. (US)

Please note that following table is only a Grading of "Paper Compilation" and not on "Performed/Stated Research" whose grading solely depends on Individual Assigned Peer Reviewer and Editorial Board Member. These can be available only on request and after decision of Paper. This report will be the property of Global Journals Inc. (US).

Topics	Grades		
	A-B	**C-D**	**E-F**
Abstract	Clear and concise with appropriate content, Correct format. 200 words or below	Unclear summary and no specific data, Incorrect form 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

INDEX

B

Braunschweig · 20, lii

C

Chaloupka · 20, lii

E

Ethnocentricism · 12

G

Guatemala · 22, 25

J

Juxtaposing · 13

M

Modularized · 9

P

Prefabrication · 9

S

Schermbeck · 20, li
Szczypka · 20, li

save our planet

Global Journal of Human Social Science

Visit us on the Web at www.GlobalJournals.org | www.SocialScienceResearch.org
or email us at helpdesk@globaljournals.org

ISSN 975587

© Global Journals