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Preservice Teachers Identity

Investigating Challenges Teachers

Highlights

Challenges that affect Learners

Female Students at Higher Education

Discovering Thoughts, Inventing Future

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Preservice Teachers' Identity-Agency with Progressive Writing Pedagogies

By Tom Dobson & Lisa Stephenson
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Abstract- This study explores the relationship between preservice teachers' perceptions of their professional identities and their progressive primary school writing practices as part of a University-school partnership project. We analyse preservice teachers' identities using discourse analysis and find a tension between self-perceptions as progressive teachers and the difficulties they experience enacting progressive pedagogies. For the majority, these difficulties are overcome through reflective theorising, but in utilising process drama, their otherwise expansive identity-agency is restricted by their wider apprehension of neoliberalism. We conclude by underlining the importance of specialised and concurrent models of teacher preparation which align preservice teachers' identities and practices.

Keywords: *preservice teachers; identity-agency; discourse analysis; progressivism; neoliberalism.*

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Preservice Teachers' Identity-Agency with Progressive Writing Pedagogies

Tom Dobson ^α & Lisa Stephenson ^σ

Abstract- This study explores the relationship between preservice teachers' perceptions of their professional identities and their progressive primary school writing practices as part of a University-school partnership project. We analyse preservice teachers' identities using discourse analysis and find a tension between self-perceptions as progressive teachers and the difficulties they experience enacting progressive pedagogies. For the majority, these difficulties are overcome through reflective theorising, but in utilising process drama, their otherwise expansive identity-agency is restricted by their wider apprehension of neoliberalism. We conclude by underlining the importance of specialised and concurrent models of teacher preparation which align preservice teachers' identities and practices.

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I. INTRODUCTION

Within teacher education in England, neoliberalism's "state controlled de-control" (Ball 2013, 215), where performance is measured and resources allocated accordingly, took hold under New Labour's administration through the introduction of standards for teachers (DfES/TTA 2002). As Furlong argues (2005, 127-8), the standards "flattened the complexity involved in professional education" by creating "the impression of disinterestedness and objectivity". Seen in this light, achieving the professionalism required to become a teacher involves preservice teachers evidencing unproblematised standards in a process of "managed professionalism" (ibid, 130) where the potential for critical autonomy is silenced. As Whitty (2014) illustrates, the decline in teacher autonomy in terms of critical thinking also takes the shape of the U.K. government's continued commitment to locating preservice training in schools rather than universities (DfE 2016).

From a global perspective, this model for primary teacher preparation is not supported by evidence from the highest performing countries where teaching practice is "concurrent" with University education (Driskell 2014). In Finland, for example, where full master's study and teaching practice are concurrent, Maaranen, Pitkäniemi, Stenberg, & Karlsson (2016) identify how preservice teachers' engagement with

theory provides them with the criticality to maintain child-centred philosophical views of their roles as teachers against a global backdrop of neoliberalism.

Set within this context of neoliberalism, managed professionalism and school-led teacher preparation, this paper develops an in-depth and practice-based view of preservice teachers' professional identities and how they might align their philosophical views with their practice. To do so, preservice teachers' views on their own philosophies of English teaching are analysed and compared with their reflections on classroom practices. The context for this comparison is the primary school writing classroom. As part of a concurrent University undergraduate training program, 9 English specialist preservice teachers team-taught writing in an inner city primary school in the north of England over four consecutive Friday mornings. The specialist module asked them to engage with two specific pedagogies – teachers as writers and process drama – which below we define as evidence-based progressive pedagogies. The ways in which the preservice teachers engaged and reflected upon these pedagogies and the ways in which this compared with their own philosophies of education, gives us a focused means of thinking about the development of their identity-agency in the writing classroom.

II. THEORETICAL FRAME AND RELEVANT LITERATURE

a) *Identity-Agency*

The work of Holland, Lachicotte, Skinner, & Cain (1998) has been utilised to some effect as a means of conceptualising teachers' identities in education (Luttrell and Parker 2001; Urrieta 2007). Holland, Lachicotte, Skinner, & Cain's key concept (op.cit., 52) is that identity is discursive participation in cultural contexts called "figured worlds" - "a socially and culturally constructed realm of interpretation in which particular characters and actors are recognised, significance is assigned to certain acts, and particular outcomes are valued over others. Each is a simplified world populated by a set of agents who engage in a limited range of meaningful acts or changes of state as moved by a specific set of forces". These simplified worlds are figured both in a deterministic sense by wider societal and global structures (neoliberalism), which afford participants "positional identities", and by the

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enacted discourse of the participants themselves (progressive pedagogies). Within figured worlds, intrapersonal and interpersonal factors affect an individual's agency and their ability to figure their positions, the positions of others and the nature of the worlds themselves. In line with Bakhtin (1986), participation is mediated through the interplay of social languages ("heteroglossia") which are by nature dialogic. The words that make up the individual's utterance in figured worlds are, therefore, "interindividual" (ibid, 121), belonging to three places in time: previous speakers, the present individual speaker and future respondents. Within this framework of dialogism, figured worlds are fluid and perspectival and the localised nature of these worlds means that an individual has more potential for agency when compared with Bourdieu's conceptual view of "habitus" operating within "field" (Grenfell and Kelly 2001).

In order to think about the ways in which a preservice teacher figure the world of their own classroom, we draw upon the specific social language of reflective practice. Taking Schon's (1983) broad conceptualisation of practitioners reflecting both "in" and "on" practice, we see both types of reflection as being part of the discursive dialogism in what we call the figured worlds of the Primary School Writing Classroom and the University. It is our contention that the ways in which the two social languages of the Primary School Writing Classroom and University interact is crucial in terms of preservice teachers' identities.

From an international perspective, whether or not University reflections provide a place for preservice teachers to figure better worlds is unclear. McGarr and McCormack's (2014) analysis of six preservice teachers' reflections on their teaching practice in Ireland identifies how preservice teachers are unable to reflect in such a way as to transform their practice. Seen through the lens of Holland, Lachicotte, Skinner, & Cain, this is due to the preservice teachers' low "positional identities": feeling the need to conform to their perceptions of the dominant school practices, they renounce the social language of the University and adopt the social language of neoliberalism. The implication here is that the eminence of the social language of neoliberalism silences theoretical reflection. In a project with a greater sample size (n=115), Gardner (2014) identifies how English primary preservice teachers' reflections on their own writing builds their understanding of the complexity of the writing process. Although this study is limited to the preservice teachers' perceptions captured via a survey, their reflections demonstrate increased writing confidence and increased understanding of different ways of approaching the teaching of writing. With a greater focus on classroom practice, but with a sample size of six, Cheng, Tang, & Cheng (2012) develop a typology of preservice teacher reflections in Hong-Kong

and identify how preservice teachers are able to reflect upon and actively figure their classroom worlds. Whilst the project's findings are not triangulated with observation or assessment data, the researchers find clear evidence of trainees reflecting upon the pupils' learning and in doing so adapting their own theoretical understandings in order to accommodate new information in what they term acts of "reflective-theorising".

Drawing the two strands of reflection and identity together, Ruohotie-Lyhty & Moate (2016, 318) analyse twelve preservice teachers' reflections on action in Finland to help them think about identity-agency - "the agency individuals invest in the development of their professional identity". According to Ruohotie-Lyhty & Moate, identity-agency is a key function of *all* professional development. It is not a case, therefore, of some preservice teachers having agency and others having none. Instead, the way identity-agency is exerted by an individual varies and, to use the language of Holland et al, this will depend upon the ways in which an individual is positioned and engages in dialogue with the wider political and global discourses as well as localised school discourses. Analysing preservice teachers' reflections on practice, and considering the ways in which they draw upon their past experiences, Ruohotie-Lyhty & Moate develop a broad typology of identity-agency: expansive (new pedagogies embraced); reductive (new pedagogies rejected); and attentive (new pedagogies considered). Building on this work, we are interested in the ways in which our preservice teachers exert their identity-agency through their use of social languages to reflect upon their use of progressive pedagogies in the writing.

b) *Progressive Pedagogies*

Before we go on to look at this, it is necessary to define what we mean by progressive pedagogies. Progressivism has its routes in European philosophy and can be traced back to Rousseau's 1762 publication *Emile*, a treatise on education and childhood which moved from a view of the child as "tabula rasa" to a view of the child as a being in its own right (Coveney 1967). Philosophically, the shift from absence to presence paved the way for Dewey (2011), who renounced the transmission model of teaching in order to foreground the importance of experience as a precursor to learning. In Dewey, therefore, the link is made between a progressive, child-centred ideology and learning theories which, like Vygotsky (1986) and Wenger (2000), view learning as dialogic, process-driven and socially constructed in cultural communities. This view of learning has clear and important parallels with a view of identity as dialogic interactions within context specific figured worlds. In this sense, through the lens of progressivism, learning and identity are inextricable.

In terms of 'teachers as writers' as a progressive pedagogy, the basic idea has its roots in process writing (Graves 1983) but more explicitly involves the teacher adopting the identity of a writer (Cremin and Baker 2010) who writes with their class. From a practical perspective, this writing can be either guided or shared: with guided writing, the practitioner writes a text in front of the children, "drawing attention to the process of writing"; with shared writing, the practitioner responds to the children and as a community together they construct a text in order to lay bare the "processes of composition, transcription and revision" (Dombey 2013, 22). In terms of identity, in laying bare the processes of writing, the teacher should adopt the identity of "writer-teacher" (Cremin and Baker 2010) who is "authentic, agentic and emotionally engaged writing in the literacy classroom" (Cremin and Baker 2014, 32).

For process drama, the teacher involves their pupils in co-constructing a "temporary world" which has meaning and significance to the learner (O'Neill 1995). Similar to the teacher adopting the writer-teacher identity, a teacher involved in process drama is required to switch identity from a teacher in role in their temporary world to the teacher in the everyday classroom – a distinction referred to as the 'if' and the 'is' respectively (Edmiston 2003). As our focus was writing, we looked at how the creation of temporary worlds could generate ideas and language for writing in role as pupils would be encouraged to "seize the moment" to write within their fiction (Cremin, Gooch, Blakemore, Goff, & Macdonald 2006). We also focused on how 'teachers as writers' could be used within the temporary worlds of 'process drama' in order to directly shape pupils' writing.

III. METHOD

a) *Research Design*

Our research project focused on two questions:

1. How do University-based preservice teachers' educational philosophies for the teaching of writing compare with their practices?
2. How do preservice University-based teachers reflect upon their use of progressive pedagogies and what does this say about their identity-agency?

Our participants were 9 preservice primary teachers who were part of a group of 20 preservice primary teacher taking a level 6 undergraduate module, which focused on teaching and leading English in a primary school. Sampling was opportunistic and these 9 volunteered to take part giving their informed consent, which included reassurance that participation in the project would not affect their participation on the module. The participants have been anonymised and we write about the progressive pedagogies they predominantly adopted and reflected upon. It should be noted that for 1 participant, we were able to write about

their reflections upon both pedagogies and draw comparisons (see TABLE 1 below).

During the first part of the taught module, the preservice teachers engaged in six three-hour taught sessions at University, half of which focused on the research, theory and practice of the two progressive pedagogies. The second part of the taught module saw the preservice teachers working in groups of three to teach writing (fiction) to pupils aged between five and eleven years in a coeducational inner city school over three consecutive Friday mornings. Although the time period was short and whilst we acknowledge that progressive pedagogies take time to develop, the school and the classes within the school were chosen as result of their interest in progressive pedagogies and, therefore, all of the classes were used to being taught through process drama and teacher as writers approaches. From a school perspective, informed consent was gained from the head teacher and the class teachers. The information given to the teaching staff made it clear that the pedagogies used by the preservice teachers were evidence-based and would be of benefit to the pupils in terms of their engagement and progress in writing. The head teacher acted in loco parentis and the children were informed verbally about the nature of the project and their verbal assent was solicited accordingly.

b) *Data Collection*

We collected two sets of data directly from the preservice teachers: 400 word philosophies of English education, written at the start of the project (preservice teachers defining 'philosophy' for themselves); reflections upon practice, written at the end of the project. In line with our view of identity as socially constructed, Gee's (2015) distinction between big "D" and little "d" D/discourse became relevant. The preservice teachers' written statements about their philosophical perspectives on English education enabled us to analyse their "Discourse", that is their values which identify them "as a member of a socially meaningful group"; the preservice teachers' written reflections enabled us to analyse their "discourse", that is their "language-in-use", and the extent to which this language was figured by the Primary School Writing Classroom or University or both (ibid, 178).

We also collected observational data as we were able to observe each preservice teacher using a progressive pedagogy for a 1 hour lesson. The focus of our observation was on how the preservice teachers responded to the pupils as we felt this was a key aspect in progressive teaching. This idea of responsiveness was applied to the way in which the teachers composed fictional texts (teacher as writers), constructed "temporary worlds" (process drama), or both.

c) *Data Analysis*

Broadly speaking, Gee defines Discourse as enactments of “who we are” and “what we are doing” (2015,102). In terms of linking the who and the what, Gee sees the use of language within Discourse as having two motivations - asserting our “status” and “solidarity” to others – and he uses Holland Lachicotte, Skinner, & Cain’s “figured worlds” as the location of this identity work (ibid,114). Within these simplified, figured worlds, motivations of language are broken into building tasks which enact identities and (dis)privilege “ways of knowing” (2010,17). Gee provides tools of inquiry (ibid,60) to deconstruct these building tasks, which are listed below and are contextualised in parenthesis:

1. What social languages are involved? (*How does the Primary School Writing Classroom and University figure the preservice teachers' reflections?*)
2. What socially situated identities and activities do these social language enact? (*What do preservice teachers' identities look like in this context and how much identity-agency do they have?*)
3. What Discourse or Discourses are involved? (*How do preservice teachers enact progressive pedagogies?*)
4. What Conversations are relevant? (*How do preservice teachers engage with the neoliberalism Conversation?*)
5. How does intertextuality work? (*How do preservice teachers use academic texts and how is this linked to their identity-agency?*)

In relation to the preservice teachers' academic reflections, questions 1, 2, 4 and 5 were useful in helping us interrogate their discourse and think about their identity-agency in relation to the wider Conversation with neoliberalism. We were also able to think about the preservice teachers' identity-agency in terms of how the social languages of the Primary School Writing Classroom and University were synthesised, (dis)privileged or otherwise.

IV. RESULTS AND DISCUSSION

a) *Tensions between Philosophies and Discourses*

Taken as a whole, the preservice teachers' personal philosophies of English education were progressive. The social language used belonged to four semantic groups: the need to make English teaching and learning “contextual”; the importance of “collaboration”; the need for “creativity”; and the underlying necessity for “inclusivity”. Interestingly, the first two of these semantic groups were intertextual and figured by the social language of University with theorists and their ideas explicitly or implicitly cited. In terms of “contextual”, this notion was developed through words such as “meaningful”, “real life scenarios” and “community” and underpinned by a theoretical view of learning as experience with Dewey

and Kolb the most frequently referenced. For “collaborative”, a view of learning as social participation between teachers and pupils was again figured by the social language of University with words such as “oracy”, “social constructivism”, “community” and “scaffolding” underpinned by references to Vygotsky, Bruner and Wenger. “Creativity”, on the other hand, was less figured by University with progressivist words such as “self-expression”, “imagination” and “potential” most widely used. Similarly for “inclusivity”, concepts such as “self-esteem”, “individual needs”, “children’s voice”, “emotion” and “holistic learning” were used without specific reference to theory. In terms of the extent to which the social language of University figured these Discourses, it would be interesting in future research to explore how enduring each of these four philosophies become for preservice teachers as they embark on their careers and whether or not theoretical underpinning and understanding plays a role in the enactment of Discourse.

Whilst we were able to observe each preservice teacher for 1 hour in relation to their responsiveness to the pupils in their class, we do acknowledge that our observational notes were often brief. What the data did demonstrate, however, was that in line with their own reflections, the preservice teachers did “struggle” to put the progressive pedagogies into practice as Discourse. In terms of adopting the role of the writer in the classroom, the preservice teachers found it difficult to incorporate pupils' ideas into their thought processes to “lay bare” the composition of a fiction text; in terms of process drama, whilst adeptly involving pupils in the construction of “temporary worlds”, the preservice teachers found it difficult to directly harness the pupils ideas in subsequent writing activities. Broadly speaking, this indicates that the preservice teachers found it difficult to put their progressive values into practice as Discourse. The discussion below focuses upon how the preservice teachers reflected upon this as well as what these reflections demonstrate about the nature of their identity-agency in their future development as teachers.

b) *Expansive Identity-Agency with ‘Teachers as Writers’*

In reflecting upon their experiences of using the teacher as writer pedagogy with their respective classes, all 5 of the preservice teachers adopted the University social language of learning theory and research into English writing in order to figure their experiences. The ways in which this social language was used by the preservice teachers varied, especially in terms how their identity-agency manifested itself in “expansive” and “reductive” ways (Ruohitie-Lyhty, & Moate 2016).

Kathleen was at one extreme as her reflection was largely figured by intertextual borrowings from the social language (Bakhtin 1986) of University. In thinking about her own practice, Kathleen was the only preservice teacher not to reflect upon any difficulty in

actualising the writer-teacher identity. She reflects on: how she wrote a character description and “articulated the choices (she) made about style and content”; how this enabled pupils to see the “writing process”; and how as a writer-teacher she encouraged “engagement and competence”. When moving on to talk about the difficulties of taking on this identity, however, Kathleen removes the first person and adopts the intertextual social language of University to present Cremin and Baker’s (2010) identification of a lack of “self-assurance” as one of the key reasons why “teachers struggle” with this pedagogy. Given that teacher evaluations and our observations indicated that all preservice teachers found it difficult to engage with this pedagogy, Kathleen’s drawing upon the figured world of University becomes less of a tool for reflection and more a means distancing herself from the figured world of the Primary School Writing Classroom. The result is a lack of identity-agency as although Kathleen appears “expansive” in taking on this approach, she is actually “reductive” in not wanting to dialogise the theoretical with her own practice. Or, to use Gee’s terms (2010), the social language of the University is disprivileged through its separation from the social language of the Primary School Writing Classroom and as a result reductive identity-agency is exerted.

This was not the case with the other four preservice teachers, who all reflected upon the difficulties they experienced in implementing teachers as writers in the figured world of the Primary School Classroom. Gemma, for example, was aware that in her practice she used a pre-prepared “WAGOLL” (What a Good One Looks Like) because she lacked the “confidence” needed to adopt the writer-teacher identity and demonstrate the “writing process”. Gemma felt that her WAGOLL became a “restrictive template” for the pupils’ writing and she ascribed her inability to be more process-orientated as linked to her “preconceptions of herself as a writer”. A similar sentiment was expressed by Cara: “One confession from this was that we had prepared some writing material prior to the shared write. The sole reason for this was our lack of confidence.” Cara’s recourse to religious social language indicates that her group’s use of an anti-progressive, product-based pedagogy was a matter of shame and that this was something to which they would rather not admit.

In contrast to Kathleen’s reflection, the way in which Gemma and Cara identify their difficulties in the Primary School Writing Classroom and subsequently use the figured world of the University to help them name their difficulties provides a clear sense of the identity-agency gained through “reflective theorising” (Cheng, Tang, & Cheng 2012). Having spoken about a lack of confidence in adopting the identity of a writer, Cara references academic research which widens her confession to implicate other “qualified teachers” who are complicit in preparing writing at home (Grainger

2005) and who rarely “write authentically in the classroom” (Cremin & Myhill 2011). In naming a wider issue to depersonalise the difficulty Cara has experienced in enacting the progressive pedagogy of teacher as writer, Cara exhibits expansive identity-agency as she goes on to suggest a solution in the form of “strong subject leadership” which can “resurrect” (note the biblical social language again) a teacher’s “belief” through creating a collaborative and supportive network, which Cara in turn justifies through citing Ing (2009). Gemma similarly depersonalises the difficulties she experiences through reference to the social language of University and then goes on to think about the figured world of the Primary School Writing Classroom, reflecting upon the ways in which the pupils in her class “imitated” her WAGOLL. For Gemma, this reinforced the importance of the teacher being able to lay bare the “process” of writing so that pupils learn about “transferrable techniques” rather than “content” in order to “begin to have agency over their own writing”. Again, this notion of pupil independence in writing is supported by literature, but what is interesting with both these examples is how the difficulty they experience is named using the social language of University and how this empowers the preservice teachers to exert their identity-agency and suggest solutions and modifications to future practices in the Primary School Writing Classroom.

Katie and Molly, who were teaching together, cited Cremin & Baker (2010) as a way of identifying their lack of “confidence” in writing with and for their class. As the project evolved, their group were able to reflect “in” action (Schon op. cit.) and decided to harness their lack of confidence when writing alongside the pupils in small groups. This involved explicitly taking on the role of what they called “the struggling teacher” who shares their work with the group and asks for specific suggestions in terms of how it could be improved. For both Katie and Molly, this approach helped “boost” the pupils’ “confidence”. Their understanding of the literature, gave them the means to reflect upon this further and how such an approach would be problematic in a whole class situation where teachers need to appear more “competent writers”. One further comment made by Katie was that by writing alongside her pupils she was able to reflect upon her own practice as she was able to “experience first-hand the effectiveness of the activities” they devised from the perspective of a pupil in the class. Katie reflects that some of the activities were “disjointed” and could have been “drawn together in a more structured format” to help pupils construct their text.

Again, there is a clear indication of how the University and the Primary School Writing Classroom can be synthesised to promote expansive identity-agency of the preservice teachers through reflective theorising; a reflective theorising which closes the gap

between preservice teacher philosophical and classroom Discourses.

c) *Expansive-Restricted Identity-Agency with 'Process Drama'*

Similar to teachers as writers, all 5 of the preservice teachers used their reflections to articulate difficulties they had in enacting process drama and moving between the identity of the teacher and the teacher in role. As with the expansive identity-agency demonstrated by the majority of preservice teachers enacting writer-teacher identities, these preservice teachers adopted the social language of University to name and depersonalise the difficulties they experienced in the Primary School Writing Classroom. Again, these difficulties were to do with "confidence" and incongruent self-perceptions. Reflecting upon adopting the identity of teacher in role, Taylor, for example, talks about being "unsure of the strategy" and "embarrassed and shaky". Through the social language of the University, she rationalises her "drama anxiety" (Wright 1999) and draws confidence from a community of practice that shares her anxiety. Accordingly, her discourse becomes triumphant as she adopts the active voice and exhibits expansive identity-agency in switching from the teacher in role identity ("I was able to") to facilitating the participation of her pupils in creating and switching from a temporary world ("we were able to").

More notable in these reflections than the teachers as writers' reflections was the way in which the preservice teachers captured their emerging ability to respond to pupils in the construction of temporary worlds through reflection "in" action. Isobel, for example, describes the process of moving away from prescriptive planning to emergent planning as "not always an easy thing to do", stating that "as teachers we could have stuck to our original plan". Instead, she reflects upon how she responded to her pupils' questions to develop "an in depth look at character" which further developed the temporary world and which provided a "richness" that "clearly shaped and informed the writing". Such examples were evident in all 5 of these reflections indicating how reflection in action increased the expansive identity-agency of preservice teachers in their use of process drama. With teachers as writers, on the other hand, the preservice teachers found it difficult to enact writer-teacher identities and were more reliant on retrospective reflections "on" action, using the social language of the University to help them name and shape their experiences.

What is striking about these reflections is that whilst engagement with the pedagogy is more immediately expansive than it is with teachers as writers, there is a sense that the preservice teachers' identity-agency in relation to process drama is likely to be restricted by a Conversation with the wider structural

forces of neoliberalism. Having reflected upon "the effects of this pedagogy" in terms of developing "language", a figuring shadow of restriction enters James' discourse as his use of process drama was "unusual" and the University module had given him "the opportunity" to be more progressive. Similarly, Isobel reflects upon how the use of such a pedagogy is not possible and how enacting process drama puts the teacher at "risk". These are allusive cautionary tales, the implications of which are not clearly defined. In a similar vein, Emelia talks about the importance of strong subject leadership to promote process drama as a pedagogy. Although confident at the outset of the project, Emelia is "reassured" by the fact that her class teacher (who is also the literacy coordinator) is aware of the "positive impact of drama on writing".

Cara's reflection is particularly interesting in terms of how her identity-agency in relation to process drama is restricted by an apprehension of wider structures as the tension becomes a dialogised Conversation within her own voice. In spite of her progressive philosophy and unlike the other preservice teachers, Cara's difficulties of engaging with process drama are less to do with confidence and more to do with some of the doubts she holds as to the value of the approach. Reflecting upon how she "embraced" becoming teacher in role with "some apprehension", Cara comments on how pupils "writing in role" was ultimately "surprisingly effective". Using the social language of the University (Hui, Chow, Chan, Chui, & Sam 2105) to further substantiate this finding, Cara adopts the second person to conclude: "I had reservations but.....I can assure you that drama is an invaluable tool for providing a context and real purpose for writing". Cara's need to "assure" herself and other teachers is interesting in the way her assurance alludes to and implies a continuing Conversation with those discourses within education which would disprivelege drama as a tool for learning.

What we have, therefore, with the focused use of process drama are examples of what we are calling *expansive-restricted* identity-agency. For all of these preservice teachers, initial anxieties or reservations are overcome through synthesising the figured worlds of University and the Primary School Writing Classroom in acts of reflective theorising. This in turn quickly builds their identity-agency in ways that are more straightforward than with the teachers as writers' pedagogy and this means they are more readily able to reflect in action. Ultimately, however, their future practice and identities as teachers is threatened by their perception and allusions to a wider neoliberal education system which will they feel will restrict and disprivelege such values and practices.

V. CONCLUSIONS

As indicated above, ideally we would have collected more focused, multimodal data from our observations of preservice teachers' use of progressive pedagogies. Similar to Cremin & Baker (2014), this would have allowed us to capture instances of responsive reflection "in" action rather than relying upon our readings of their subsequent reflections "on" action in order to make such distinctions. Equally, a longitudinal project would allow for greater exploration of the previous experiences of preservice teachers and how these predisposed them or otherwise to the progressive pedagogies. A longitudinal project would also have allowed us to look at the impact of their identity-agency upon future practices. These, we suggest, would be fruitful lines of future research.

Despite these limitations, we feel that our small-scale project highlights the important role that University-school partnerships can play in the development of preservice teachers' identity agencies. In particular, we would argue that without the focused and specialised school practice opportunities offered through this University module, preservice teachers would ultimately find it difficult to enact their Discourses and align their progressive values with their practice; an alignment which can prevent teacher alienation and what Ball terms "values schizophrenia" (op. cit., 221).

This alignment of values and practice, we have demonstrated, relies on a constructive dialogue between the social languages of University and School in helping preservice teachers to engage with reflective theorising. Through reflective theorising, most preservice teachers are able to adopt expansive identity-agency which will help develop their identities throughout their careers. This reflective-theorising through focused practice is even more important for those progressive practices like teachers as writers which we, and others (Cremin & Baker 2014), have shown to be difficult to adopt.

Reflective theorising, however, is of equal importance for process drama. As we have shown, preservice teachers' reflections on process drama indicated that whilst the partnership module had built their agency, their agency was restricted by a Conversation with wider neoliberal structures that disprivileged their values and identities. This, no doubt, is in part due to the removal of drama from the revised English national curriculum (DfE 2013) and the prescriptive emphasis upon spelling, punctuation and grammar. What we have in England, therefore, is a neoconservative curriculum which within a wider neoliberal structure of standardised testing and accountability could well further erode primary school teachers' confidence to enact progressive pedagogies and in doing so heighten their "values schizophrenia". Again, to disrupt these wider figuring forces and to avoid

"authenticity" being replaced by "plasticity" (Ball op. cit.), schools and Universities must work together in developing the next generation of teachers and lessening the restrictive grasp of neoliberalism in the development of identity-agency. In England, the government's commitment to lessening the role of Universities in teacher preparation (DfE 2016) should be seen as a threat to this being realised.

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Gamification or Gaming Techniques Applied to Pedagogy: Foundations of the Cognitive Neuroscience Applied to the Education

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Abstract- The game, in addition to a ludic activity, has didactic applications in different stages of the learning process of a subject. The game has components and pedagogic, cultural, social, emotional, and neurocognitive significances which position it as an educational resource of excellence when designing teaching strategies. The aim of this article was to describe the foundations of the gamification applied to teaching from the perspective of the cognitive neuroscience, with a focus in the recent developments which provide the studies of neuroimages and neurophysiology, and its utilization in the classroom environment.

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Gamification or Gaming Techniques Applied to Pedagogy: Foundations of the Cognitive Neuroscience Applied to the Education

Martín J. Mazzoglio Y Nabar ^α, Rubén D. Algieri ^σ & Elba B. Tornese ^ρ

Abstract- The game, in addition to a ludic activity, has didactic applications in different stages of the learning process of a subject. The game has components and pedagogic, cultural, social, emotional, and neurocognitive significances which position it as an educational resource of excellence when designing teaching strategies. The aim of this article was to describe the foundations of the gamification applied to teaching from the perspective of the cognitive neuroscience, with a focus in the recent developments which provide the studies of neuroimages and neurophysiology, and its utilization in the classroom environment.

I. INTRODUCTION

Not only the teaching strategies have evolved over the years, but also the teaching models according to the educational paradigms of each period. Students have changed, and the teacher must adapt to this new group of learners to generate the necessary cohesion and to extract the maximum potential from them.

In this context, two factors sum up as inflection points:

- The explosive spread of the Web and its social meddling since the late 90's, which showed us the transformation by the new technologies, its diffusion, and the adaptation in various fields, among which the education sector received the greatest revolution both in the teaching and the learning processes because the web technologies forever changed the focalization, conceptualization, memorizing, and task resolution (each of these processes correlate with specific neuroscientific activities).
- The development of the neuroscience, which has evolved thanks to several types of research in the various levels which shone with findings during the *brain* decade - the 90's, but especially in the level of the clinical application and the utilization of many postulates in heterogeneous fields, such the education.

The rate of school dropouts in the superior courses is high in our country. However, without referring to dropout itself, the low cohesion of the

students in many subjects is notorious, and it is a factor which triggers disturbance in the learning process and its continuity.

At the university level, the adherence to several courses is also low, and it triggers the minimal effort will: to simply pass the course. The lack of cohesion is detrimental to the marks of the subject and the significative learning that the student is meant to achieve. The adherence is associated with the lack of motivation that most students feel in relation to the traditional lessons and to the educational resources applied with old-fashioned didactics techniques; when they exist.

The classical paradigm in the education follows a logical reasoning based on the assumption the person who has the knowledge would teach it and would also explain the lessons in a one-directional way. The focus was on the teacher, the knowledge, and its learning. Nowadays, the current paradigm implies a dissolution of the teacher-student asymmetry, the learner faces the search for the knowledge and its acquisition in a non-structured process. The student has a dynamic and active role in the processes of teaching and learning, must have a proactive attitude to "build" one's own knowledge (with attention to the neurocognitive construct) and should have the aim in generating the competences to materialize the learning.

There are many didactic strategies to achieve and go in-depth into the postulates of the current paradigm, among which the learning is directed by the game – also known as ludic learning or gamification – a term whose origin took place in the computer software field. The game-design premises implement procedural aspects, the implication of neurocognitive processes, the neuroscientific bases and the pedagogic impact.

The construction of the knowledge is not opposed to the training, the existence of the learning demands the activation of several brain areas, among which it is important to highlight the reward system of the brain and the medial structures of the temporal lobules (hippocampus cortex) and the amygdala nuclear complex. These brain structures and the circuits which interconnect them are activated by the practice of the game due to the intrinsic motivation this activity generates – rising the dopamine levels in the reward circuits, the uncertainty and the newness regarding each

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- Interiorization of patterns and rules: the rules of the game delimit the space and the structure of the logical thinking.
- Stimulation of physical, psychical, affective and social functions: the characteristics depend on the type of game. The groups facilitate the cooperative learning.
- Generation of pleasure and satisfaction: the student tests, explores and takes over the mistakes to improve. Enables the reward mechanism.

Researchers have carried out scientific studies to test the differences in the brain level among people who perform tasks in ludic learning environments and those who take part in classic learning tasks. The studies conducted by Howard-Jones et al in 2016 showed a high activation of the corpus striatum (especially in the ventral region or the nucleus accumbens) and the subcortical region related to the brain reward system and underactivity in the neuronal network wakefulness during the wakefulness.

Previously, in 2014, Gruber et al had explained that the most important factor is not the value of the reward but the unexpectedness and the uncertainty that the process generates. For that reason, the activation of the reward system is a crucial point, and unsurprisingly it plays an active role in the gamification.

During the investigation by Howard-Jones et al a sustained hyperactivation was observed in the ventral striatum in the precise moments than the participants received a positive feedback, information that allowed the researchers to know what and how the subjects learn, easing their autonomy, the precision of the significant learning and the modulation of the progress according to the subjective pace of the learner.

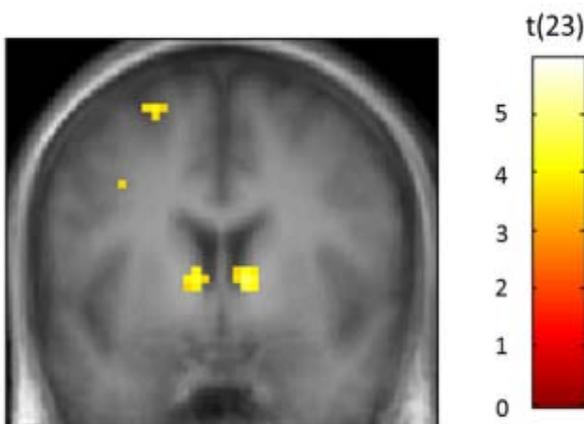


Figure 2: Showing the bilateral hyperactivation in the level of the ventral striatum when the participants answer correctly to the question in a gamified environment in relation to someone who studies in a different environment (Howard-Jones et al, 2016).

The authors observed and described facts related to the underactivity of the wakefulness' attention net during the gamification experience would be related with the necessity of the learner (and the brain) to focus the attention to the external stimuli which the gaming experience provides to ease the learning by the connection these associate areas along with the focalization and the executive attention and the circuit mnesic connections.

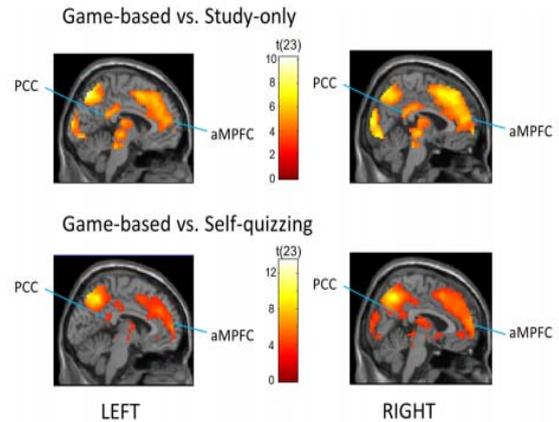


Figure 3: Figures where we can visualize the underactivation of the neuronal network wakefulness' attention in gamified environments in contrast to non-ludic ones. (Howard-Jones et al, 2016).

During the process of an experience in the ludic context, a series of neurochemical events related to various neurotransmitters activate (dopamine, serotonin), endorphins and hormones (oxytocin) which motivate and improve the learner's mood, strengthen the bonds within pairs for cooperation.

The relation of the amygdala corpus with the reward system and the hippocampus cortex lies in the emotion as an axis around which the whole experience spins. Precisely there lies the foundational basis of a good education and it opens the learning by the attention. The emotion interweaves the curiosity, which sustains the attention when facing a cognitive challenge.

Resuming the postulates from Gruber, the behavioral neuroscience focalizes in the anticipation of the reward, the activation of the neurons in the accumbens nucleus release dopamine that impacts in the intrinsic motivation levels. In the brain level, the motivation self-reinforces with the continuous predictions in a ludic environment, this the reason why the choice of the game must provide suitable cognitive challenges with continuous feedbacks to keep the interest and the motivation.

The largest activation takes place when an answer surpasses the initial expectations, in other words, when the forecast bias is positive. The unexpected rewards generate curiosity due to the newness status they imply and drag the attention that is

needed to learn. This curiosity and the associated uncertainty also increase the motivation and the learning with impact in the memory.

In 2015, Rodríguez and Santiago commented the 10 pedagogic aspects behind the necessary fusion of the game and the learning. They described the following:

1. Motivation
2. Focus on the student
3. Customization
4. Increase of the learning
5. Contextualization
6. More multimedia richness
7. Failure without risk
8. Immediate feedback
9. Practice and reinforce generation
10. Collaboration encouragement

Out of these ten factors, the researchers highlight two which are especially relevant in any ludic environment: the challenge that is associated to the game, as a motivating element, and the feedback provided during the activity which briefs about the progress and creates a student/player duality in the learner to reach the suggested goals.

The research team in the University of Auckland, led by John Hattie, analyzed over 15 years over 50,000 studies in which 240 million students took part worldwide with the aim of recognizing the most important factors which influence the academic performance. They used a methodology based on the classification according to a statistical parameter (size of the effect "d"). Those factors which had $d > 0.60$ were considered as good or excellent due to high impact, whereas those with $d < 0.20$ were labeled as negative or irrelevant.

They found that the cooperative learning, the feedback, the influence of the classmates, the implementation of programs based on metacognitive strategies and the use of simulations and game designs has a high effect ($d > 0.60$). Therefore, all these factors are involved in the ludic learning.

Last, and in relation to what was mentioned about the traditional paradigm in education, Prof. Eric Mazur from the University of Harvard researched about the learning process among his students and verified that there was a predominance of superficial knowledge along with difficulties to abstract theoretical contents to every day's contexts.

Precisely the didactics carried out by him and his colleagues were characterized by the traditional master classes with the expository methodology. In 2010, Poh et al conducted a research-based in the use of a device to measure the electrodermal activity, a register of the activity of the nervous sympathetic system while doing physical, cognitive and emotional activities. They applied this methodology to college

students to extract daily patterns of physiological activity and they found peaks in the activity when the subjects were doing academic tasks, lab work, and during the exams, surely related to the cognitive demand and stress that these activities produce. But the amplitude and the frequency of the recorded waves decayed significantly when the students listened to master classes from their professors, reaching similar values to other records, such as watching TV or even some phases of relaxation during the sleep.

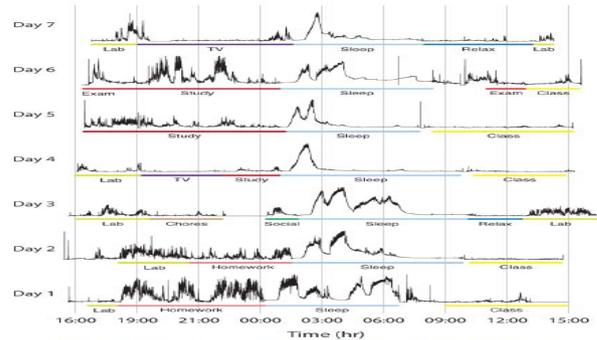


Figura 2. Registro de actividad electrodermica de un universitario durante las 24 horas del dia al realizar distintas tareas cotidianas en su casa y en el aula (Poh, Swenson y Picard, 2010).

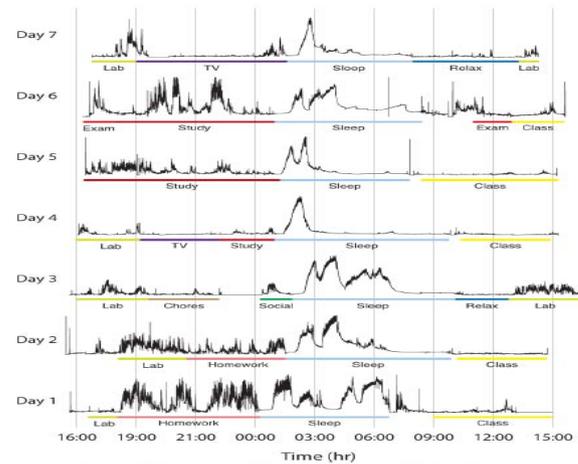


Figura 2. Registro de actividad electrodermica de un universitario durante las 24 horas del dia al realizar distintas tareas cotidianas en su casa y en el aula (Poh, Swenson y Picard, 2010).

Figure 4

Register of the electrodermal activity in different tasks performed by college students. (Poh, Swenson y Picard, 2010).

Although these results do not imply that the master classes and that certain concepts or topics should be addressed that way, the predominant choice of this didactic resource places the student as a passive receptor and jeopardizes his/her motivation and learning.

Dolana y Collins from the University of Texas described that whenever a professor transfers the voice to the student and the pupil participates actively his/her performance improves.

Although it is not the purpose of this article, there are several ways to generate gamified environments. Likewise, the technology provides various software tools to create the activities in these

environments, but the teacher should not forget that it is the training the leading force of this process.

III. CONCLUSIONS

The learning mediated by the game, known as ludic-learning or gamification, is an innovative proposal which complies with several pedagogic and didactic postulates, and with the theoretical framework of the cognitive neuroscience. The recent studies in applied neuroscience to education account for its importance and the impact in different brain areas related to the learning and the necessary factors to build up a significative teaching process.

The main advantages of the gamification are related to the activity that the game designs generate in the neuronal circuits linked to the motivation, the response to uncertainty, the cooperative learning, and the improvements in the executive attention with impact in the memory.

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Keywords: *attitude, challenge, mother tongue, wolaita language.*

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Keywords: *attitude, challenge, mother tongue, wolaita language.*

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I. INTRODUCTION

As it was clearly stated in title above the emphasize of the study was to explore challenges that affect students' perception regarding mother tongue instruction in lower primary schools. The main reason for conducting this research was the researcher's experience based observation of the learners' attitude towards mother tongue instruction. UNESCO assures that mother tongue medium of instruction is the best learning of the primary school children. The debate on the use of local languages as media of instruction in education had been viewed as a positive move as far back as the 1950s when UNESCO (1953: 11) declared that "the best medium for teaching a child is his mother tongue." This coupled with a number of successful experiments on the use of indigenous languages as medium of instruction in various countries like Seychelles, Tanzania, Ethiopia (Mcnab, 1989 Roy-Campbell, 1997, Brock-Utne, 2005) has tended to spur advocacy for the use of indigenous languages in schools.

At present, Mother tongue instruction is well recognized internationally and nationally due to its impact on learners' academic performance and even in their second language learning. When students learn in their home language, they will not face the challenge of learning medium; rather it shortens their pace of comprehending the content of the subject and reinforces their creativity. As Ouane (2003:81) argues, when children use their MT, it 'enables efforts to be chiefly devoted to the learning of content while using a foreign language causes the effort to be expended first on learning the medium of instruction and only then on learning the content which takes much more time and energy. Thus, even to be successful in second language learning, students' should behave well towards their language (their indigenous language) and their culture. As Adamu (2002) cited in CSDE (1991) those individuals who accept their language and culture do well in second language learning than those who have an unfavorable attitude towards their group. Therefore, when using mother tongue as a medium of instruction, we should regulate learners' attitude towards mother tongue

instruction side by side and similarly we should encourage helpful attitude of them because as mother tongue instruction is a new phenomenon to many countries including Ethiopia, learners and many individuals might forward a lot of ideas which deject mother tongue instruction. More probably it is possible to amend by optimizing the attitude of learners regarding mother tongue instruction and by identifying challenges that affect students' attitude regarding Mother tongue instruction. Thus, for the effective implementation of mother tongue instruction in lower primary schools, all concerned bodies particularly teachers should do a lot of efforts to improve learners' attitude towards mother tongue instruction by tackling challenges that affect their perception.

Hence it attempts to answer the following research questions.

1. What are the challenges that affect students' attitude towards mother tongue (Wolaita language) instruction in Lower Primary schools?
2. What roles do teachers play to improve learners' attitude towards mother tongue instruction in lower primary schools?

a) Objectives of the study

To generalize the attitude of all students who learn the different indigenous language in different areas, the study focused on Wolaita language. Hence, the objective of the study was to explore challenges that affect primary school learners' attitude towards mother tongue (Wolaita language) instruction in two selected lower primary schools. Very specifically the research attempts

1. To explore challenges that affect students attitude towards mother tongue instruction in lower primary schools.
2. To identify roles teachers play to improve learners' attitude towards mother tongue instruction in lower primary schools.

II. RESEARCH METHOD

a) Research Design

This research investigated challenges that affect learners' perception regarding mother tongue instruction. Thus, to get relevant information, a mixed approach i.e. both qualitative and quantitative research design was employed to carry out this study. The reason for selecting them was that both were quite convenient to assess the attitude of learners towards mother tongue instruction in lower primary schools and the nature of the research by itself also allowed using these approaches.

b) Research setting

The researcher conducted the study in Wolaita Zone which is one of thirteen zones found in SNNPR, Ethiopia. It has twelve weredas and three administrative cities. Among these, the researcher purposively selected

one City administration. This was because of the researchers' belief to obtain ample information from the areas as he had experience in this city.

c) Research Population

The investigator conducted the study in areas where mother tongue/Wolaita language/ is a medium of instruction. The research was proposed to carry out in Wolaita Zone SNNPR. The populations for this study were two lower primary schools i.e. Ligaba primary school and Abiyot Chora primary school from Sodo city administration. From the two schools 16 students, eight teachers, and three city administration education experts were selected by using purposive sampling technique for study as sample size and these were the research population.

d) Sample size and Sampling Technique

The sample of the study was decided based on the study. The total population size of the study was 27. To get this population size, the researcher used purposive sampling technique. The reason for using purposive sampling technique was that as the researcher conducted the study at lower primary schools/1-4/ in which students were too young, it was important to select relatively mature students i.e. grades 3 and 4 for relevant information. Among selected two schools, the researcher purposively selected only grades three and four students by excluding grades 1 and 2; because grades one and two students might not be mature enough to provide relevant data. Thus, in each grade (grades 3and4) only one section was selected for the questionnaire. From each section, only four students were selected by using purposive sampling technique to participate mature students. Thus, from two schools, (8x2=16) students were selected for questionnaires. All student population was involved in questionnaires. From each school, four teachers were selected using purposive sampling technique to get pertinent data. Hence, the teacher population was (4x2) = 8). From Sodo city administration education office, three experts were selected purposively to obtain rich data. Therefore, the total population of the study was 27(16+8+3).

e) Tools for Data Collection

The researcher used two instruments to collect data for this study. These were an interview and a Likert scale questionnaire.

i. Questionnaire

The researcher used a Likert scale questionnaire which is commonly involved in research. A Likert scale is a 5-point attitude scale rating of "strongly agree," "agree," "undecided," "disagree," and "strongly disagree," were used to test students' attitude towards mother tongue/ Wolaita language/ as a medium of instruction. The investigator adapted this scale from Taylor's Language Attitude Scale, Gardner Attitude

Scale and other scales. The scale consisted of 36 items. The reason for selecting a Likert scale questionnaire was that it was more appropriate to investigate students' language attitude. The researcher addressed questionnaire for all 16 students.

ii. *Interview*

The researcher used semi- structure interview for this study. This was because it allowed the researcher to encourage the interviewees to probe more ideas. An interview question was prepared and conducted by eight teachers and three Sodo city administration education experts. The reason for participating the teachers and experts in the interview was that this question needs more clarification than that of Likert scale questionnaire which requires only one answer and so that it was relevant to participate teachers and experts whose number was less than that of the total students.

f) *Data Analysis*

In this study both qualitative and quantitative data analysis methods were employed. This was

because the data were gathered by using both approaches. Thus, the researcher qualitatively analyzed the interview data and analyzed a Likert scale questionnaire quantitatively. During analysis the investigator gave priority for a quantitative data, i.e. questionnaire. He first analyzed the data of a 5- Likert scale questionnaire quantitatively and then he analyzed the interview data qualitatively and then the data were triangulated. The researcher analyzed quantitative data in tables which were categorized under various titles in their relationship. He analyzed the qualitative data through discussion in the form of a text.

III. RESULTS AND DISCUSSION

In this chapter, the data gathered by using the two tools were presented, discussed and analyzed in the form of a text. In general, it included discussion of the results obtained from the research subjects through interview and information found from a Likert scale questionnaire.

Table 1: Challenges affecting students' attitude towards mother tongue (Wolaita language) instruction in lower primary schools

SN	Items	SA	A	UD	D	SD
		f %	f %	f %	f %	f %
1.1	Poor classroom management	6 37.5	4 25	2 12.5	4 25	-
1.2.	Lack of proper motivation in classroom	8 50	6 37.5	-	-	2 12.5
1.3	Poor teaching method	9 56.25	3 18.75	1 6.25	2 12.5	1 6.25
1.4	Inappropriate classroom situations	8 50	3 18.75	1 6.25	2 12.5	2 12.5
1.5	Lack of self -confidence	6 37.5	2 12.5	4 25	3 18.75	1 6.25
1.6	Shortage of relevant instructional materials/aids	6 37.5	3 18.75	3 18.75	3 18.75	1 6.25
1.7.	Lack of proper training	6 37.5	5 31.25	2 12.5	1 6.25	2 12.5
1.8	Lack of understanding in language equality	7 43.75	5 31.25	1 6.25	1 6.25	2 12.5

f=frequency % =percentage SA: Strongly Agree =5 AG: Agree =4 UD: Undecided=3 DS: Disagree=2 SD: Strongly Disagree=1

In above table-1, item 1.1, the majority of the respondents about 37.5% replied that poor classroom management is a challenge that affects students' attitude towards mother tongue (Wolaita language) instruction in lower primary schools. On the other hand, some respondents, i.e. 25% replied as they simply agreed that poor classroom management as a challenge which affected students' attitude towards mother tongue (Wolaita language) instruction in lower primary schools. Moreover, very few respondents about

12.5% did not decide anything regarding challenges affecting students' attitude towards mother tongue (Wolaita language) instruction in lower primary schools. Besides to this, some students, i.e. 25 % replied that they disagreed on above issues.

The interview data also indicated that irrelevant classroom management and other related challenges affected learners' attitude towards mother tongue instruction in lower primary schools. Some of them replied the following: *lack of managing classroom*

effectively affects learners' attitude towards mother tongue instruction in lower primary schools. Teachers carelessness in classroom management by itself affects learners' attitude in mother tongue instruction. Teachers are not managing the classroom affectively (P1, P2, P3, & P6).

From the above interview data we can see two key points: firstly, lack of proper classroom management affected learners' attitude towards mother tongue instruction. Secondly, teachers are careless to manage the classroom effectively challenges learners' attitude. Therefore, based on the above interview data and questionnaires, we can assume that poor classroom management challenged learners' attitude towards mother tongue instruction in lower primary schools.

From the above table in item 1.2, it is possible to see that a lot of students, i.e., about 50% responded that lack of proper motivation in classroom challenged learners' attitude towards mother tongue instruction in lower primary schools. Besides, 37.5% of the research subjects replied that they simply agreed that lack of proper motivation in the classroom is a challenge that affected learners' attitude towards mother tongue instruction in lower primary schools. On the other hand, few students about 12.5% replied that they strongly disagreed on the idea that lack of proper motivation was a challenge that affected learners' attitude regarding mother tongue instruction in lower primary school. The interview data also showed that learners' attitude was affected by some challenges. They replied the following: *students' lack of proper motivation was some of the challenges that affected learners' attitude towards mother tongue instruction in lower primary schools. Sometimes Students' are not properly motivated in our school and this was a challenge that affected learners' attitude (P7, P8, P9 & P10).*

From this, we can understand that lack of proper motivation challenges learners' attitude towards mother tongue instruction in lower primary schools. Nunan and Lambert (1996) also agreed with the point of view of Gardner and Lambert in that attitude is strongly linked with motivation. Actually, it also could be claimed that students' motivation will be mostly determined by their attitude toward the culture of an interest group, language, and learning surroundings.

Thus, based on data obtained from the interview and questionnaire it is possible to conclude that lack of proper motivation was one of challenges that affected learners' attitude towards mother tongue instruction in lower primary schools of Wolaita zone.

In table 1, item 1.3, the majority of the respondents about 56.25% replied that poor teaching method challenged learners' attitude towards mother tongue instruction in lower primary schools. Some of the respondents about 18.75% of the participants merely agreed that poor teaching method challenged learners

attitude towards mother tongue instruction in lower primary schools of Wolaita zone. Among the respondents, 6.25% did not decide their response and about 12.5% replied that they disagreed on that issue and about 6.25% also strongly disagreed that poor teaching method challenged learners' attitude towards mother tongue instruction.

The interview data also indicated that poor teaching method is one of the challenges that affected learners' attitude towards mother tongue instruction. For example, some of the respondents said the following: *lack of using effective and contemporary teaching method challenges learners' attitude towards mother tongue instruction. Lack of interest on students during learning Wolaita language in the classroom is also a challenge that affects learners' attitude towards mother tongue instruction in lower primary schools (P1, P2, P3 & P5).*

From the above interview, we can see two key points: first, lack of valuable and contemporary teaching method affects learners' attitude towards MT (Wolaita language) instruction. Second, lack of interest on students also a challenge that affects learners attitude towards MT instruction.

Therefore, based on the above interview and questionnaire one can conclude that poor teaching method is one of the challenges that affected learners' attitude towards MT (Wolaita language) instruction in lower primary schools of Wolaita zone.

In table 1, item 1.4, the majority of the respondents about 50% answered that inappropriate classroom situations are challenges that affect learners' attitude towards mother tongue instruction in lower primary schools of Wolaita Zone, Ethiopia. Some of the students about 18.75% also simply agreed on this idea. Very few numbers about 6.25% decided nothing regarding inappropriate classroom situation as a challenge that affect learners' attitude towards mother tongue instruction in lower primary schools of Wolaita zone. On the other hand, few numbers of the respondents i.e., about 12.5% said that they strongly disagreed regarding the influence of inappropriate classroom situations as a challenge affecting learners' attitude towards mother tongue instruction in lower primary schools. Many interview respondents replied that in appropriate classroom situations challenged learners' attitude. Let us see the following response: *Actually, it is possible to say several things regarding these issues. But, if the learning environment is not suitable for the learners, it challenges learners' attitude towards mother tongue instruction in lower primary schools of Wolaita zone. Hence, to mitigate this challenge learners should have an conducive environment that can fascinate them towards mother tongue (Wolaita language) instruction (P4, P6, P14 & P16).*

According to the above interview, one can grasp three points. First, providing many responses is

possible for challenges that affects learners' attitude towards MT (Wolaita language) instruction in lower primary school. Second, bad classroom atmosphere is a challenge that affect learners' attitude towards mother tongue (Wolaita language) instruction in lower primary schools. Third, having an appropriate environment is essential to overcome challenges that affect learners' attitude towards mother tongue instruction in lower primary schools.

Therefore, based on the information found from the questionnaire and the interview one can estimate that in appropriate classroom situation was a challenge that affected learners' attitude towards the progress of mother tongue instruction in lower primary schools of Wolaita zone.

In table 1 item 1.5, the majority of the respondents about 37.5% answered that lack of self confidence is one of the challenges that affect mother tongue instruction in lower primary schools of Wolaita zone. Few number about 12.5% of the participants responded that they agreed on the raised factor. About 25% of the respondents did not determine their answer. On the other hand, some number of students about 18.75 % replied as they disagree concern lack of self - confidence as a challenge that affects learners' attitude towards MT (Wolaita language instruction) in lower primary schools. Very few number i.e., about 6.25% of the respondents also replied that they strongly disagree on above issue.

Almost all teacher participants in their interview approved that lack of self- confidence and related issues are challenges that affected learners' attitude towards mother tongue instruction in lower primary schools of Wolaita zone. Let us see some of the answers below:

Some students are getting afraid to participate in classroom activities. They are not confident enough to share their ideas in the classroom. Students are not bold enough to participate in classroom activities. Many of them are afraid to involve in different activities. Lack of sufficient motivation by the teachers also another challenge that affected learners' attitude towards mother tongue instruction in lower primary schools (P5, P7, P8, P9 & P10). From this interview information, we can see that students are not confidently involving in classroom activities. Many of them get afraid to share ideas with one another. And, so that they have lack of self - confidence in sharing ideas.

Therefore, based on the data provided on the above interview and a 5- Likert scale questionnaire, it is possible to conclude that lack of self confidence is one of the challenges that affected learners' attitude towards mother tongue instruction in lower primary schools of Wolaita Zone.

From the above table 1, item 1.6, we can see that several students i.e., 37.5% replied that shortage of adequate instructional materials or aids is a challenge

that affects learners' attitude towards mother tongue instruction in lower primary schools of Wolaita zone. Some students about 18.75 % replied as they agreed on this item. However, some students about 18.75% did not determine their answer regarding this issue. Among the respondents about 18.75% also disagreed on issue that shortage of relevant instructional material challenged learners' attitude towards mother tongue instruction in lower primary schools. Besides, 6.25% replied as they strongly disagreed on this issue. Many of the respondents in interview data also assured that shortage of relevant instructional materials affected learners' attitude towards mother tongue instruction in lower primary school. For example, they answered the following: *in our schools there is shortage of teaching materials. And, because of this students are not quite attracted to mother tongue instruction. In our school, there are almost no teaching materials except chalk, duster, textbook and teacher guide and students are simply learning on.* This interview data tells us that there is shortage of teaching materials.

According to the data, analyzed by using interview and questionnaires, we can generalize that lack of sufficient teaching materials affected learners' attitude towards mother tongue instruction in lower primary schools of Wolaita zone.

The data provided in table 1 item 1.7, majority of the respondents about 37.5% replied that lack of providing proper training for the students on mother tongue instruction is one of the challenges that affected learners' attitude towards mother tongue instruction in lower primary schools. Besides, some students about 31.25% replied that they quite agreed as lack of providing training for the students is one of the challenges that affected learners' attitude towards mother tongue instruction in lower primary schools. About 12.5% of the respondents decided nothing regarding lack of proper training as a challenge to affect learners' attitude towards mother tongue (Wolaita language) instruction. On the other hand, few students i.e., about 12.5% strongly disagreed on this item.

The interview data also disclosed that training is not given to students to improve their attitude and this by itself challenged learners' attitude towards mother tongue instruction in lower primary schools. For instance, they said as follows: *training was provided for few teachers, but no training was provided to students regarding mother tongue instruction and attitude in lower primary schools of Wolaita zone (P5, P7, P9 & P10).* This also indicated that lack of relevant training is one of challenges that affected learners' attitude towards mother tongue instruction in lower primary schools. Thus, based on the data collected and analyzed by using interview and questionnaires, one can assume that lack of providing proper training to improve learners' attitude towards mother tongue instruction is one of challenges that affect learners' attitude wards mother

tongue instruction in lower primary schools of Wolaita zone.

According to the data on item 1.8, a lot of students (43.75%) replied that lack of understanding on language equality was one of the challenges that affected learners' attitude towards mother tongue instruction in lower primary schools of Wolaita zone. Besides, 31.25% of the respondents merely agreed on above issues. On the other hand, few respondents strongly disagreed that lack of understanding of language equality affected learners' attitude towards mother tongue instruction in lower primary schools of Wolaita zone. The interview data also proved that lack of understanding language equality affected learners' attitude towards mother tongue instruction in lower

primary schools. They said the following: *Many students did not understand that Wolaita language is equal with other languages like Amharic (AP)*. From this interview data, we can see that students' lack of understanding in language equality was a challenge that affected learners' attitude towards mother tongue instruction. Criticisms and challenges against mother tongue education usually relate to people's attitudes and perception about linguistic inequality Alemayehu (2012).

Therefore, based on the data gathered and analyzed, it is possible to guess that lack of understanding language equality is one of the challenges that affect learners' attitude towards mother tongue instruction in lower primary schools.

Table 2: Roles teachers play to improve learners' attitude towards mother tongue instruction in lower primary schools

Sn	Items	SA	A	UD	D	SD
		f %	f %	f %	f %	f %
2.1	Teachers frequently advise students to give due attention to mother tongue instruction	2 12.5	5 31.25	1 6.25	7 43.75	1 6.25
2.2	Teachers identify students' difficulty and help them in their Wolaita language lesson	6 37.5	8 50	-	2 12.5	-
2.3	Teachers effectively administer students in MT classroom to follow the lesson effectively.	5 31.25	6 37.5	2 12.5	2 12.5	1 6.25
2.4	Teachers are a good model for students & very happy to teach Wolaita language instruction	8 50	4 25	3 18.75	1 6.25	-
2.5	Teachers identify misbehaved students concern MT instruction and give them special support	3 18.75	5 31.25	1 6.25	6 37.5	1 6.25
2.6	Teachers' teaching method attracts students to Wolaita language instruction.	4 25	5 31.25	2 12.5	1 6.25	1 6.25
2.7	Teachers evaluate the attitude of learners in line with mother tongue instruction and search ways to improve it.	4 18.75	5 31.25	-	7 43.75	-

f=frequency % =percentage SA: Strongly Agree =5 A: Agree =4 UD: Undecided=3
 DS: Disagree=2 SD: Strongly Disagree=1

As can be seen from table-2, item 2.1, majority of the respondents about 43.75% disagreed with statement that teachers frequently advise students to give due attention for mother tongue instruction. 31.25% of the respondents also replied that they simply agree for the above statement. Furthermore, 12.5% of the participants strongly agreed that teachers frequently advise students to give due attention for mother tongue instruction. On the other hand, 6.25% did not decide anything regarding the given statement and 6.25% strongly disagreed that teachers frequently advise students to give due attention for mother tongue instruction. Teachers' interview data slightly different from the data collected by questionnaires. For example,

they responded as follows: *I sometimes advise students so as to improve their attitude towards mother tongue instruction. If students are not manageable in my advice I told them to bring their parents and advise learners with them. Yes, I adjust times and advise them twice a week so as to improve their attitude (P2, P3, P5 & P6). The time is not enough to advise the students because time is not allocated from school for advising purpose. We have only 40minutes to teach and then next teachers comes (P9, P11, P13 & P17)*. From these data, we can understand two key points: first teachers sometimes advise students, but not frequently. Second, some teachers totally does not advise students so as to attract them towards mother tongue instruction and they simply

justify unnecessary reasons rather than finding solutions to the issues.

Therefore, based on the above interview data and questionnaires one can guess that teachers did not advise students frequently to attract them towards mother tongue instruction.

As it is shown in item 2.2 above, majority of the students about 50% quite agreed that teachers identify students' difficulty and help them in their MT (Wolaita language) lesson. Next to this, about 37.5% of the participants strongly agreed as teachers identify students' difficulty and help them in their Wolaita language lesson and few respondents about 12.5% neither agreed nor disagreed on this statement. The information found from the interview data almost confirmed this. Many of the respondents said the in this way: *we actually identify some students with certain difficulties and help them in their Wolaita language instruction. For example, we follow up when they are learning and identify the problems and then intervene it to facilitate their learning (P13, P14, P15 & P16)*. This data also tells us that teachers strive to assist learners' in their MT (Wolaita language) learning difficulties. Hence, according to the data found from the interview and questionnaires, we can assume that teachers identify students' difficulty and help them in their MT (Wolaita language) instruction.

The study findings in table 2, item 2.3, informed that the majority of the students about 37.5 % replied that they relatively agreed as teachers administer students in MT (Wolaita language) classroom to follow the lesson effectively. 31.25% also strongly agreed in this statement. For the same statement, less number of the students about 12.5% did not decide anything and 12.5% disagreed that teachers effectively administer students in MT (Wolaita language) classroom to help them follow the lesson. Similarly, 6.25% of the respondents strongly disagreed that teachers effectively administer students in MT (Wolaita language) classroom to follow the lesson effectively. The interview data also proved this. *For example, three teachers replied that teachers effectively administer students in MT (Wolaita language) classroom to help them follow the lesson (P2, P3 & P8)*. Therefore, based on the above interview and questionnaire, we can guess that teachers were successful in administering the students in Wolaita language classroom to help them follow the lesson.

As shown in item 2.4, a lot of participants i.e. about 50% strongly agreed that teachers are a good model for students and very happy to teach Wolaita language instruction. For the same idea, about 25% of the respondents relatively agreed that teachers are a good model for students and very happy to teach Wolaita language instruction. With regard to this item, 18.75% of the participants did not decide anything from the above given alternatives in table and about 6.25% disagreed with the idea that teachers are a good model

for students and very happy to teach Wolaita language instruction. The data found from the interview supported students' response in questionnaires. For example, teachers responded the following: *in every aspect including teaching my colleagues and me are a good model for the students. As much as I know several teachers including me are very happy teach Wolaita language instruction (P7, P8, P9 & P10). Some teachers are good model for the students and happy to teach Wolaita language instruction, But, for some teachers it is difficult to say so (P11, P13, P15 & P16)*. From this interview data it is possible to recognize two key points: first many teachers are a good model for the students and are happy to teach Wolaita language. Second, some teachers are not good model for the students and even are not happy to teach Wolaita language. Based on the above data it is possible to conclude that many teachers are a good model for students and very happy to teach Wolaita language instruction and at the same time some teachers are not doing so.

The findings in table 2, item 2.5, shows that a lot of students about 37.5% disagreed that teachers identify misbehaved students concern MT instruction and give them special support. For the same item, 31.25% of the participants responded that they relatively agreed in this statement and 18.75% also replied that they strongly agreed as teachers identify misbehaved students concern MT instruction and give them special support. Next to this, 6.25% did not decide anything regarding this issue and the same number about 6.25% strongly disagreed in this item.

Teachers also said the following in their interview: *we are volunteer to identify misbehaved students to give them special support, but the problem is that this requires extra time and energy as well as providing training for the students to improve their behavior (p1&p4)*. From this interview data we can understand that teachers are struggling to hide their mistakes. They did not make any effort regarding this idea and their response was not convincing. Hence, raising from the interview data and questionnaires we can generalize that teachers did not identify misbehaved students concern MT instruction and gave special support to them.

From the above table-2 item 2.6, a lot of students i.e, 31.25% replied that they quite agreed that teachers' teaching method attracts students to Wolaita language instruction. For the same item about 25% strongly agreed that teachers' teaching method attracts the students towards mother tongue instruction and 12.5% did not decide their response. For the same issue, very few number of research subjects (6.25%) disagreed in this statement and 6.25% replied as they strongly disagreed with regard to the attractiveness of teachers' teaching methods to mother tongue instruction. However, the result of the interview data was quite different from the data provided by

questionnaires. for example, they said the following: *as much as I know my teaching method is quite attracts students towards MT (Wolaita language instruction)(P6 &P10)*. From this data we can view that teachers said as their teaching method is attractive. However, based on the students' response it is possible to see that teachers' response is not well convincing.

Steeves (1964:3) commenting on the dimension of teaching methodologies observes that, 'Knowledge of the subject is an essential part of the equipment of all qualified teachers and proves that the teacher has been able to learn.' According to him the method of the teacher is what results when he organizes what he knows about all of these factors in some kind of coherent arrangement for teaching and learning through a systematic classroom process. Therefore according to the overall data, it is possible to summarize that teachers' teaching method did not quite attract the students towards mother tongue instruction in lower primary schools.

As can be seen from table-2 item 2.7, the majority of the students i.e., about 43.75% disagreed with regard to the statement that teachers evaluate the attitude of learners in line with mother tongue instruction. Regarding this item, 31.25 % of the participants replied as they quite agreed on this idea and 18.75 % of them answered that they strongly agreed that teachers evaluate the attitude of learners in line with mother tongue instruction and find ways to improve the behavior. The interview data also relatively confirmed this. let us look it: *to tell the truth no one evaluates the attitude of learners in relation to mother tongue instruction and actually nothing done to improve their behavior(AP)*. Based on these data collected by interview and questionnaires, we can conclude that teachers did not evaluate students' attitude in line with mother tongue instruction and provide nothing to improve their behavior.

IV. CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with summary, conclusion, and recommendations of the research results. The study was about exploring Challenges that Affect Learners' Attitude Towards Mother Tongue Instruction in two Selected Lower Primary Schools of Wolaita Zone in SNNPR, Ethiopia. Thus, to find out the overall purpose of the study, two types of instruments i.e., interview and a Likert scale questionnaires were used to collect the data. The data gathered through those tools were analyzed and discussed in chapter four. Hence, based on the analysis and discussion, the, conclusions and recommendations were made.

a) Conclusions

Based on the findings of the study, the following conclusions were made.

- ❖ The finding also indicated that poor classroom management and lack of proper motivation challenged learners' attitude towards mother tongue instruction in lower primary schools. Concerning the finding, poor teaching method was also a challenge that affected learners' attitude towards the progress of MT (Wolaita language) instruction in lower primary schools of Wolaita zone.
- ❖ The study indicated that in appropriate classroom situation was a challenge that affected learners' attitude towards the progress of mother tongue instruction in lower primary schools of Wolaita zone. Lack of self- confidence was one of the challenges that affected learners' attitude towards mother tongue instruction in lower primary schools of Wolaita Zone. The study also concluded that lack of sufficient teaching materials affected learners' attitude towards the progress of mother tongue instruction in lower primary schools of Wolaita zone.
- ❖ The research finding approved that lack of understanding language equality is one of the challenges that affected learners' attitude towards mother tongue instruction in lower primary schools.
- ❖ The research finding indicated that teachers did not advise students frequently to attract them towards mother tongue instruction in lower primary schools. Similarly, teachers did not properly identify misbehaved students concern MT instruction and did not give special support to them so as to solve attitudinal problems related to mother tongue instruction.
- ❖ As shown in study, many teachers were a good model for students and very happy to teach Wolaita language instruction and at the same time some teachers were not doing so. As can be seen from the data it is possible to summarize that teachers' teaching method did not quite attract the students towards mother tongue instruction in lower primary schools and this by itself influenced learners' attitude and hence impede mother tongue instruction.
- ❖ The data revealed that teachers did not evaluate students' attitude in line with mother tongue instruction and provide nothing to improve their attitude. Hence, this was also a challenge that affected learners' attitude towards mother tongue instruction in lower primary schools of Wolaita zone.

b) Recommendations

Based on the conclusions, the following recommendations were made.

- More efforts should be made by concerned stakeholders like teachers, families, Zone education department, district education office and the whole society to optimize some learners' with irrelevant attitude towards mother tongue (Wolaita language) instruction in lower primary schools., It is good that

many students have positive attitude towards mother tongue instruction in lower primary schools except some students. Thus, all stakeholders should further encourage students with good attitude and should work more on those students with negative attitude towards mother tongue instruction.

- Teachers should be committed to change the attitude of students regarding mother tongue (Wolaita language) instruction in lower primary schools of Wolaita zone. Teachers can do this by advising students to seize a good attitude towards mother tongue instruction. Teachers should properly manage the classroom to make the students concentrate on particular instruction. The concerned bodies like Wolaita Zone education department, district education offices to gather with schools should provide training for lower primary students to optimize their attitude towards mother tongue instruction.
- The schools should establish mother tongue (Wolaita language) clubs and participate students in it in different ways like letting them play drama, reading poems, playing tales etc. A well qualified and experienced teacher i.e., is BA or diploma holders in mother tongue (Wolaita language) should be assigned to attract learners' attention towards mother tongue instruction.
- Teachers' should frequently counsel learners to draw them towards mother tongue instruction. Advising learners especially with regard to the importance of Wolaita language to advance the culture and identity of its people help to improve their attitude towards mother tongue instruction.
- Teachers should properly identify misbehaved students regarding mother tongue (Wolaita language) instruction and provide special support to them to improve their attitude towards mother tongue instruction.
- Teachers who were a good model for their students and were happy to teach Wolaita language should be more encouraged to do so consistently and some teachers that were not a good model for their students and were not pleased to teach Wolaita language should be advised by concerned body to optimize their attitude.
- Teachers should use effective teaching approach that attracts students towards mother tongue instruction and they should also evaluate students' attitude in line with mother tongue instruction and then take remedial action to improve their attitude.

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Abbreviations

P1-Participant	1
P2-Participant	2
P3-Participant	3
P4-Participant	4
P5-Participant	5
P6-Participant	6
P7-Participant	7
P8-Participant	8
P9-Participant	9
P10-Participant	10
P11-Participant	11
P12-Participant	12
P13-Participant	13
P14-Participant	14

P15-Participant 15
P16-Participant 16
UNESCO - United Nations Educational, Scientific, and
Cultural Organization
TGE - Transitional Government of Ethiopia
MTE - Mother Tongue Education
MT - Mother Tongue.





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Factors Affecting the Academic Performance of Female Students at Higher Education in Ethiopia

By Aemiro Tenaw

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Abstract- Education is one of the social factors whereby gender disparity is reflected. The number and proportion of educated females is very low. As the grade level of education increases, the number of female students starts to decline. Consequently, higher education remains the level of learning where females are in a less academic performance when compared to males. Problems female students encountered constitute personal, university related factors, academic factors (previous academic background) and economic factors. The off-campus factors that affect female students' academic performance include family background, traditional Music Houses and economic problems and others. In short, the majority of problems female students encounter and those factors that affect female students' academic performance are personal and the other problems are caused by the university environment. Therefore, I argued that despite the number of female students who attend higher education has been increased but the challenges that faced after entrance is very little investigated. Thus, the main purpose of this paper is to investigate the on-campus and off-campus factors that affect female students' academic performance negatively in higher education in Ethiopia, especially for undergraduate program. For the purpose of the paper I used different sources such as interview with female students of Addis Ababa University and other literatures. Finally, suggested solutions, my own reflection and conclusion are included.

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FACTORS AFFECTING THE ACADEMIC PERFORMANCE OF FEMALE STUDENTS AT HIGHER EDUCATION IN ETHIOPIA

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Factors Affecting the Academic Performance of Female Students at Higher Education in Ethiopia

Aemiro Tenaw

Abstract- Education is one of the social factors whereby gender disparity is reflected. The number and proportion of educated females is very low. As the grade level of education increases, the number of female students starts to decline. Consequently, higher education remains the level of learning where females are in a less academic performance when compared to males. Problems female students encountered constitute personal, university related factors, academic factors (previous academic background) and economic factors. The off-campus factors that affect female students' academic performance include family background, traditional Music Houses and economic problems and others. In short, the majority of problems female students encounter and those factors that affect female students' academic performance are personal and the other problems are caused by the university environment. Therefore, I argued that despite the number of female students who attend higher education has been increased but the challenges that faced after entrance is very little investigated. Thus, the main purpose of this paper is to investigate the on-campus and off-campus factors that affect female students' academic performance negatively in higher education in Ethiopia, especially for undergraduate program. For the purpose of the paper I used different sources such as interview with female students of Addis Ababa University and other literatures. Finally, suggested solutions, my own reflection and conclusion are included.

I. FACTORS AFFECTING THE ACADEMIC PERFORMANCE OF FEMALE STUDENTS IN HIGHER EDUCATION

From the literature, various factors have been stated that affect the academic performance and higher attrition rates of female students in higher institutions. For instance, the general institutional environment, the overall interaction and practice the students make with school personnel, institutional rules and regulations, sanctions, and the organizational structure. It is long noted that the relationship between students and their universities is one significant predictor of social and academic development that the structure of the university unfairly treats students based on their background (Yeshimebrat Mersha & etal, 2013). So, the question is that what are the off-campus and on-campus factors that affect the academic performance of females' students in higher education?

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a) *Personal Related Factors*

A number of personal related factors were put forward to explain female academic weakness and the high attrition rate of female students. According to the study conducted by Bahir Dar University in 2013 those most often mentioned were:

- Lack of self confidence
- Lack of adequate effort
- Carelessness
- Lack of ability to be competent
- Homesickness
- Being addicted to drinking, smoking, disco houses, etc
- Tension
- Falling in love easily
- Inability to become well planned and organized
- Lack of interest for learning
- Fear of failure

From my experience in my university when I observe females in class they lack self-confidence to do whatever the activity is independently. Instead they become dependent of males effort that could not be true and reliable always. The other most important factor is tension and fear of failure. Most females fear that they are incapable of achieving good mark despite having an effort to score. As a result, they come with serious tension that is very danger to study well.

b) *University Related Factors*

Schools and universities because of their biased treatments and some other external factors become centers of gender disparity. For instance, some studies made in USA revealed that children of both sexes start school with roughly similar potential to learn. Their scores on IQ tests were approximately equivalent when gender difference was controlled. Yet, test scores of female students decrease over time until when children move up the ladder in the education arena (Feldman, 1990). Thus, there are also university related factors that contributes for the low academic performance of female students. Some of these are:

- Lack of proper reading place where they can use freely
- The influence of male students/peer pressure
- The influence from male teachers and other staff members and youth from surrounding environment
- Lack of proper guidance
- Academic advising problem

- Sexual harassment
- Existence of music and film houses
- Stereotyping etc

According to ministry of education Gender office report, 2009 stereotypes in higher institutions, based on students' characteristics serve as an important avenue in affecting females' academic performance. Eliminating stereotypical attitudes towards various groups that are represented in the classroom is a recognized avenue to increase females' academic performance and there by minimize their attrition rate in higher institutions. In addition, the study conducted by Haramya

University in 2014 prevailed that University students are more vulnerable to wider and risky sexual and reproductive health (SRH) and HIVAIDS problems due to new environment with poor protection, age and the need to explore life, peer pressure and absence of proactive programs. The study has portrayed that a number of female students were victims of sexual harassments or attempted sexual assault per year and in nearly most cases it was by an acquaintance, based on ethnicity, coming from same place, study group, and rarely outside of the campus by students. The types of sexual harassments include:

- Showing sexually appealing writings and magazines
- Telling sex related jokes to female students without their consent
- Disseminating female students' photographs.
- Sending sex related messages using electronic instruments
- Touching female students' body during practical works and laboratory training
- Assigning and using sex related nick names to female students
- Harassing females through continuously following their activities
- Hiding learning materials and forcing female students for sexual practice

According to Asresash Demise, Ruth Shinebaum and Kassahun Melesse (2002) that conducted a study in Jima University, females are vulnerable to sexual violence and insecurity at Jimma University. In addition, from my experience in my university there are also male teachers who seriously and sexually harass female students so that they could not survive in their learning confidently. The existence of many music and film houses in higher institutions also makes females vulnerable to sexual harassment. Even in universities male students sexually harass females in different places like space, when return from library, 'beg tera', etc. Furthermore, lack of the existence of proper guidance and counseling also can be the other university related factor that cause low academic performance of female students.

c) *Academic Related Factors*

First of all, the mean difference between male and female students on their perception of the school climate is statistically significant in favor of males. That is, male students perceived that the school climate is more conducive than their female counterparts. Furthermore, the comparison of the means of female and male students in the support they receive from peers and teachers has revealed that females are in the disadvantageous position (Yeshimebrat Mersha & etal, 2013).

Thus, on the basis of my experience and different studies, the following are some of academic related factors for the low academic performance of female students in higher education:

- Difficulty of education
- Poor high school performance/previous background
- Language difficulty
- Unable to fit with new way of delivery of learning etc.

When female students enjoy higher education they face new way of delivery of learning/environment which largely gives emphasis for independent activities and tasks. Here the first challenge female students face is that how to fit their previous educational background with this new environment. When I observe in the previous grades the quality or/and competence of female students is relatively low. Thus, females face serious challenges while they enjoy higher education. In addition, females also lack competence on the medium of instruction that is English. In fact, this problem is true for all students but females lack confidence to speak, write and understand English.

d) *Economic Related Factors*

In addition to the above factors there are also economic related factors that affect academic performance of female students in higher education. For instance, a number of female students face shortage of money to support themselves for different activities. I remember a number of students who lack money to copy the materials given by teachers when I was a student, and it could have psychological impact too. Therefore, since many of the students are from the poor family economical related factor also played its own role for the low academic performance of female students in higher institutions.

To conclude, based on literatures and my own experience, despite the existence of various factors which affect the academic performance of female students in higher education but personal related factors such as lack of self-confidence, lack of adequate effort and carelessness constitute the major ones. In addition to the personal problems, poor educational background, lack of support from teachers' sexual harassment, absence of concerned people in higher education about female students' problems and

absence of adequate counseling services are also the other crucial factors.

II. THE POLICY FRAMEWORK TOWARDS FEMALES IN HIGHER EDUCATION

According to Ministry of Education Gender Office, 2009 report since the implementation of the New Education and Training Policy (1994) various strategies are employed to increase females' enrollment in all levels of education. Besides, the affirmative action is duly being implemented to increase females' academic performance and to minimize females' attrition rates. Despite the increments of the number of female students in all levels of education, their academic performance is observed to be less than their male counterparts and their attrition is higher. Through the efforts of government to maintain equity through expansion of higher education, many of today's college and university campuses are not dominated by males and major ethnic groups like that were in the past three decades. This expansion of higher education has increased student population both in size and diversity.

On the other hand, Ministry of Education Gender Office stated that in an effort to manage the attrition problem and improve students' academic performance, many universities and colleges take various intervention programs, from 2001 to 2003, with the Success Challenge grant funded by the state. The Success Challenge grant has two components: 1) challenging university campuses to enable at-risk students successfully to earn baccalaureate degrees; and 2) challenging university campuses to enable baccalaureate seeking students to complete their degrees in a timely fashion, typically three/four years. Most of the interventions programs were designed to promote student-to-student interaction, faculty to-student interaction, student involvement, academic engagement, and academic assistance. They can be roughly categorized into six different program types based on the types of services they provide. The categories consist of advising, academic help, and first year experience (FYE), social integration, general orientation, and financial aid. Slaughter (2004) stated that freshman orientation may be effective to reduce the risk of dropping out.

However, the question is that whether those intervention programs are effective or not, and how long the effect lasts? How many of female students graduate from higher institutions compared to their male counterparts?

In my understanding despite there have been various intervention programs in higher education at the state, regional as well as institutional level but most of them are not effective. For instance, when we take affirmative action teachers are not volunteer to participate in tutorial programs for females. When we

see the number of female students join high education it is relatively in a good ratio with males but when we observe the number of female students who graduate, it is relatively low. Thus, the government both at national, regional and institutional levels should set workable policy that takes into account the prevailing social, cultural, economic and political context of the country and aggressively work towards its implementation.

III. WHAT MEASURES SHOULD BE TAKEN TO ENHANCE THE ACADEMIC PERFORMANCE OF FEMALE STUDENTS IN HIGHER EDUCATION?

In order to enhance the academic performance and decrease the attrition rate of female students at higher education serious measures should be taken at the national as well as institutional level.

If not, inequity in higher education representation has a serious life-long impact on their opportunities to participate in the country's political power sharing, economic privileges as well as social representations.

Here are some of the measures should be taken by the national government that I suggest:

First, the policies and strategies are good but what is the problem is that lack of implementation of those policies. Thus, the government should give emphasis for effective implementation of various policies and intervention programs. For instance, affirmative action is very important remedy for past discriminations on women but it is not effectively implemented in various higher education institutions in Ethiopia.

Second, the government should organize different capacity building programs and trainings for various bodies so that they could be able to effectively implement different policies and strategies.

Third, the government should work towards the quality of education provided for lower grades of education to enhance their competence.

At institutional level higher education institutions should also take serious measures as:

First, institutions should formulate inclusive rules and regulations that give more emphasis for female students.

Second, institutions should arrange various capacity building trainings and meetings for females to enhance their capacity to learn, especially with respect to English language and to build good psychological makeup.

Third, institutions should organize guidance and counseling to add their self-confidence of learning and avoid tensions.

Fourth, institutions should arrange appropriate places for study in addition to library. Here, availability of computers should also be emphasized.

Fifth, institutions should establish serious laws and follow up its implementation regarding sexual abuse of females so as to enhance their human security so that it could contribute a lot for their academic performance.

Sixth, institutions should arrange different workshops and meetings to change the attitude of teachers towards affirmative action to give different supports and tutorials for female students.

Seventh, institutions should participate in various fund raising activities in cooperation with NGOs and the community to help students that cannot help themselves.

Finally, female students themselves should also organize themselves in clubs to discuss their own problems and struggle for rights and freedom in higher education.

In general both the government and institutions should work towards creating good learning atmosphere for female students in cooperation with other stake holders because females are vulnerable for various challenges by nature and culture of the society.

a) *However, the question is that do only females face challenges in higher education on their academic performance?*

In my understanding I don't think so because both females and males have been facing various challenges at higher education in Ethiopia like language problem, tension, financial problem and others. But, the situation is very worse for females since females are vulnerable for various challenges by nature as well as due to the influence of the culture of the society.

b) *Do we measure equality in education by the number of enrollment and by the institution inputs?*

In my opinion I don't think so because equality of education in higher education should also be evaluated from the competence of students of both females and males. So, based on data we observe and I saw in my university the academic performance of females and males is very different. However, it does not mean that there are no competent and matured female students.

There are but their number is few. As a result, as I interviewed some students in Addis Ababa University the attrition rate of female students is more than males.

IV. CONCLUSION

A number of on-campus and off-campus factors caused for the low academic performance of female students at higher education when we compare with males in Ethiopia. These could be included under personal, university, academic and economic related factors. Based on studies and my experience, personal problems such as fear of failure and lack of self-confidence are the first top most factors that impede

female students' academic achievement in higher learning institutions of Ethiopia. But, it does not mean that there are no female students who perform well even over male in their academic achievement totally.

Policies and strategies seem good but the main problem is lack of implementation in higher education in Ethiopia. However, those policies and intervention programs are not that much effective. Thus various measures should be taken by both the national government as well as institutions to effectively implement those policies and strategies so that female students' academic performance could be enhanced.

Finally, I argued that despite the number of female students who attend higher education has been increased but the challenges that faced after entrance is very little investigated. Therefore, the academic performance of female students is lower when we compare with male students in higher education institutions in Ethiopia.

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Investigating Challenges that Teachers Face when Teaching Local Languages in Selected Secondary Schools of Wolaita Zone in SNNPR, Ethiopia

By Markos Mathewos Alaro
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Abstract- The main objective of the study was to investigate challenges that teachers face when teaching local languages in two selected secondary schools of Wolaita zone. The research subjects were purposively selected ten Wolaita language teachers from both secondary schools. Besides, six education experts from Humbo wereda and Sodo town education bureau were involved. Two instruments were used to collect the data: questionnaire and interview. Both qualitative and quantitative data analysis methods were employed to obtain the results. Hence, the findings of the study proved that shortage of text books and teacher guides, lack of using syllabus and curriculum as a guideline when teaching were some of the challenges teacher were facing in classroom. The study also indicated that significant efforts were not made by concerned bodies like wereda and town education office and the schools to provide sufficient text books and teacher's guides. The study clearly proved that unlike other teachers Wolaita language teachers had no access to different social media like internet which is prepared in Wolaita language. The findings also approved that the efforts made by the concerned bodies of both schools were not effective and did not bring relevant change on challenges that teachers were facing.

Keywords: challenge, effort, local language, teaching material, textbook.

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Investigating Challenges that Teachers Face when Teaching Local Languages in Selected Secondary Schools of Wolaita Zone in SNNPR, Ethiopia

Markos Mathewos Alaro

Abstract- The main objective of the study was to investigate challenges that teachers face when teaching local languages in two selected secondary schools of Wolaita zone. The research subjects were purposively selected ten Wolaita language teachers from both secondary schools. Besides, six education experts from Humbo wereda and Sodo town education bureau were involved. Two instruments were used to collect the data: questionnaire and interview. Both qualitative and quantitative data analysis methods were employed to obtain the results. Hence, the findings of the study proved that shortage of text books and teacher guides, lack of using syllabus and curriculum as a guideline when teaching were some of the challenges teacher were facing in classroom. The study also indicated that significant efforts were not made by concerned bodies like wereda and town education office and the schools to provide sufficient text books and teacher's guides. The study clearly proved that unlike other teachers Wolaita language teachers had no access to different social media like internet which is prepared in Wolaita language. The findings also approved that the efforts made by the concerned bodies of both schools were not effective and did not bring relevant change on challenges that teachers were facing. Hence, it is recommended that the concerned bodies like Wereda education bureau in collaboration with other stake holders should provide sufficient textbooks to teachers and students. Adequate teacher's guides should also be supplied to teachers. To effectively resolve the challenges related to teaching materials the schools and wereda as well as town education office should work in collaboration with various stake holders like zone education department and regional level education bureau and should report on time to them before the problems encounter.

Keywords: challenge, effort, local language, teaching material, textbook.

I. INTRODUCTION

The Education and Training Policy (1994) promotes the use of regional and local languages for two stated reasons. The first reason is the claim that learning in the mother tongue has clear pedagogical advantages for the child, who feels comfortable and reassured by their ability to understand and analyze information in their own language. The second reason is

the claim that the use of local languages in education accords with the rights of nationalities to self-expression that are enshrined in the Constitution of Ethiopia. The Ministry of Education, therefore, presents both pedagogical and ideological justifications for promoting the use of local languages for primary education (Cohen, 2000; 2006).

A mother tongue or a local language is the language the child can speak fluently before going to school. It is the language in which the child can operate confidently in all domains relevant to the child's life. It may or may not be the language spoken by both parents. In this sense the bilingual child has two mother tongue. Thus, learning in local language and developing it is the right of the society enacted by law. It has also pedagogical advantages for the child to understand subject matter easily. However, there are challenges that impede the successful implementation of local language instruction in classroom particularly in Ligaba and Humbo Tebela Middle Secondary Schools of Wolaita Zone. In this way, the study emphasizes on challenges that teachers face when teaching local languages in above selected research places. The main rationale for studying this issue was that most of the time teachers were not happy to teach Wolaita language and directly or indirectly they were raising challenges of teaching it. Thus, the researcher took this in to consideration and initiated to conduct the study to dig out the challenges that teachers face when teaching local languages and to recommend possible problem solving mechanisms.

Meaningful learning will only take place if the language of instruction brings meaningful and authentic communication between teachers and learners. The language used matters most especially in dealing with situations which detail learners' familiarity with the medium of instruction that is being used. According to Gacheche (2010) researches have shown that mother tongue-based schooling significantly improves learning. The use of a familiar language to teach children literacy is more effective than a submersion system as learners "can employ psycholinguistic guessing strategies" to learn how to read and write.

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Therefore, since the pedagogical advantages of local language are obvious, all stake holders should play their own roles to overcome challenges faced by teachers when teaching local languages. In many schools of Wolaita Zone particularly in Humbo Tebela and Ligaba secondary schools there were numerous challenges that hamper the delivery of mother tongue teaching in classroom. Thus, lack of sufficient resources like textbooks, teacher guides, updated syllabus and curriculum, lack of using technology like plasma, radio, audiovisual and the like are concrete challenges that teachers face when teaching local languages. Hence, for the teachers to deliver quality mother tongue instruction, it is essential to fulfill necessary teaching materials; otherwise, it is difficult to for the teachers to implement effective teaching in classroom. According to Hall (2010) as cited by Dekker, *et al.*, (2008) no teacher can teach effectively without appropriate materials. Thus, teaching can only be effective when adequate and relevant instructional materials are used, Afolabi, *et al.*, (2006) as cited by Sunday & Joshua (2010).

Teachers' relevant role is also expected to overcome challenges they face in classroom. As much as possible teachers should implement reflective teaching strategies that may solve some classroom learning problems. For example, based on students learning feedback and based on their performance, teachers might use alternative teaching and assessment mechanism to improve learners, performance and to solve the problems. Thus, teachers should always evaluate his/her teaching method and come up with something new. It is also important to work on inappropriate attitude of learners because it might also be a challenge that affect the teaching of local language .It is very rare to find students with positive attitude towards local language instruction in middle and upper secondary schools of Wolaita zone in general and specifically in Humbo Tebela and Ligaba Middle Secondary Schools. In many schools even students disgrace teachers who teach local languages. Rwambiwa's (1993) as cited by Gamuchirai Tsitsi Ndamba ((2008) in his general findings in African languages confirmed that pupils often humiliated teachers of by expressing their (pupils) negative attitudes towards learning indigenous languages. Thus, since it is difficult to implement effective teaching on students who do not accept their mother tongue instruction, all stake holders should play their own role to improve learners' attitude.

The investigators who conducted research in challenges of teachers regarding local language teaching are very rare and so that this study emphasizes on those challenges specially by giving due emphasize to Wolaita language instruction. In relation to this, the study attempted to answer the following research questions.

1. What are challenges teachers face when teaching local languages in Wolaita language classroom?
2. What are the supports done by stake holders to tackle the challenges teachers face when teaching local languages?
3. How effective are the efforts done by stake holders to resolve classroom challenges?

a) *Objectives of the Study*

The study emphasized on examining challenges that teachers face when teaching local languages in two selected secondary schools of Wolaita Zone Hence, the main objective of the study was to investigate challenges that teachers face when teaching local languages in two selected secondary schools of Wolaita zone. The study also focuses on the following specific objectives:

1. To explore challenges that teachers face when teaching local languages in Wolaita language classroom.
2. To examine the supports done by stake holders to tackle the challenges teachers face when teaching local languages.
3. To investigate the effectiveness of efforts done by stake holders to resolve classroom challenges.

II. RESEARCH METHODOLOGY

This chapter highlighted the various sections as how to carry out the research and the ways of analyzing the data.

a) *Research Design*

In order to get relevant result the researcher used both qualitative and quantitative research design. The reason for using qualitative research design was that it is important to analyze qualitative data so as to examine challenges that teachers face when teaching local languages in two selected secondary schools. Quantitative research design was also selected to analyze quantitative data collected from the research participants.

b) *Research Setting*

The research was conducted in Wolaita Zone which is one of thirteen zones found in SNNPR, Ethiopia. It has twelve weredas and three administrative towns. Among these, one weredas and one town administration were purposively selected. The reason for selecting these two settings was the researchers' belief to obtain ample information from the areas as he had a good past experience in these areas.

c) *Research Subjects*

The main emphasize of the study was exploring difficulties that teachers face when teaching local languages in two schools. The research subjects for this study were grade 9 and 10 mother tongue teachers from Humbo Tebela and Sodo town secondary schools as

well as district and town administration education experts from both settings. The researcher totally selected 10 teachers from two schools and 6 language experts from two settings. Thus, totally 10 mother tongue teachers and 6 education experts were participated in study. The researcher used purposive sampling technique to select all research subjects because it was important to select well informed research subjects that were able to give relevant information to the researcher. Therefore, the total populations of the study was 16.

d) *Sample size and Sampling Technique*

The sample of the study was decided based on the objective of study. The total size of the research subjects were 16. In order to get this population size, the researcher used purposive sampling techniques because it was important to select well informed research subject that could give pertinent information to the researcher. The researcher participated teachers who were teaching grades 9 and 10 students of both schools and the Wereda and town education experts of two settings to get appropriate data for the study. The researcher used questionnaire(both open ended and close ended) to collect data from teachers of Humbo Tebela secondary school and wereda education experts and interview to collect data from teachers of Sodo secondary schools and Sodo town administration education experts.

e) *Instruments for Data Collection*

The researcher used two instruments to collect the data. These were questionnaire (close ended and open ended) and semi structure interview.

f) *Data Analysis*

In this study both qualitative and quantitative data analysis methods were employed. This was because the data were gathered by using both the questionnaire and interview. Thus, the interview data were analyzed qualitatively and the data gathered by using a questionnaire were analyzed quantitatively. Thus, during analysis priority were given to a quantitative data i.e. questionnaire. The data of questionnaires were analyzed first and then an interview data were analyzed qualitatively and the data were triangulated with the result of the questionnaire. The quantitative data were analyzed in tables which were categorized under various titles in their relationship. The qualitative data were analyzed through discussion which was often termed as textual analysis.

III. RESULTS AND DISCUSSION

This chapter dealt with the data gathered by using the two tools were presented, discussed and analyzed in the form of a text.

Table 1: Challenges teachers face when teaching local languages (Wolaita language)

No	Items	Frequency	Percentage
1.1	Lack of sufficient text books and teacher guide	-	-
1.2	Lack of using updated syllabus and curriculum	-	-
1.3	Lack of using technologies like plasma and social medias for additional	-	-
1.4	Lack of teachers professional commitment	1	10%
1.5	In appropriate attitude of learners, parents& the society	1	10%
1.6	In appropriate class room situations	-	-
1.7	Lack of short term training for teachers	2	20%
1.8	Not using indigenous language at home or using mixed language at home	-	-
1.9	All	6	60%

As can be seen from table-1 no one responded items 1.1, 1.2 and 1.3. On the other hand, in item 1.4 few respondents i.e.10% of the respondents replied that lack of teachers professional commitment as one of the challenges that teachers face when teaching local languages i.e. Wolaita language and in item 1.5,10% of them also answered that inappropriate attitude of learners, parents and the society as challenges that teachers face when teaching local languages. From the above data item 1.6, we can also see that a few respondents about 20% replied that lack of short term training for teachers was one of the challenges that teachers face when teaching local languages. Again in item 1.7, about 20% of the participants said that lack of short term training for teachers was one of the

challenges teachers were facing when teaching local languages. Again no response was given for item 1.8. However, in table 1 item 1.9 the majority of the respondents about 60% replied that lack of sufficient text book and teacher guides, lack of using updated syllabus and curriculum, lack of using technologies like plasma and social medias for additional materials, lack of teachers' professional commitment, inappropriate attitude of students, parents and society and lack of short term training for teachers and the like were some of the challenges teachers face when teaching local languages.

The interview data which was found from research participants of Humbo Tebela secondary

Schools and education experts from Humbo wereda also supported the above data. For example, almost all of them said the following:

We have a shortage of text books and teacher guides. Besides, there is no syllabus and curriculum to use it as a guideline to use text books and teachers (P1, P2 & P3). Wolaita language lessons are also not delivered using social media like plasma. All English language teachers and other subjects in English media can access information from internet and other social media, but we local language teachers do not get it which is written in Wolaita language(P4&P5). Students and parents also have immaterial attitude regarding Wolaita language instruction; they do not give equal value for it as that of Amharic and English. There is less number of trained teachers in Wolaita language; many teachers are teaching in experience without qualification. Many teachers need short trainings as almost all of them have not been qualified in Wolaita language. Some of them are qualified in Amharic and English and some are qualified in Geography and History and not in Wolaita language. The classroom was too crowded to participate students in different activities during teaching learning process (P6).

From the above data it is possible to understand five points. The first one is that teachers have shortage of teaching materials like Wolaita language text books and teacher guides as well as they do not use syllabus and curriculum as a base and guide line to teach Wolaita language. The second is that unlike

other subject teachers, Wolaita language teachers do not get different information from social medias like internet; this is because all information in social media are not written in Wolaita language rather they are written in English language. The third one is that due to irrelevant attitude students and parents do not give equal credit for Wolaita language like Amharic and English language. The fourth one is that there is shortage of qualified teachers in Wolaita language. Finally, because of the classroom crowedness it is very difficult to participate students in different activities. Over crowdedness of the classroom is also one of the challenges that teachers were facing in teaching Wolaita language. According to Strevens (1978), overcrowded classes reduce teachers' attention per pupil and produce real physical discomfort and distraction. Apart from other things to teach effectively necessary materials should be provided to teachers. According to Hall (2010) as cited by Dekker, *et al.*, (2008) no teacher can teach effectively without appropriate materials.

Therefore, based on the above data found from interview and questionnaire, one can assume that shortage of text books and teacher guides, lack of using syllabus and curriculum as a guide line when teaching, lack of media access in Wolaita language, lack of providing training for teachers, learners' irrelevant attitude and less number of qualified man power in Wolaita language and so on were some of the challenges that teachers were facing when teaching local languages, particularly Wolaita language.

Table 2: Efforts done by concerned bodies like wereda education office to supply sufficient text books and teacher guide to teachers

No.	Items	Frequency	Percentage
2.1	Asking zonal and regional education office to bring sufficient text books to school on time	1	10%
2.2	Asking zonal and regional government to publish adequate text books on time	1	10%
2.3	Duplicating the existing text books as provisional solution.	2	20%
2.4	Encouraging teachers to produce teaching materials themselves.	2	20%
2.5	Requesting NGO'S like WODA and WV, Ethiopia to support in publishing books	1	10%
2.6	Using books that are normally distributed to schools in quota by the government rather than other options.	3	30%
2.7	Providing short term training for the teachers to improve their skills.	1	10%

From the above table 2 item 2.1. few students about 10% responded that asking zonal and regional education office to bring sufficient text books to school on time was an effort done by concerned bodies and again the same number in item 2.2. i.e. about 10% of the respondents replied that asking zonal and regional government to publish adequate text books on time was one of the efforts by the schools and the two districts' education bureau. In item 2.3, 20% of the research participants said that duplicating the existing text books as provisional solution that schools and

education offices were doing and in item 2.4, 20% replied that encouraging teachers to produce teaching materials themselves was efforts done by the concerned bodies. In item 2.5 about 10 % of the respondents said that requesting NGO'S like WODA and WV, Ethiopia to support in publishing books was the effort that concerned bodies like education bureau were doing. However, majority of the respondents about 30% responded as concerned bodies did not do any things except using books that are normally distributed to schools in quota by the government. This indicates that

schools and educations office of the city administration were almost emphasized on books distributed in quota by government rather than searching other options.

The data found from interview indicated mixed result. For example, some of them said the following: *school leaders and town and wereda education offices are doing their own efforts as much as possible to fulfill books and teacher guide. The town administration education bureau together with the school directors report the book needs of the school to zone education department and then to the regional education bureau to provide books and teacher guides; but even after reporting it is difficult to get the books and teachers guides (P1&P3). Schools and education bureau do not do something relevant rather than distributing the existing books to students in a large group i.e. a single books to many students (P5&P6). As much as I know the schools and education bureau did not do anything which can mitigate serious shortage of books and teacher guides; thus, there is still shortage of books in our school (P4).*

This interview data clearly shows that problem solving and effective efforts were not made by all stake holders to mitigate challenges teachers were facing with regard to text books and teacher guide except few efforts.

The data found from the open ended questionnaire also indicated that many teachers were complaining due to lack of using technologies in Wolaita language. They said that because of lack of various technologies which were written in Wolaita language, it became difficult to get reference materials from different social medias. But, except local language (Wolaita language) many languages including English has access to different technologies like plasma teaching, using internet and so that they can easily down load contemporary materials and use it as a reference materials. The participants also told that learners and parents did not focus on Wolaita language. Even parents need their children to learn in English language and Amharic rather than local languages like Wolaita language. Thus, it needs more work on attitude of the parents and students. Students were using mixed language in Wolaita language classroom this was because they speak Amharic in their home and this interferes Wolaita language when they were learning in

classroom. There was some evidence that language attitudes may influence how teachers deal with pupils; and other evidences suggest that attitudes about language affect second language learning (Fasold, 1984: 348).

On the other hand, some teachers did not effectively contribute what was expected from them although there were such factors. Some teachers could not play more to shape students attitude and discipline by advising them. They also did not contribute their role by properly managing the classroom. The research subjects also replied that the classroom situation was not appropriate for teachers and students. According to them the class size was large and crowded.

From this open ended questions we can understand four general points. firstly, teachers wanted to use Wolaita language in internet and other media to get additional teaching materials, but they did not get that opportunity still now. Secondly, Parents and students had no appropriate attitude towards Wolaita languages as they emphasized on other languages like English. Thirdly, students were not using homogenous language in classroom, rather the used mixed language in Wolaita language classroom. Fourthly, teachers did not effectively perform what was expected from them.

Therefore, the data found from interview and its analysis one can guess that significant effort were not made by concerned bodies like wereda and town administration education office and the schools to provide sufficient text books and teacher's guides to the teachers and it is possible to say that there were shortage of these teaching materials in schools. In line with this, one can also assume that parents and students have inappropriate attitude towards Wolaita language, the classroom atmosphere was not suitable for teachers and students as well as it was very crowded. teachers were also not properly managing the classroom. Classroom management is important to build positive classroom for effective teaching- learning process. Classroom management is activities of classroom teachers that create positive classroom with in which effective teaching and learning can occur (Martin and Sugar man, 1993). There was also no opportunity for the teacher to use various technologies in Wolaita language.

Table 3: The effectiveness of efforts done by stake holders to solve the challenges that teachers face when teaching local languages

No.	Items	Frequency	Percentage
3.1	It does not resolve challenges because the problem is still there.	2	20%
3.2	Yes, it solved because a lot of challenges like teaching materials were mitigated.	3	30%
3.3	It is difficult to decide because relevant solution is not seen.	3	30%
3.4	There were some indications but it was not consistent.	2	20%

In table 3, item 3.1 above few students i.e., about 20% responded that the efforts done by

stakeholders does no resolve challenges teachers face when teaching local language (Wolaita language)

because the problem is still there. Again in item 3.2 30% of the research subjects answered that efforts made by teachers and other stake holders effectively solve the challenges teachers face when teaching local languages. They said that it solved the problem because a lot of challenges like teaching materials were mitigated. Similarly, for the same question in item 3.3 30% of the participants responded that it is difficult to decide because relevant solution is not seen due to efforts made by teachers and other stake holders. Finally, for the same question in item 3.4 20% of the respondents answered that there were some indications but it was not consistent to solve challenges teachers are facing.

The interview data assured that efforts made by teachers and other stake holders were not effective. Let us see some of the responses. *Of course Wereda education bureau and the schools tried their best even if it is not as much as expected; but it is not effective and it actually bring no change on challenges we are facing when teaching local languages. In our school we have still serious shortage of Wolaita language text books and teacher guides. No short training are given to all teachers in how to teach Wolaita language; teachers should be given training because many teachers were not specialized in Wolaita language. Some of them were specialized in Amharic and English and some were specialized in social science fields like Civics, History. Still students did not improve their perception towards Wolaita language (AP). School and wereda education and town administration education bureau blame each other rather than searching ways to solve the problems teacher encounter when teaching. Their communication with other stake holders like Wolaita Zone education bureau and others is simply a slogan and this is why the challenges is still not solved. The challenge of class size and classroom atmospheres are still not solved (P1, P2 & P4).*

From the above interview data we can understand four key points: the first one is that some efforts made by the school and wereda and town administration education offices were not effective and it bring no substantial change on challenges teachers face when teaching. The second one is that many teachers were not specialized on Wolaita language and due to this they need short term training. Students have still attitudinal problems regarding Wolaita language. The next is that schools, wereda and town administration education office blame each other rather than working for solution and their communication with other stake holders is simply a slogan. The final one is that the problem related to class size classroom situation is not solved.

The data found from close ended questions also indicated that the appropriate efforts were not made to solve the challenges that teachers are facing. Challenges that we were facing formerly are still there.

Some efforts are made but are not effective and they bring no tangible improvement on attitude of parents and students, on classroom situation, on class size, in language mixing, in technology use etc.

Therefore, based on the results of the above interview and questionnaire, we can conclude that the efforts made by the concerned bodies of both schools were not effective and did not bring relevant change on challenges that teachers are facing when teaching Wolaita languages.

IV. CONCLUSIONS AND RECOMMENDATIONS

a) Conclusions

Based on the results and discussion of the study, the following conclusions were made.

- ❖ The study disclosed that shortage of text books and teacher guides, lack of using syllabus and curriculum as a guide line when teaching, lack of media access in Wolaita language, lack of providing training for teachers, learners' irrelevant attitude and less number of qualified man power in Wolaita language and so on were some of the challenges that teachers were facing when teaching local languages. The study also assured that because of the classroom crowdedness it was very difficult to participate students in different activities in classroom.
- ❖ The finding also indicated that some teachers did not effectively perform what was expected from them. They did not effectively handle classroom atmosphere and the classroom management was too less.
- ❖ The study also indicated that significant efforts were not made by concerned bodies like wereda and town administration education office and the schools to provide sufficient text books and teacher's guides to the teachers. It also approved that there was still shortage of these teaching materials in both schools.
- ❖ The study clearly proved that unlike other teachers Wolaita language teachers had no access to different social media like internet which is prepared in Wolaita language. But, other teachers whose media of instruction is English can easily access different reference materials from it.
- ❖ The findings also approved that the efforts made by the concerned bodies of both schools were not effective and did not bring relevant change on challenges that teachers were facing when teaching Wolaita language. It also assured that schools, wereda and town administration education office blame each other rather than working for solution and their communication with other stake holders was simply a slogan not with relevant dedication.

b) *Recommendations*

Based on the conclusions and discussions made above, the following recommendations were made.

- The concerned bodies Wereda and town administration education bureau in collaboration with other stake holders should provide sufficient text books to teachers and students. Adequate teacher's guides should also be supplied to teachers because all teachers said that we have no teacher's guides to direct students based on it.
- In order to effectively resolve the challenges related to teaching materials the schools and wereda as well as town administration education office should work in collaboration with various stake holders like zone education department and regional education bureau and should report on time to them before the problems encounter them.
- The concerned bodies like zone education department and regional education bureau in collaboration with Ethiopian Ministry of Education should give due attention for training local language teachers both in quality and quantity to solve the problem of qualified local language teachers particularly, Wolaita language teachers. Short term training should also be provided to teachers to solve the problem provisionally.
- More efforts should also be made to establish local language (Wolaita language) in internet Google. Besides to this better mechanisms should be proposed to improve the attitude of learners and parents as well as the attitude of the whole community regarding local languages (Wolaita language).
- Teachers should perform what is expected from them on time. As much as possible teachers should implement reflective teaching strategies that may solve some classroom problems. For example, based on students learning feedback and based on their performance, teachers should use alternative teaching and assessment mechanism to improve learners, performance and to solve the problems. They should also effectively manage every activities of classroom.
- Students should be advised by their teachers and parents to use their mother tongue language both at home and at school to reduce the interference of other languages in classroom.
- Further research should be conducted regarding challenges local teachers are facing so as to come up with consistent solution.

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Abbreviations

- P1 - Participant 1
- P2 - Participant 2
- P3 - Participant 3
- P4 - Participant 4
- P5 - Participant 5
- P6 - Participant 6



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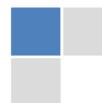
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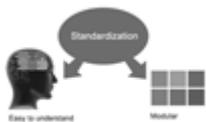
We shall provide you intimation regarding launching of e-version of journal of your stream time to time. This may be utilized in your library for the enrichment of knowledge of your students as well as it can also be helpful for the concerned faculty members.





The 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.



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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. After becoming 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 benefits can 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 will be given 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.





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.



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.

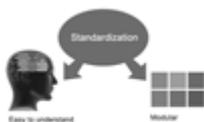


Journals Research
inducing researches

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.



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.



- 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 :

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- 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.

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PREFERRED AUTHOR GUIDELINES

We accept the manuscript submissions in any standard (generic) format.

We typeset manuscripts using advanced typesetting tools like Adobe In Design, CorelDraw, TeXnicCenter, and TeXStudio. We usually recommend authors submit their research using any standard format they are comfortable with, and let Global Journals do the rest.

Alternatively, you can download our basic template from <https://globaljournals.org/Template.zip>

Authors should submit their complete paper/article, including text illustrations, graphics, conclusions, artwork, and tables. Authors who are not able to submit manuscript using the form above can email the manuscript department at submit@globaljournals.org or get in touch with chiefeditor@globaljournals.org if they wish to send the abstract before submission.

BEFORE AND DURING SUBMISSION

Authors must ensure the information provided during the submission of a paper is authentic. Please go through the following checklist before submitting:

1. Authors must go through the complete author guideline and understand and *agree to Global Journals' ethics and code of conduct*, along with author responsibilities.
2. Authors must accept the privacy policy, terms, and conditions of Global Journals.
3. Ensure corresponding author's email address and postal address are accurate and reachable.
4. Manuscript to be submitted must include keywords, an abstract, a paper title, co-author(s) names and details (email address, name, phone number, and institution), figures and illustrations in vector format including appropriate captions, tables, including titles and footnotes, a conclusion, results, acknowledgments and references.
5. Authors should submit paper in a ZIP archive if any supplementary files are required along with the paper.
6. Proper permissions must be acquired for the use of any copyrighted material.
7. Manuscript submitted *must not have been submitted or published elsewhere* and all authors must be aware of the submission.

Declaration of Conflicts of Interest

It is required for authors to declare all financial, institutional, and personal relationships with other individuals and organizations that could influence (bias) their research.

POLICY ON PLAGIARISM

Plagiarism is not acceptable in Global Journals submissions at all.

Plagiarized content will not be considered for publication. We reserve the right to inform authors' institutions about plagiarism detected either before or after publication. If plagiarism is identified, we will follow COPE guidelines:

Authors are solely responsible for all the plagiarism that is found. The author must not fabricate, falsify or plagiarize existing research data. The following, if copied, will be considered plagiarism:

- Words (language)
- Ideas
- Findings
- Writings
- Diagrams
- Graphs
- Illustrations
- Lectures



- Printed material
- Graphic representations
- Computer programs
- Electronic material
- Any other original work

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

Changes in Authorship

The corresponding author should mention the name and complete details of all co-authors during submission and in manuscript. We support addition, rearrangement, manipulation, and deletions in authors list till the early view publication of the journal. We expect that corresponding author will notify all co-authors of submission. We follow COPE guidelines for changes in authorship.

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Appealing Decisions

Unless specified in the notification, the Editorial Board's decision on publication of the paper is final and cannot be appealed before making the major change in the manuscript.

Acknowledgments

Contributors to the research other than authors credited should be mentioned in Acknowledgments. The source of funding for the research can be included. Suppliers of resources may be mentioned along with their addresses.

Declaration of funding sources

Global Journals is in partnership with various universities, laboratories, and other institutions worldwide in the research domain. Authors are requested to disclose their source of funding during every stage of their research, such as making analysis, performing laboratory operations, computing data, and using institutional resources, from writing an article to its submission. This will also help authors to get reimbursements by requesting an open access publication letter from Global Journals and submitting to the respective funding source.

PREPARING YOUR MANUSCRIPT

Authors can submit papers and articles in an acceptable file format: MS Word (doc, docx), LaTeX (.tex, .zip or .rar including all of your files), Adobe PDF (.pdf), rich text format (.rtf), simple text document (.txt), Open Document Text (.odt), and Apple Pages (.pages). Our professional layout editors will format the entire paper according to our official guidelines. This is one of the highlights of publishing with Global Journals—authors should not be concerned about the formatting of their paper. Global Journals accepts articles and manuscripts in every major language, be it Spanish, Chinese, Japanese, Portuguese, Russian, French, German, Dutch, Italian, Greek, or any other national language, but the title, subtitle, and abstract should be in English. This will facilitate indexing and the pre-peer review process.

The following is the official style and template developed for publication of a research paper. Authors are not required to follow this style during the submission of the paper. It is just for reference purposes.



Manuscript Style Instruction (Optional)

- Microsoft Word Document Setting Instructions.
- Font type of all text should be Swis721 Lt BT.
- Page size: 8.27" x 11", left margin: 0.65, right margin: 0.65, bottom margin: 0.75.
- Paper title should be in one column of font size 24.
- Author name in font size of 11 in one column.
- Abstract: font size 9 with the word "Abstract" in bold italics.
- Main text: font size 10 with two justified columns.
- Two columns with equal column width of 3.38 and spacing of 0.2.
- First character must be three lines drop-capped.
- The paragraph before spacing of 1 pt and after of 0 pt.
- Line spacing of 1 pt.
- Large images must be in one column.
- The names of first main headings (Heading 1) must be in Roman font, capital letters, and font size of 10.
- The names of second main headings (Heading 2) must not include numbers and must be in italics with a font size of 10.

Structure and Format of Manuscript

The recommended size of an original research paper is under 15,000 words and review papers under 7,000 words. Research articles should be less than 10,000 words. Research papers are usually longer than review papers. Review papers are reports of significant research (typically less than 7,000 words, including tables, figures, and references)

A research paper must include:

- a) A title which should be relevant to the theme of the paper.
- b) A summary, known as an abstract (less than 150 words), containing the major results and conclusions.
- c) Up to 10 keywords that precisely identify the paper's subject, purpose, and focus.
- d) An introduction, giving fundamental background objectives.
- 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.
- f) Results which should be presented concisely by well-designed tables and figures.
- g) Suitable statistical data should also be given.
- h) All data must have been gathered with attention to numerical detail in the planning stage.

Design has been recognized to be essential to experiments for a considerable time, and the editor has decided that any paper that appears not to have adequate numerical treatments of the data will be returned unrefereed.

- i) Discussion should cover implications and consequences and not just recapitulate the results; conclusions should also be summarized.
- j) There should be brief acknowledgments.
- k) There ought to be references in the conventional format. Global Journals recommends APA format.

Authors should carefully consider the preparation of papers to ensure that they communicate effectively. Papers are much more likely to be accepted if they are carefully designed and laid out, contain few or no errors, are summarizing, and follow instructions. They will also be published with much fewer delays than those that require much technical and editorial correction.

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



FORMAT STRUCTURE

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

All manuscripts submitted to Global Journals should include:

Title

The title page must carry an informative 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) where the work was carried out.

Author details

The full postal address of any related author(s) must be specified.

Abstract

The abstract is the foundation of the research paper. It should be clear and concise and must contain the objective of the paper and inferences drawn. It is advised to not include big mathematical equations or complicated jargon.

Many researchers searching for information online will use search engines such as Google, Yahoo or others. By optimizing your paper for search engines, you will amplify the chance of someone finding it. In turn, this will make it more likely to be viewed and cited in further works. Global Journals has compiled these guidelines to facilitate you to maximize the web-friendliness of the most public part of your paper.

Keywords

A major lynchpin of research work for the writing of research papers is the keyword search, which one will employ to find both library and internet resources. Up to eleven keywords or very brief phrases have to be given to help data retrieval, mining, and indexing.

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

Choice of the main keywords is the first tool of writing a research paper. Research paper writing is an art. Keyword search should be as strategic as possible.

One should start brainstorming lists of potential keywords before even beginning 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 a research paper?" Then consider synonyms for the important words.

It may take the discovery of only one important paper to steer in the right keyword direction because, in most databases, the keywords under which a research paper is abstracted are listed with the paper.

Numerical Methods

Numerical methods used should be transparent and, where appropriate, supported by references.

Abbreviations

Authors must list all the abbreviations used in the paper at the end of the paper or in a separate table before using them.

Formulas and equations

Authors are advised to submit any mathematical equation using either MathJax, KaTeX, or LaTeX, or in a very high-quality image.

Tables, Figures, and Figure Legends

Tables: Tables should be 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. Authors must submit tables in an editable format and not as images. References to these tables (if any) must be mentioned accurately.



Figures

Figures are supposed to be submitted as separate files. Always include a citation in the text for each figure using Arabic numbers, e.g., Fig. 4. Artwork must be submitted online in vector electronic form or by emailing it.

PREPARATION OF ELECTRONIC FIGURES FOR PUBLICATION

Although low-quality images are sufficient for review purposes, print publication requires high-quality images to prevent the final product being blurred or fuzzy. Submit (possibly by e-mail) EPS (line art) or TIFF (halftone/ photographs) files only. MS PowerPoint and Word Graphics are unsuitable for printed pictures. Avoid using pixel-oriented software. Scans (TIFF only) should have a resolution of at least 350 dpi (halftone) or 700 to 1100 dpi (line drawings). 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: Authors are advised 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. Also, you can email your editor to remove the color fee after acceptance of the paper.

TIPS FOR WRITING A GOOD QUALITY SOCIAL SCIENCE RESEARCH PAPER

Techniques for writing a good quality human social science research paper:

1. Choosing the topic: In most cases, the topic is selected by the interests of the author, but it can also be suggested by the guides. You can have several topics, and then judge which you are most comfortable with. This may be done by asking several questions of yourself, like "Will I be able to carry out a search in this area? Will I find all necessary resources to accomplish the search? Will I be able to find all information in this field area?" If the answer to this type of question is "yes," then you ought to choose that topic. In most cases, you may have to conduct surveys and visit several places. Also, you might have to do a lot of work to find all the rises and falls of the various data on that subject. Sometimes, detailed information plays a vital role, instead of short information. Evaluators are human: The first thing to remember is that evaluators are also human beings. They are not only meant for rejecting a paper. They are here to evaluate your paper. So present your best aspect.

2. Think like evaluators: If you are in confusion or getting demotivated because your paper may not be accepted by the evaluators, then think, and try to evaluate your paper like an evaluator. Try to understand what an evaluator wants in your research paper, and you will automatically have your answer. 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.

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

4. Use of computer is recommended: As you are doing research in the field of human social science then this point is quite obvious. Use right software: Always use good quality software packages. If you are not capable of judging good software, then you can lose the quality of your paper unknowingly. There are various programs available to help you which you can get through the internet.

5. Use the internet for help: An excellent start for your paper is using Google. It is a wondrous search engine, where you can have your doubts resolved. You may also read some answers for the frequent question of how to write your research paper or find a model research paper. You can download books from the internet. If you have all the required books, place importance on reading, selecting, and analyzing the specified information. Then sketch out your research paper. Use big pictures: You may use encyclopedias like Wikipedia to get pictures with the best resolution. At Global Journals, you should strictly follow [here](#).



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

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

8. Make every effort: Make every effort to mention what you are going to write in your paper. That means always have a good start. Try to mention everything in the introduction—what is the need for a particular research paper. Polish your work with good writing skills and always give an evaluator what he wants. Make backups: When you are going to do any important thing like making a research paper, you should always have backup copies of it either on your computer or on paper. This protects you from losing any portion of your important data.

9. Produce good diagrams of your own: Always try to include good charts or diagrams in your paper to improve quality. Using several unnecessary diagrams will degrade the quality of your paper by creating a hodgepodge. So always try to include diagrams which were made by you to improve the readability of your paper. Use of direct quotes: When you do research relevant to literature, history, or current affairs, then use of quotes becomes essential, but if the study is relevant to science, use of quotes is not preferable.

10. Use proper verb tense: Use proper verb tenses in your paper. Use past tense to present those events that have happened. Use present tense to indicate events that are going on. Use future tense to indicate events that will happen in the future. Use of wrong tenses will confuse the evaluator. Avoid sentences that are incomplete.

11. Pick a good study spot: Always try to pick a spot for your research which is quiet. Not every spot is good for studying.

12. Know what you know: Always try to know what you know by making objectives, otherwise you will be confused and unable to achieve your target.

13. Use good grammar: Always use good grammar and words that will have a positive impact on the evaluator; use of good vocabulary does not mean using tough words which the evaluator has to find in a dictionary. Do not fragment sentences. Eliminate one-word sentences. Do not ever use a big word when a smaller one would suffice.

Verbs have to be in agreement with their subjects. In a research paper, do not start sentences with conjunctions or finish them with prepositions. When writing formally, it is advisable to never split an infinitive because someone will (wrongly) complain. Avoid clichés like a disease. Always shun irritating alliteration. Use language which is simple and straightforward. Put together a neat summary.

14. 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 for your topic. You may also maintain your arguments with records.

15. Never start at the last minute: Always allow enough time for research work. Leaving everything to the last minute will degrade your paper and spoil your work.

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

17. Never copy others' work: Never copy others' work and give it your name because if the evaluator has seen it anywhere, you will be in trouble. Take proper rest and food: No matter how many hours you spend on your research activity, if you are not taking care of your health, then all your efforts will have been in vain. For quality research, take proper rest and food.

18. Go to seminars: Attend seminars if the topic is relevant to your research area. Utilize all your resources. Refresh your mind after intervals: Try to give your mind a rest by listening to soft music or sleeping in intervals. This will also improve your memory. Acquire colleagues: Always try to acquire colleagues. No matter how sharp you are, if you acquire colleagues, they can give you ideas which will be helpful to your research.

19. Think technically: Always think technically. If anything happens, search for its reasons, benefits, and demerits. Think and then print: When you go to print your paper, check that tables are not split, headings are not detached from their descriptions, and page sequence is maintained.



20. Adding unnecessary information: Do not add unnecessary information like "I have used MS Excel to draw graphs." Irrelevant and inappropriate material is superfluous. Foreign terminology and phrases are not apropos. One should never take a broad view. Analogy is like feathers on a snake. Use words properly, regardless of how others use them. Remove quotations. Puns are for kids, not grunt readers. Never oversimplify: When adding material to your research paper, never go for oversimplification; this will definitely irritate the evaluator. Be specific. Never use rhythmic redundancies. Contractions shouldn't be used in a research paper. Comparisons are as terrible as clichés. Give up ampersands, abbreviations, and so on. Remove commas that are not necessary. Parenthetical words should be between brackets or commas. Understatement is always the best way to put forward earth-shaking thoughts. Give a detailed literary review.

21. Report concluded results: Use concluded results. From raw data, filter the results, and then conclude your studies based on measurements and observations taken. An appropriate number of decimal places should be used. Parenthetical remarks are prohibited here. Proofread carefully at the final stage. At the end, give an outline to your arguments. Spot perspectives of further study of the subject. Justify your conclusion at the bottom sufficiently, which will probably include examples.

22. Upon 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 through which your research is going to be in print for 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 of 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 criteria peer reviewers will use for grading the final paper.

Final points:

One purpose of organizing a research paper is to let people interpret your efforts selectively. The journal requires the following sections, submitted in the order listed, with each section starting on a new page:

The introduction: This will be compiled from reference matter and reflect the design processes or outline of basis that directed you to make a study. As you carry out the process of study, the method and process section will be constructed like that. The results segment will show related statistics in nearly sequential order and direct reviewers to similar intellectual paths throughout the data that you gathered to carry out your study.

The discussion section:

This will provide understanding of the data and projections as to the implications of the results. The use of good quality references throughout the paper will give the effort trustworthiness by representing an alertness to 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 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 avoid:

- Insertion of a title at the foot of a page with subsequent text on the next page.
- Separating a table, chart, or figure—confine each to a single page.
- Submitting a manuscript with pages out of sequence.
- In every section of your document, use standard writing style, including articles ("a" and "the").
- Keep paying attention to the topic of the paper.
- Use paragraphs to split each significant point (excluding the abstract).
- Align the primary line of each section.
- Present your points in sound order.
- Use present tense to report well-accepted matters.
- Use past tense to describe specific results.
- Do not use familiar wording; don't address the reviewer directly. Don't use slang or superlatives.
- Avoid use of extra pictures—include only those figures essential to presenting results.

Title page:

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

Abstract: This summary should be two hundred words or less. It should clearly and briefly explain the key findings reported in the manuscript and must have precise statistics. It should not have acronyms or abbreviations. It should be logical in itself. Do not cite 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 approaches 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. Use comprehensive sentences, and do not sacrifice readability for brevity; you can maintain it succinctly by phrasing sentences so that they provide more than a 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 limit the initial two items to no more than one line each.

Reason for writing the article—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 for this; results of any numerical analysis should be reported. Significant conclusions or questions that emerge from the research.

Approach:

- Single section and succinct.
- An outline of the job done is always written in past tense.
- Concentrate on shortening results—limit background information to a verdict or two.
- Exact spelling, clarity 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 of comprehending and calculating the purpose of your study without having to refer to other works. The basis for the study should be offered. Give the most important references, but avoid making a comprehensive appraisal of the topic. Describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will give no attention to your results. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here.



The following approach can create a valuable beginning:

- Explain the value (significance) of the study.
- Defend the model—why did you employ this particular system or method? What is its compensation? Remark upon its appropriateness from an abstract point of view as well as pointing out sensible reasons for using it.
- Present a justification. State your particular theory(-ies) or aim(s), and describe the logic that led you to choose them.
- Briefly explain the study's tentative purpose and how it meets 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 for every section. If you make the four points listed above, you will need at least four paragraphs. Present surrounding information only when it is necessary to support a situation. The reviewer does not desire to read everything you know about a topic. Shape the theory specifically—do not take a broad view.

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This part is supposed to be the easiest to carve if you have good skills. A soundly written procedures segment allows a capable scientist to replicate 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 to give the least amount of information that would permit another capable scientist to replicate 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 section, mention the specific item describing the way, but draw the basic principle while stating the situation. The purpose is to show 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:

Materials may be reported in part of a section or else they may be recognized along with your measures.

Methods:

- Report the method and not the 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—detail how procedures were completed, not how they were performed on a particular day.
- If well-known procedures were used, account for the procedure by name, possibly with a reference, and that's all.

Approach:

It is embarrassing to use vigorous voice when documenting methods without using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result, when writing up the methods, most authors use third person passive voice.

Use standard style in this and 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 as 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. Use statistics and tables, if suitable, to present consequences most efficiently.

You must clearly differentiate material which would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matters should not be submitted at all except if requested by the instructor.

Content:

- Sum up your conclusions in text and demonstrate them, if suitable, with figures and tables.
- In the manuscript, explain each of your consequences, and point the reader to remarks that are most appropriate.
- Present a background, such as by describing the question that was addressed by creation of an exacting study.
- Explain results of control experiments and give 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 manuscript.

What to stay away from:

- Do not discuss or infer your outcome, report surrounding information, or try to explain anything.
- Do not include raw data or intermediate calculations in a research manuscript.
- Do not present similar data more than once.
- A manuscript should complement any figures or tables, not duplicate information.
- Never confuse figures with tables—there is a difference.

Approach:

As always, use past tense when you submit 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 section.

Figures and tables:

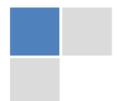
If you put figures and tables at the end of some details, make certain that they are visibly distinguished from any attached appendix materials, such as raw facts. Whatever the position, each table must be titled, numbered one after the other, and include a heading. All figures and tables must be divided from the text.

Discussion:

The discussion is expected to be the trickiest segment to write. A lot of papers submitted to the journal are discarded based on problems with the discussion. There is no rule for how long an 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 implications of the study. The purpose here is to offer an understanding of your results and support all of your conclusions, using facts from your research and generally accepted information, if suitable. The implication of results should be fully 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 the prospect, and let it drop at that. Make a decision as to whether each premise is supported or 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 an experiment might be personalized to accomplish a new idea.
- Give details of all of your remarks as much as possible, focusing on mechanisms.
- Make a decision as to whether the tentative design sufficiently addressed the theory and whether or not it was correctly restricted. Try to present substitute explanations if they are sensible alternatives.
- One piece of 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 other available information. Present work done by specific persons (including you) in past tense.

Describe generally acknowledged facts and main beliefs in present tense.

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	A-B	C-D	E-F
<i>Abstract</i>	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
<i>Introduction</i>	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
<i>Methods and Procedures</i>	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
<i>Result</i>	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
<i>Discussion</i>	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
<i>References</i>	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring



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