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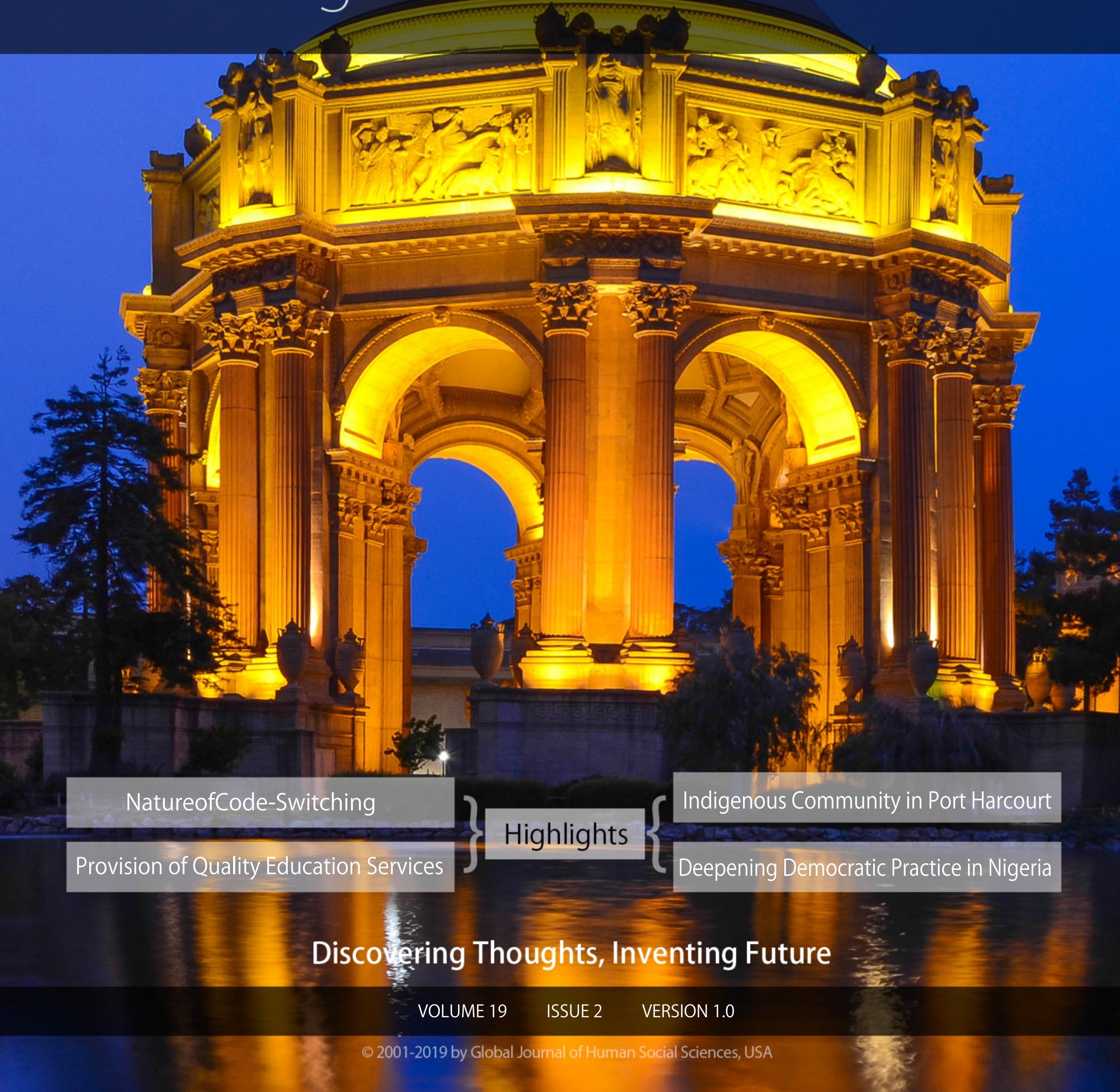

Highlights

- NatureofCode-Switching
- Provision of Quality Education Services
- Indigenous Community in Port Harcourt
- Deepening Democratic Practice in Nigeria

Discovering Thoughts, Inventing Future

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Understanding the Nature of Code-Switching and Code-Mixing of Songhay Speakers of French

By Dr. Ibrahima Abdoulaye & Dr. Mohamed Minkailou

Université des Lettres et des Sciences

Abstract- The present paper is a descriptive study on the nature of the types of code-switching and code-mixing found among Songhay speakers of French. It aims at identifying and describing the structural nature of the instances of switches by classifying and categorising them according to the existing theories and models on Code Switching and Code Mixing constraints. The paper also reviews proposed definitions on the issue of Code-switching and Code-mixing. The data for the data was collected through interviews and participant observation from ninety participants coming from the regions of Gao and Timbuktu in the north of Mali, and Bamako, the Capital City in the south. The study has identified two forms of switches, inter-sentential and intra-sentential code-switching, in which participants alternate the two codes or insert words from French into Songhay and vice-versa. Analysing the intersentential types of switches, the study confirms the 'equivalence of structure constraint' of S. Poplack (1980) which states that there is no violation of the grammar of the two languages involved in this form of switching where sentences or clauses are juxtaposed.

Keywords: language contact, code-switching, codemixing, inter-sentential, intra-sentential, code, matrix language, embedded words.

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UNDERSTANDINGTHENATUREOFCODESWITCHINGANDCODEMIXINGOFSONGHAYSPEAKERSOFFRENCH

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Understanding the Nature of Code-Switching and Code-Mixing of Songhay Speakers of French

Dr. Ibrahima Abdoulaye[α] & Dr. Mohamed Minkailou[σ]

Abstract- The present paper is a descriptive study on the nature of the types of code-switching and code-mixing found among Songhay speakers of French. It aims at identifying and describing the structural nature of the instances of switches by classifying and categorising them according to the existing theories and models on Code Switching and Code Mixing constraints. The paper also reviews proposed definitions on the issue of Code-switching and Code-mixing. The data for the data was collected through interviews and participant observation from ninety participants coming from the regions of Gao and Timbuktu in the north of Mali, and Bamako, the Capital City in the south. The study has identified two forms of switches, inter-sentential and intra-sentential code-switching, in which participants alternate the two codes or insert words from French into Songhay and vice-versa. Analysing the inter-sentential types of switches, the study confirms the 'equivalence of structure constraint' of S. Poplack (1980) which states that there is no violation of the grammar of the two languages involved in this form of switching where sentences or clauses are juxtaposed. Analysing the intra-sentential type of switches, the study shows illustrations where French embedded words in a Songhay-based code are not transformed but they sometimes take the Songhay inflectional affixes to adapt the Songhay grammaticality. This is in line with the 'Matrix Language Frame Model' of C. Myers-Scotton (1993a, b). The study reveals that the intra-sentential switching is more frequently used than the inter-sentential one with 82% of speeches, confirming S. Poplack's (1980, 1981) 'size of constituent constraint'. Among the intra-sentential instances, nouns and verbs are the most frequently used. However, the most striking finding in the study remains the frequent use of the past participle in the intra-sentential switches of the three French verb groups.

Keywords: language contact, code-switching, code-mixing, inter-sentential, intra-sentential, code, matrix language, embedded words.

I. Introduction

Bilingualism is a tradition in Africa considering that language contact phenomena are omnipresent everywhere in all African linguistic communities. As a result, we can observe linguistic contact phenomena of code-switching and code-mixing among students and other bilingual speakers of French, who alternate or mix elements of French language together with their mother tongue in their daily conversations.

Mali is a multilingual country with French as the official language. Several languages have been identified, but only a handful has received recognition from law. According to I. Skattum (2009c), approximately twenty languages among which thirteen have received the status of national languages: Bamanankan, Bomu, Bozo, Dogoso Fulfulde, Hasaniya, Maninkakan Mamara, Soŋay, Soninke, Syenara, Tamasheq and Xaasongaxanon. The relationship between the ex-colonial European languages and the local languages in Africa leads to many phenomena of language change and variation. The local languages receive and adapt new terms from the European ones that express concepts or ideas the native speakers do not have in their language.

From this point of view, E. Annamalai (1989, p.48) notes that "in many situations of languages in contact, constituents of one language can be found with the constituents of another language in a number of linguistic phenomena, namely lexical borrowing, transferring, interference, calquing, diffusion, relexification, code-switching and code-mixing, etc." Indeed, the present study concerns the nature of the linguistic contact phenomenon of code-switching and code-mixing which is the use of two different languages in the same speech, as one of the impacts of French language on French speaking Africa. It describes and classifies this kind of language practice to see if the structures being switched or mixed conform to the existing theories and constraints on Code-switching and Code-mixing.

Considering the Malian context, literature on Code-switching is quasi-inexistent. Recent research works on the topic include M. Minkailou and I. Abdoulaye (2016) who demonstrated how Bamanankan speakers insert French constructions into Bamanankan and/or juxtapose Bamanankan and French constructions. A further related study still by the same authors analysed the phonological processes of adaptation that the switches by Songhay speakers of French undergo (I. Abdoulaye and M. Minkailou, 2017). A last work in this sense, still by M. Minkailou and I. Abdoulaye (2018) pertains to the types of switches made by Fulfulde speakers of French. A concluding

Author α σ : Université des Lettres et des Sciences Humaines de Bamako. e-mails: ibrabsangho@yahoo.fr, mohamedminkailou@yahoo.fr

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remark about all these studies remains the behaviour of the switched French verbs: in fact, the past participle of the switched French verbs is adopted by speakers of Bamanankan, Fulfulde and Songhay as the base form of the verb and is used as such in all their constructions. Regarding Songhay in particular, there is a need for confirmation since the study that was conducted was about the phonology of code-switching. And that is how this paper becomes highly significant.

In fact, while the phonological processes involved in Songhay-French Code-switching have been analysed and determined (I. Abdoulaye and M. Minkailou, 2017), the nature and type of switches have not been specifically determined. Therefore, this study aims to contribute and to fill this gap. The paper specifically aims at determining the types of switches made by Songhay speakers of French, the nature of those switches and the behaviour of the past participle of the switched French verbs.

To reach these aims, the following research questions will need to be answered: What are the types of switches made by Songhay speakers of French? What is the nature of those switches? And how does the past participle of the switched French verbs behave?

The significance of the study lies in that it will serve to reinforce the few studies conducted on the languages of Mali. The Malian sociolinguistic landscape needs to be adequately portrayed and made known to the public and to researchers. The paper will further serve to comprehend how far the theories developed so far are applicable to all instances of code-switching. The study will finally confirm or refute the behaviour of the past participle of the switched French verbs by Songhay speakers, i.e. the idea that participants adopt the past participle of the switched French verbs as the base form and use it as such in all instances.

Theoretically and conceptually viewed, code-switching and code-mixing generally appear as a basic language contact phenomenon with key concepts such as code-switching (hereafter CS) and code-mixing (hereafter CM) which are not always explicitly defined in the same ways by researchers. Many distinctive definitions of the two concepts have been proposed.

According to L. Naseh (1997), the earliest definition of code-switching dates back to U. Weinreich (1953), who defines bilingual people as “individuals who switch from one language to the other according to appropriate changes in speech situation”. But, in recent literature, there has been some variation in defining the term ‘code-switching’ in comparison to ‘code-mixing’. For instance, P. Muysken (2000, p.1) refers to code-switching as “the rapid succession of several languages in a single speech event”, however, code-mixing refers to “all cases where lexical items and grammatical features from two languages appear in one sentence”. As for A. Bentahila and E. Davies (1983, p.302) code-switching refers to “the use of two languages within a single conversation, exchange or utterance”, while J. J. Gumperz (1982, p.59) perceives the concept as “the juxtaposition within the same speech exchange passages of speech belonging to two different grammatical systems or subsystems”.

According to R. A. Hudson (1980, p.53) “code-mixing represents the case when a fluent bilingual talking to another fluent bilingual changes language without any change at all in the situation”. He also calls it a kind of language cocktail. In the eyes of P. Trudgill (1992), it is a process in which language users indulge in code-switching between languages of such rapidity and density, even within sentences and phrases, that it is not really possible to say at any given time the language they are speaking. Milroy and P. Muysken (1995, p.7) consider CS as “the alternative use by bilinguals of two or more languages in the same conversation”. S. Poplack (1993) cited in P. Muysken, (1994, p.157) defines code-switching as “the juxtaposition of sentences or sentence fragments, each of which is internally consistent with the morphological and syntactic (and optimally, phonological) rules of the languages of its provenance.” We note that this definition is in line with J. J. Gumperz’s (1982, p.59).

Aligning the subject matter of our study with these definitions, we adopt, as a working definition of code-switching and code-mixing the approach of B. B. Kachru (1983), R. Singh (1985), and S. Sridhar and K. K. Sridhar (1980) which refers to CS as inter-sentential switches and CM as intra-sentential switches. This approach of CS and CM, we think, is the sum of S. Poplack’s (1993) definition of CS as “the juxtaposition of sentences or sentence fragments, each of which is internally consistent with the morphological and syntactic (and optimally, phonological) rules of the languages of its provenance” and C. Myer-Scotton’s (1993, p.4) definition of CS as “the selection by bilinguals or multilinguals of forms from an embedded language (or languages) in utterances of a matrix language during the same conversation”. As a result, both terms show a systematic combination of elements of two languages in the same speech act by people speaking more than one language in a conversation. In other words, to be closer to the African context of switching as stated by P. Muysken (1994), we adopt this definition as an umbrella term to cover interchangeably the linguistic phenomena of both code-switching and code-mixing that will occur in the insertions or alternations of words or groups of words by Songhay speakers of French in verbal interactions.

II. Research Methodology

Following the methodologies adopted by variationists such as W. Labov, C. Myers-Scotton, S. Poplack and R. Redouane when doing research on language variation and change phenomena in terms of

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field methods, the design of this study is a descriptive survey guided under an interpretivist approach of research philosophy which involves the description and examination of the processes and mechanisms of code-switching and code-mixing in the linguistic contact between French and Songhay language, and the impact of this language contact situation. It also involves seeking to categorise and describe the Songhay-French code-switching and code-mixing phenomena.

The study has adopted participant observation, which appears particularly useful to this investigation because, according to C. Bowern (2008), it is a source of potential information and a very powerful tool for investigating language contact. C. Bowern (2008) considers also that it is a core tool in sociolinguistics that permits the researcher to do an exploratory work to find out how people actually behave in language use. The advantage of this instrument to our study is that it provides spontaneous data through verbal interactions between the participants. More, it gives the opportunity to record information as it happens in the setting, with the researcher being either active or passive in the activities.

The population of the study consists of all Songhay speakers of French, and the sample constitutes of 90 participants selected out of five groups called "grins"[1] in Gao, Timbuktu and Bamako, three principal urban settings where these selected bilingual speakers reside. As instruments, participant observation and conversational interview have been used to collect the data. Spontaneous and fresh conversations have been recorded, transcribed and translated into English in an oral corpus. The cell phone has been used for recording the data. The data are qualitative and have therefore been qualitatively analysed.

III. Results and Discussion

In the classification of the instances of code-switching and code-mixing of Songhay speakers of French, the analysis of the data focuses on the structural dimension of code-switching and code-mixing practices.

As far as the structural dimension of code-switching and code-mixing is concerned, we have classified our data into two separate segments, following E. Boztepe's (2005) point of view stating that the intra-sentential and inter-sentential distinction can distinguish the two types of switches equally well. In this vein, considering the structural constraints of the switch points, the first segment will group instances of code-switching, and the second segment will group instances of code-mixing. Then, we will categorise the different switches found in each segment, and identify the morpho-syntactic structures encountered.

The segmentation of our findings follows the definition of E. Boztepe (2005) according to which inter-sentential switching, sometimes called extra-sentential switching, is the type of switching which takes place at sentence or clause boundaries, or outside the sentence or the clause level; while intra-sentential switching is the type of switching which takes place within a sentence or a clause.

This classification and categorisation of our findings are based on the two dominant theories to the problem of syntactic constraints on code-switching: the alternation and the insertion approach, as P. Muysken, (1994, p.156) pointed out. Thus, the theoretical background of the classification of the instances of inter-sentential switching found in our data is based on S. Poplack's (1980) word-order-equivalence which states that switches occur at sentence or clause boundaries. The theoretical background of the instances of intra-sentential switching found in our data is based on C. Myers-Scotton's (1993a, 1993b) linguistic model for intra-sentential codeswitching known as the Matrix Language Frame Model. The first model shows that switches occur between sentences or clauses; the second model consists of the insertion of a foreign lexical or phrasal category into a given system.

In her study of bilingual Puerto Rican in New York City, S. Poplack distinguishes three types of code-switching: inter-sentential, tag-switching and intra-sentential, as can be seen in figure 1 below:

[1] "Grin" is the name for a kind of commonplace where friends usually meet after work to chat and while away time. It is also the place where people of the same age group meet to while away time or to converse.

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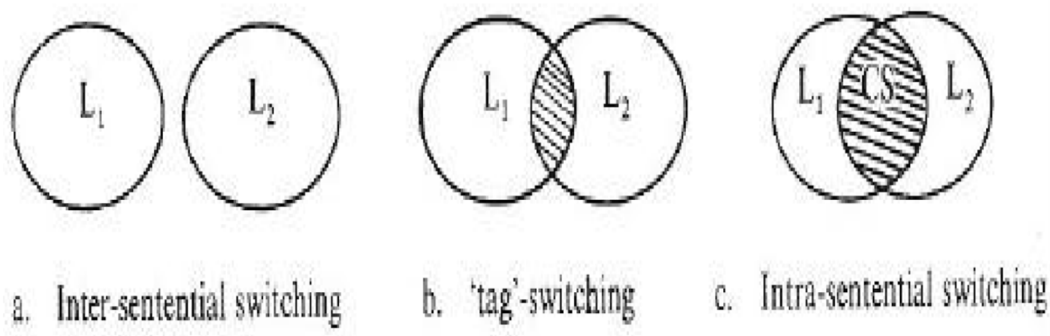

Figure 1: The types of code-switching and the degree of switching in them (S. Poplack 1980, p.615)

Figure 1 shows the three types of code-switching proposed by S. Poplack (1980, p.615). She (S. Poplack, 1980, p.605) opined that tag-switching "requires least bilingual proficiency and minimal knowledge in L2". She stated that "inter-sentential switching requires more knowledge in L2 and intra-sentential switching requires a high level bilingual proficiency because the speaker needs to know enough of the grammar of both L1 and L2 in order to be able to produce grammatically correct utterances" (S. Poplack 1980, p.605). Though S. Poplack affirms in her study that inter-sentential and intra-sentential are of equal use, Romaine (1995, p.123) points out that "all the three types of switching can be encountered within one discourse."

Contrary to S. Poplack's (1980) classification of the types of switches, in our study the data are classified according to two types of switching, as proposed by E. Boztepe (2005): inter-sentential switching and intra-sentential switching. We think that tag-switching can be grouped with intra-sentential switching because both involve inserting words from one language into another. From this point of view, we propose three representations of the types of Songhay-French code-switching: inter-sentential switching, intra-sentential switching and reverse direction of intra-sentential switching.

Thus, figure 2, as seen below, proposes to represent the inter-sentential type of code-switching of Songhay speakers of French. The two circles indicate the two languages involved in CS. The circles are of equal size, this is to fit the "equivalence Constraint" of S. S. Poplack (1980). The circles run parallel to each other; this indicates that the two languages involved in the switching are parallel constructions. The opposing direction of the two parallel arrows indicates that the inter-sentential switching is bidirectional.

On the basis of this parallel construction of two different codes, it can also be stated that the production of inter-sentential constructions by bilingual speakers requires competence in both languages.

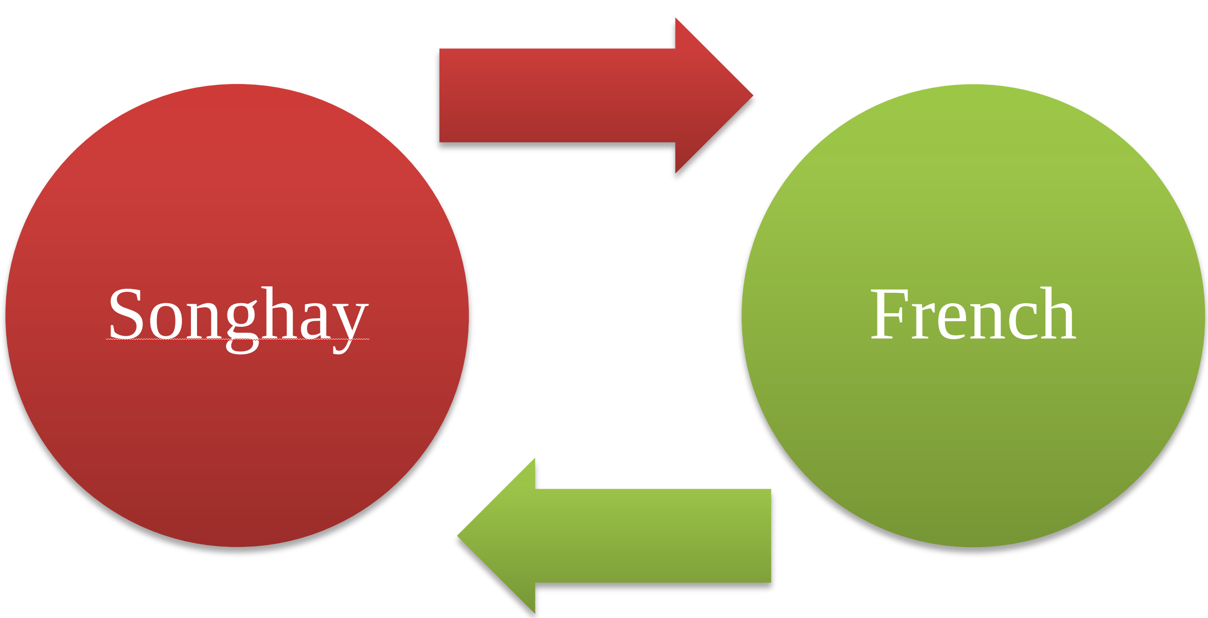

Figure 2: Inter-sentential Songhay-French code-switching

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Figure 3 proposes to represent the intra-sentential type of code-switching of Songhay speakers of French. The two languages involved in CS are represented in two different forms. These forms are not of equal size. The larger one indicates the base language or matrix language. The smaller one indicates the language that provides the inserted words. This is to fit the "Matrix Language Frame Model" of C. Myers-Scotton (1993a, b). The direction of the arrow indicates that words from French are inserted in a Songhay-based code. The switching is so unidirectional.

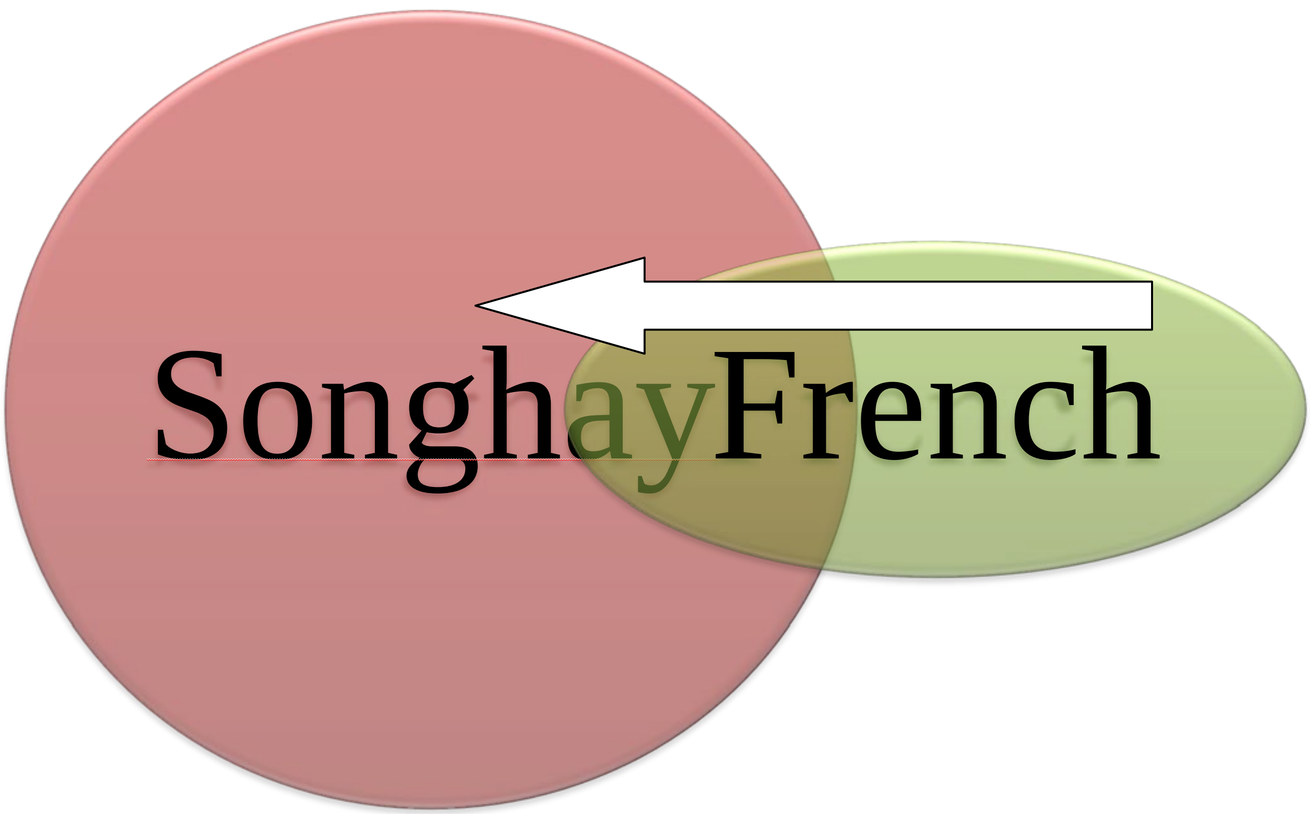

Figure 3: Intra-sentential Songhay-French code-switching

a) *Instances of inter-sentential switching of Songhay speakers of French*

This segment deals with the structural description of some instances of inter-sentential switching encountered through the 18 conversations of our oral corpus. It follows S. Poplack's (1993) definition of code-switching according to which code-switching is 'the juxtaposition of sentences or sentence fragments, each of which is internally consistent with the morphological and syntactic (and optimally, phonological) rules of the languages of its provenance'.

Following this definition, P. Muysken (1994, p.156) explained that the phenomenon of switching in the alternation model resembles the kind under which codes are switched between turns or utterances. In this section, the kinds of sentences and clauses encountered in the instances of the inter-sentential switching of Songhay speakers of French extracted from the oral corpus of our data are described. The descriptions are based on S. Poplack's (1980, 1981) claim for the word-order equivalence between the languages involved arguing that switching occurs at specific switch points in discourse. In other words, speakers switch codes between sentences or clauses.

b) *Instances of inter-sentential switching at sentence level*

In the extracts below, speakers place sentences of Songhay and French side by side. They do this without violating the internal structures of the two languages. This point of view goes with S. Poplack's (1980, 1981) word-order equivalence between the languages involved in code-switching. We can notice that the juxtaposition of the sentences in Songhay and French varies according to the situations and the speakers:

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- 1B2 : On joue à 'Cent2[2]'. (.) Maa n'o wii ga nda? "We're playing 'Cent'. Which card should you play?"
- 1B2: Abdou, ye haasum ni. (0.2) Boro go nee ka nda ma na cii a doo kur ye baa nga ŋaahu. (.) C'est ce qu'il fallait résoudre. (0.2) Tu as compris maintenant? "Abdou, I respect you. There is a person here that I am going to slap if you don't talk to him. That's what you had to do. Do you get me now?"
- 1B2 : Uhh hu! (.) Parle maintenant. Maa n'a har? "Come on! (.) Speak up now. What did he say?"

In these three extracts speaker 1B2 juxtaposes Songhay and French sentences. In the first extract, the juxtaposition consists of a declarative simple sentence in French followed with a direct question in Songhay introduced by an interrogative pronoun 'maa' (what, which). While in the second extract, the juxtaposition consists of two declarative sentences in Songhay followed with two sentences in French, a declarative complex sentence and an interrogative sentence. In the third extract, we have an interjection followed with an imperative sentence in French and an interrogative one in Songhay.

The following are examples of inter-sentential switching in which speakers from Bamako, Gao and Timbuktu juxtapose sentences in Songhay and French:

- 1B5 : A boori! Ay ta si cii ni doo mo. (0.2) Je garde seulement le silence. "Fine! I am in no position to comment. I have to keep silent."
- 2B3 : Non! I si hin ka ŋindi yer. (.) I si hin ka ŋindi yer. (0.2) Nous, on vient de commencer. (0.2) "No! They cannot fool us. They cannot fool us. We have just begun."
- 3B20 : Attendez! (.) C'est pour cela que j'ai dit qu'on laisse faire. (0.2) Maa se ne ay har yer'o nan ga? […] Donc, en ce moment-là on doit … on doit quand même parler de ça. "Wait! That's why I proposed to let things take their course. Why did I propose so? [...] So, from now on we must … we must really talk about it."
- 3B23 : [...] On peut décider de dire que, bon voilà: 'yer sanba war se woo, war ma faaba ga nda bomo' […] " We can decide to say the following: 'we send you this to assist you'."
- G9 : Šiiya! Šiiya! Il est toujours chef D.E.R3[3], prof., section tronc commun à l'E.N.A. (.) […] "Stop! Stop! He is still the Head of Department of the common-core syllabus section at E.N.A ((Ecole Nationale d'Administration)).
- G1 : Non! Avant, avant! (.) Man'ti sohô da g'ay go. "No! Before, before! It's not now I mean."
- FG8 : Ay ši baa ye faajikaaray. (.) C'est tout! (0.2) Je peux disposer? "I don't want to chat. That's all! (.) May I leave?"
- T5 : Woodi ti nee da k'a har yer se. (.) Yer na guna ga. (0.2) On n'a pas vu ça. "It's that he told us.We didn't see it. We didn't see it."
- T11 : Je voulais résumer, c'est tout! (0.2) Ay har, Ablo wane ciinidi ga … "I wanted to summarize, that's all! I said, concerning what Ablo has just said…"

As a matter of fact, it can be stated that the practice of inter-sentential switching by Songhay speakers of French is general because we have found examples of this kind of code-switching in all the five selected "grins" of our sample. We can also say that in all the examples, there appears a kind of parallel use of Songhay and French codes through sentences in both languages. This supports the claim that in the inter-sentential switching, the switching phenomenon is bidirectional.

c) *Instances of inter-sentential switching at clause level*

In the extracts below, speakers juxtapose in the same sentence clauses in Songhay and French in a way that the internal structure of the two languages is not violated. This juxtaposition shows clauses in Songhay and French within the same sentence where we have either the main clauses juxtaposed to the subordinate ones, or independent clauses juxtaposed to each other. For example, in the following extract, speaker 1B6 juxtaposes two clauses in the same sentence where the main clause is in French while the subordinate clause is in Songhay. The word 'telephone' is not considered here as a switched word, but as an integrated word in Songhay:

- 1B6 : Moi, je me demande mise ka ra boro ma huray ni doo hal a ma jaw ni telephonedi ni wane bomodi cire. "I wonder how someone could get into your house and take your phone under your head."

In the extracts below, the juxtaposition of clauses in Songhay and French language varies according to the situations and the speakers. We can also notice that in the inter-sentential switching at clause level, like that at sentence level, the clauses are used in parallels in both codes. So, the switching phenomenon in this kind of switches is bidirectional, too:

- 1B2 : […] (0.4) Saadi ka a wii kur, il a mis l'as carreau[4]. "As soon as he won, he dropped the ace of diamonds.
- 1B6 : Ah, ay ta bay nin ka c'était trop fort, quand même. "Ah, really, ((the clause in Songhay means literally "I know that")) it was too funny, honestly."
- 1B6 : Ay bara tarey yah, donnes-moi ma situation-là. "I was outside, tell me my situation."

[2] One of the belote games

[3] Department of Teaching and Research

[4] One of the playing cards

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- FG8 : […] (0.4) Ay nee, je peux disposer? “I say, may I leave?”
- G12 : Bara boro fooyan ga ni wow kaŋ ši hin ka ni wow, parce que tu as accepté d’être devant … devant les gens. (.) “And some people insult you who may not insult you, just because you have accepted to be their leader. (.)”
- G13 : C’est pour dire que cawyan sii nda … haywana … “That’s to say that for studies, there is no …”
- T12 : Bon! (.) C’est pas forcément bara akoydi ma bana njerfu. [...] “Well! It’s not compulsory that the person should pay a fine.”

d) Instances of intra-sentential switching of Songhay speakers of French

In this segment, we describe and categorise the morphological features of the instances of intra-sentential switching encountered in the 18 conversations of our oral corpus. Our descriptions will follow C. Myers-Scotton’s (1993a, 1993b) Matrix Language Frame Model, according to which there is an asymmetrical relation between the matrix and the embedded language in the switching situation. In other words, this model states that the two languages involved in a conversation do not have the same status. One of these two languages must be the base code, the “matrix language” as C. Myers-Scotton may call it, that is, the medium of the conversation where alien words or phrases are inserted. In C. Myers-Scotton’s Model, content morphemes can be inserted into mixed constituents only when congruent with the matrix language categories, while function morphemes cannot, that is to say that the grammatical morphemes must be from the base language. This kind of switching is largely the most frequent among our participants.

In the following extracts, speakers insert different categories of words from French into Songhay language. The procedure looks like what P. Muysken (1994, p.156) called placing ‘an alien lexical or phrasal category’ into a given language. In this case, the Songhay language is the base code, that is, the medium of the conversations, and French language plays the role of embedded language, that is, the language that provides the repertoire of the ‘alien’ words. This proves that the intra-sentential switching is unidirectional because the conversation is directed only in one of the two codes involved. But, the reverse direction is possible when the speaker changes the direction and uses the other code instead as the medium of the conversation, as will be seen further in this article. We propose to distinguish the different categories of the ‘alien’ words ‘imported’ from French into the Songhay language in the following extracts.

e) Verbs found in the intra-sentential switching of Songhay speakers of French

In the extracts below, we have noticed that the speakers insert in a Songhay-based code the past participle of the verbs in French. Consider the verb forms in the following:

- 1B3: Bari, war gagné wala? “Bari, did you win?”
- 2B1 : Le programme-là ka damndi, (h), à la mairie de Goundam[5]-là, i reconduit ga. “The programme that was planned, (h), at the town hall in Goundam, they renewed it.”
- 2B8 : Non! A na fini deh! (0.2) “No! It’s not finished deh! ”

Speaker 1B3 has inserted in his speech the past participle of the verb ‘gagner’. The action of the verb is stated in a past tense corresponding to the ‘passé composé’. We notice that the full form of the ‘passé composé’ which should be ‘avez gagné’ is not used. The first part of the verb which is ‘avez’ is omitted. This is because the use of ‘avez’ is not congruent with the grammatical structure of Songhay language which requires placing the infinitive form of a verb before the subject to express past actions, for example:

Ay kaa “I have come” or “I came”
Ali koy “Ali has gone” or “Ali went”.

Speaker 2B1 also uses the same form of the verb, the past participle of the verb ‘reconduire’ at the end of his speech, ‘i reconduit ga’”they renewed it”, in French “Ils ont reconduit cela”.
Speaker 2B8 , like 2B1 and 1B3, uses the same form of the verb, the past participle of ‘finir’.
However, it appears that the verbs used in these three examples are from different groups of verbs in French. ‘Gagner’ is a verb of the first group, ‘reconduire’ is a verb of the third group, and ‘finir’ is a verb of the second group.

So, we think that, whatever the group of the verb is, the embedded verb takes the form of the past participle in all the instances of our study where a single word is embedded as verb. But, when we have more than two verbs embedded, only the first verb form is in the past participle, the other forms follow the grammatical rules of the embedded language, like ‘commencé à voler’ in this extract:

- 2B3 : Non! I si hin ka ɳindi yer. (.) I si hin ka ɳindi yer. (0.2) Nous, on vient de commencer (0.2). Yer na ti kala un petit oiseau (0.2). Mise ka yer g’o yer’o sinti ka commencé à voler (0.2) […] “No! They cannot fool us. They cannot fool us. We have just begun. We are like a little bird. We are just trying to start flying.”

To support our claim that Songhay speakers of French use the past participle of the embedded verb in

[5] A town in the region of Timbuktu

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the intra-sentential switching, we have personally observed the speech of language teachers and communicators to find out if other forms of the following verbs like 'gagner', 'reclamer', 'coller', 'finir', 'fournir', 'reconduire', 'repondre', 'atteindre' (found in our data) can be used in an intra-sentential switching of a Songhay speaker of French instead of the past participle. From this observation, it can be stated that the past participle of these verbs is generally embedded in an intra-sentential switching of a Songhay speaker of French. Other forms of these verbs do not work in this kind of switching because they will not be congruent with the grammaticality of the Songhay language used as base code in switching practices with French. For example, in this extract:

- 2B1: Han ka war décollé… "The day you leave…"

If we substitute the subject 'war' (second person plural) with other subjects like 'ay' (first person singular) or 'yer' (first person plural) or 'Ali nda Moussa', the switching will always work with the same verb form 'décollé':

- Han ka ay décollé
- Han ka yer décollé
- Han ka Ali nda Moussa décollé.

But, if we substitute the verb form 'décollé' with other verb forms like 'decolle'(first or third person singular) or 'decollons' (first person plural) or 'decollent' (third person plural), the switching will not work with the grammatical system of the Songhay language:

- Han ka ay décolle (is not appropriate in Songhay-French switching)
- Han ka yer décollons (is not appropriate in Songhay-French switching)
- Han ka Ali nda Moussa décollent (is not appropriate in Songhay-French switching).

The same way, if we substitute 'décollé' with other verbs like fournir or atteindre, the switching will always work with their respective past participle forms, and other verb forms will not be congruent in this kind of switching:

- Han ka war fourni...
- Han ka war atteint. ..

But, not:

- Han ka war fournissez...
- Han ka war fournir...
- Han ka war atteingnez...
- Han ka war atteindre...

From this angle, if we consider the verb form in the following extrcat:

- 2B2: Hey, wa koti a ra nga baadi war ma noo ga a se, yer'o kaa collé ga. "Hey, you cut his share from the banknote and give it to him, we will stick it after."

The embedded verb collé is preceded by a Songhay veb 'kaa' which is conjugated in a perfect tense with the Songhay modal verb 'go', here in the contracted form 'o'.

In French, when two verbs precede each other, only the first is conjugated and the second must be in the infinitive form. This rule is violated in the Songhay-French code-switching. 'Collé', instead of the infinitive form, takes here the past participle form, because of the switching phenomenon. The infinitive is not congruent with Songhay internal system in the switching. This phenomenon is not a serial verb construction. Research needs to be done to find out if it is a case of vowel harmony. This is obvious when we substitute 'coller' with 'reconduire' or 'fournir', two verbs of second and third group:

- Yer'o kaa reconduire ga. (is not appropriate in Songhay-French switching)
- Yer'o kaa fournir ga. (is not appropriate in Songhay-French switching)

But,

- Yer'o kaa reconduit ga.
- Yer'o kaa fourni ga.

So, from that point of view, the embedded verb in an intra-sentential Songhay-French switching takes the form of the past participle of the verb, whatever the group of the verb is.

– Examples of embedded verbs of first group like 'gagner' (to win)

- 2B8 : Muusa na cii (0.2) Muusa na cii, ay ga reclamé! "Moussa didn't say anything. Moussa didn't say anything, but I claimed!"
- G1 : Baa zaarikayo a cindi ka connecté. "Even this morning she was connected."
- G9 : Sanda, boro no a na dam a ra kaŋ g'a géré. "Well, he engaged someone who managed it."
- G1 : Ah, donc, ni n'k'a renforcé deh! "Ah, so, you just reinforced it!"
- FG2 : Wani n'ka joué hô? "Has Wani played today?"
- G1 : I nee Ha-Ko ka gagné un à zéro. "They said that Ha-Ko won one to zero."
- G1 : Ayyo! Baa hano kaŋ ngi nda Mazaa borey joué là, i yenje. "Yes! Even the day when they played against Mazaa people, they quarrelled."
- FT4 : Sévaré, i g'i préparé gi ka koy yenje. "In Sevare, they are getting prepared to go to fight."
- FT2 : Eh! Wala … wala RFI cindi ka félicité gi hô, ma na mom partiedi? "Eh! Even … even RFI ((Radio France Internationale)) has congratulated them today, didn't you listen to the related part?"
- T12 : Ay ta, wallaahi, Dra[6] traumatisé ay … wallaahi, Dra traumati … "You know, truly, Dra has traumatized me … truly, Dra's traumati …"
- T14 : Walidi hasara ay ga da. (0.2) Ye baa ay ma racheté. (0.2) La vie c'est comme ça. "Honestly, I

[6] Short for Abderhamane

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lost the game. I want to redeem my honor. Life is like that."

– Examples of embedded verbs of second group like 'finir' (to finish)

- 2B8 : Non, a na fini deh! (0.2) "It's not finished deh!"
- G14 : […] (0.2) Jina, nda a sinti ka couroo tee ma ne, nda ni si effort fourni deh a ga ni couroo kayandi. "[...]. Moreover, if he begins your course, and you don't make any effort, he stops your course."
- T11 : […] (0.4) Woo mo, éclaici ga borodiyo se. (.) Est-ce que ni faham? (0.4) [...] "You have to clarify that also to everybody. Do you hear me? …"

- Examples of embedded verbs of third group like 'reconduire' (to renew)

- 2B1 : Le programme-là ka damndi, (h), à la mairie de Goundam-là, i reconduit ga. "The programme that was planned, (h), at the town hall in Goundam, they renewed it."
- 3B1 : […] (0.2) Ay ta nda ciimi, ay si hin ka har ye repondu ga quoi. (0.4) Beero, tu peux … comme beero go nee, yaama a ma may hayka a har yer se a ra. "[...] Really, I cannot say that I am able to answer it. Beero, can you … as beero is here, maybe he can tell us something about it."
- G3 : […[(.) Deh ni ma ni objectifoo atteint, c'est ça quoi! "[...] Anyhow, you have to achieve your objective, that's right!"
- G14 : [...] Mais Sam, nga mo a nka dixième repris, takaa woo nda ir na Backoo[7] tee nda cere. [...] Waatidin, Sam nda … nda Ousmane Issoufiwoo, nda Albaašayan … "[...] But Sam also repeated tenth form, that's why we did the Baccalaureate together with him. [...] That time, Sam and … and Ousmane Issoufi, and Albaasha and others …"

- Embedded verb forms with Songhay affixation Some French verbs follow the process of derivational affixation in the Songhay language. These embedded verbs are formed by adding to the French verb the Songhay derivational affix '-ndi'. In Songhay language, this derivational affix is added to a verb to form another verb, as we can notice in the speech of T11 where the speaker uses pure Songhay (bayndi, "to make know") compared to the speeches of 2B8, T9, T11_ where the speakers embed the French verb forms with the Songhay affix '–ndi':

- 2B8 : Savoirnd'ay! Maa n'o hinse yane? "Make me know! What have you done for me?"
- T9 : […] Sanda woodi ti nin … sanda woodi ti nin, nda yer'o wir ka passerndi message quoi! (.) [...] " That is … that is in case we need to pass a message!"
- T11 : [...] Mais, je crois que, njorfudi, nda i hiraw misedi ka borodiyo kaa nda, hayadi'o organiséndi! [...] "[...] But, I think if we pay correctly the money as it should be, the thing will be organised! [...]"

f) *Nouns found in the intra-sentential switching of Songhay speakers of French*

In the extracts below, speakers insert different kinds of nouns from French into the Songhay language: compound nouns, common nouns, proper nouns, abstract nouns, collective nouns. These nouns are used either as subject or as object.

However, we have found that these embedded nouns sometimes keep the Songhay inflectional affixes -di/-o/-wo (for singular nouns), -diyo/-wey (for plural nouns) which indicate the Songhay definite nouns. As for the Songhay indefinite nouns, the embedded words do not undergo any change for singular nouns, but the plural nouns take the inflectional affixes –yo/-yey (-yo in Timbuktu dialect, -yey in Gao dialect).

This angle confirms C. Myers-Scotton's (1993a, 1993b) Matrix Language Frame Model, according to which the grammatical morphemes must be from the base language and 'content morphemes can be inserted into mixed constituents only when congruent with the matrix language categories'. Nouns are content words, and they adapt here the Songhay grammaticality:

- Definite form of nouns, singular (-di/-o/-wo) and plural (-diyo/-wey)

- 1B2: Policediyo kur ka dam constadi ka ra i har ( ) [...] "All the policemen that did the report in which they said ( )"
- G1 : A ga Biblo feuillewey kortu deh a g'i bibiri. "He tore out the sheets of his Bible and rolled them up in pieces."

- Indefinite form of nouns, singular (bare form) and plural (-yo/-yey)

- 2B1 : Ciji, yer nda ngi borodiyo bara débat timmente ra meh. "Last night, we held a long debate with them, you know."
- FG2 : Woo no ma bay kaŋ staryey ti ir. (0.2) Ay nee tellement que staryey ti ir, a si hin ka šelen yane. "It is a fact that we are stars. I say we are stars, that's the reason why she couldn't talk with me."
- FG2 : Eh, Fifi goo nda forme! "Eh, Fifi has a graceful figure!"
- T7 : Joueuryo ka ja ngi ŋaa hay gi hal more i'g'i goro banc de touche … "These players, since they have been playing till now, they are still sitting on the substitutes'bench …"

- Other examples of embedded definite form of nouns, singular (-di/-o/-wo) and plural (-diyo/-wey)

- 3B18 : Bon, mainteanant, war'o har a se conditionsdiyo yah. (.) Haran go har a se conditions d'adhesiondiyo. "Well, now you tell him the

[7] Short for baccalaureate

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conditions. Let Haran tell him the membership conditions."

- FG2 : Ada … Ada profilo face ga cijin. "Ada's … Ada's profile on facebook yesterday night."
- FG2 : Heh, Miguel nda Luciana musiquoo. "Heh, that's the music of Miguel and Luciana."
- G1 : Jigiba woo, n'ti parkingoo no a cindi a ga lakkal? "That Jigiba, wasn't he watching over the parking?"
- G1 : Non, za a cindi … ay ka dirŋa nga histoiroo taka. "No, since he was … I now forgot what his story was like."
- FG8 : Oui, ça se voit! (.) Irkoy se, en fait, ya mma goo no ay ga Prince gaa a ma nga table de multicationwoo zaa. "Yes of course, that's obvious! (.) So, in fact, I am trying to help Prince learn his multiplication table."
- FG2 : Abba, ay nee, n'ga bay, ir tempsŋoo ga, ir ga aru tee, mais ir cine arey banda ir ga hanga. (0.2) Mais sohô da, woy ize buuney, aru beerey no … "Abba you know, in our times we made friends with men of our like. But nowadays, small girls are making friends with elder men …"
- G14 : Nda a dii kaŋ n' si avancé deh a ga ni couroo kayandi. "If he noticed that you don't improve, he stops the course."
- FT2 : Biifo, ay guna a ga telephonedi, a go cii kuna … "The day before yesterday, I saw the telephone with him, he was calling ..."

- Examples of embedded nouns used with French determiners

- 1B1 : Koy kuboy yane ay wane ijemayroyo deh à l'école publique (0.4). Ni nda woo ma koy nda cere, le petit-là. "Go and take my children at the public school. You go with this one, that little boy."
- 2B3 : Non! I si hin ka ηindi yer. (.) I si hin ka ηindi yer. (0.2) Nous, on vient de commencer. (0.2) Yer na ti kala un petit oiseau. (0.2) [...] "No! They cannot fool us. They cannot fool us. We have just begun. We are like a little bird."
- FT2: [...] Guna la différence. [...] "You see the difference."

g) Adjectives found the in intra-sentential switching of Songhay speakers of French

The adjectives encountered in the Songhay-French intra-sentential switching of our data are largely numerals and adjectives of quality. Other kinds of adjectives are used, but less frequent than numerals and adjectives of quality. Like nouns, some of these adjectives take the inflectional affixes -di/-o/-wo (for singular nouns), -diyo/-wey (for plural nouns), confirming C. Myers-Scotton's (1993a, 1993b) point of view in her Matrix Language Frame Model, according to which content morphemes, like nouns here, adapt the grammar rule of the base language.

- Examples of embedded numerals

- 2B1 : I fattandi hari à deux milles mètres. "They have dug two thousand metre deep to get water."
- FG2 : Bouba, ir k'a gar. (0.2) Bouba, n'ti onzième n'a go, ir go dixième. "Bouba, we came after him. While Bouba was in eleventh form, we were in tenth form."
- FT8 : I har i jaw cent personnes, mais Tumbutu boro boboyo' koy. "It is said that a hundred people have been enrolled, but many people from Timbuktu have joined."
- T9 : Momo'o may … a'may jiiro quarante ans. (.) Abba'o may quarante ans. "Momo is forty years old this year. Abba is forty years old."

- Examples of embedded adjectives of quality

- 2B2 : Lazone, n'ti fort ne a go fort mo … "Lazone, he is not only smart but…"
- 2B2 [A too fort ra nong'ka], wala a way ka ηindi war, nda a gay hal a g'o ciini ra, a'a cii hal a ma bendi nga moo wooyo si fer. A go daabu gi nin ka cii. "He is so smart that when he wants to fool you, he feigns to close his eyes from the beginning till the end of his speech. He closes them and goes on speaking."
- G11 : Ya nka si baa ya troisième leger tee, donc, troisième fort no ay ga baa. "I don't like to make light tea, I like strong tea."
- G15 : Il y a des gens, un moment-là, ils sont pas … i šii disponible. (0.2) Waati fooyan goo no, i ga regretté … "There are some people, at a certain point, they are not … they are not available. After sometimes they regret …"

- Example of the embedded distributive adjective 'chaque' (each):

- T14 : Jour di ti chaque jeudi wala? "About the day, is it on Thurdays?"

h) Adverbs found the in intra-sentential switching of Songhay speakers of French

Contrary to verb forms, nouns and adjectives, the adverbs we found in this Songhay-French intra-sentential switching are fixed words. All these adverbs do not undergo any change.

- 1B4: Hey, kaa din ay motoodi; après kur ay nda ni go joué. "Hey, come and take my motobyke; after, we play together."
- T13 : Mais, c'est-à-dire, après hawme handudi, maŋ ga ti a maa, bor'ka prêt, akoydi'o hin ka hajje … "So, that is, after Lent, you know, any preson who is ready can …"
- T12: N'o may combien? "How much do you get?"
- FG2: Woo no ma bay kaŋ staryey ti ir. (0.2) Ay nee tellement que staryey ti ir, a si hin ka selen ya ne. "It is a fact that we are stars. I say we are stars, that's the reason why she couldn't talk with me"
- T7 : Ay har a boori! (0.2) Franchement, a na ti Ablo wane idée woo foo, puisque war mara woo jaatindi

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ka ye guna, c'est vraiment très intéressant! (.) [...] "I say, well done! Honestly, in addition to Ablo's idea, the meeting itself, it is really very interesting!"

- T12 : Bon! (.) C'est pas forcément bara akoydi ma bana njerfu. (0.2) Laissons ça! "Well! It's not compulsory that the person should pay a fine. Forget it!" ((Here, speaker T12 mistakenly uses this adverb instead of the adjective forcé))

i) Conjunctions found in the intra-sentential switching

The conjunctions encountered in the Songhay–French intra-sentential switching are fixed words, and like the adverbs, these embedded conjunctions also do not undergo any change in their initial form.

- 1B4 : Donc, yer fur ga. "So, we forget it."
- G1 : Ah, donc, ni nk'a renforcé deh! "Ah, so, you just reinforced it!"
- G1 : Sinon, Moussa, a futu deh! (0.2) [...] "Otherwise, Moussa got very angry!"
- 1B9 : Comme ay na tracé ga jina, quoi! "As I haven't drawn it yet!"
- 2B6 : A boori! Comme ciinidiyo na sinti jina, quoi. "Fine! As the discussions haven't begun yet."
- 2B2: Yer kondey woo, yer ti talkayo kondey, mais boro kur ka wirci dam a ga, wala bun, wala ijemaa, yer kur'o koy. "Our association is an association of poor people, but any member who got sick, or a death in his family, or naming ceremony in his family, we all go to his place."
- FG2 : Mais ni, n'si haŋ? (0.2) Ni nka s'a daŋ ni niiney ra? "But you, do you take? Don't you put some in your nose?"
- T14 : Soit, sanda, nda akoydi si nee quoi. [...] Whether, for example, the person is absent."
- G10 : Šine nda Jigiba, i kur mana baa cere, c'est-à-dire quoi, Jigiba jindo, nda a šelen mane quoi ... "There is no much difference between Shin and Jigiba, that is, Jigiba's voice, when he is speaking ..."
- G13: Mazaa borey là, i ga yenje parce que, (h) n' ga bay, c'est des villages contigus () "Mazaa people are quarrelsome because, you know, they are adjoining villages ( )"

j) Exclamations found in the intra-sentential switching

We have found many interjections used to express abrupt, emphatic or excited utterances:

- 1B9 : Non! Yer na har yer si may. "No! We didn't say that we don't have."
- 1B11 : Non! C'est bon! Nda ( ) kur ay nda g'o koy kuboy. "No! All right! If ( ) I'll play with him."
- 1B1 : Aywa, d'accord! Ay ta baada, borodi ka si may ( ) ay nda ga g'o joué.
- 3B21 : Oui, oui! Woo mo ay mom ga ... [...] "Yes, yes! I've heard about it ..."
- G1 : Jina, i nee kaŋ Wani hun quoi! (0.2) [...] "And then, they said that Wani is out of the competition."
- FG2 : Zarma šenni no a ga tee quoi, [...] "She speaks Zarma dialect, [...]"
- FT8 : War'o cii quoi! "You should talk!"

k) Reverse direction of the intra-sentential French-Songhay code-switching

Figure 4 proposes to represent the reverse direction of the intra-sentential type of code-switching of Songhay speakers of French. The two languages involved in CS are represented in two different forms. These forms are not of equal size. The larger one indicates the base language or matrix language which is, here, French. The smaller one indicates the language that provides the inserted words. The reverse direction also fits the "Matrix Language Frame Model" of C. Myers-Scotton (1993a, b). The direction of the arrow indicates that the switching is taking place in French-based code. The reverse direction is also unidirectional.

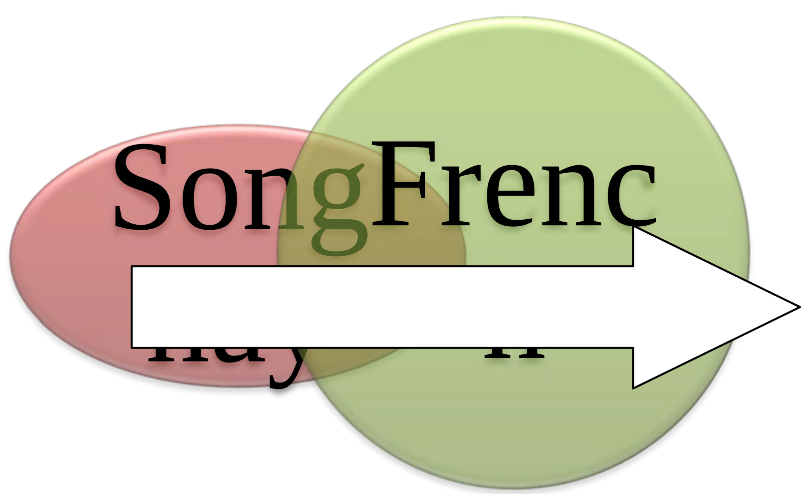

Figure 4: Intra-sentential French-Songhay code-switching (reverse direction)

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In the conversations of Songhay speakers of French, speakers sometimes reverse the direction of the conversation using alternately both languages as base code in their discourse. This does not challenge, anyhow, the unidirectional character of the intra-sentential switching because the conversation is directed only in one of the two codes involved. The speaker only changes the direction and uses the other code instead as the medium of the conversation. In our data, we found some examples of intra-sentential switching where the base code of the discourse is not Songhay language as seen in the extracts above, but French instead. In these examples, the Songhay embedded words generally express emphasis, excitement, surprise, joy, anger, agreement or disagreement, time, and other exclamations.

- <u>1B3</u> : C'est même pas bon, wallaahi! "It's not good, I am sure!"
- <u>1B8</u> : Ciji, pourtant moi je l'ai vu. "Last night, I saw him all the same."
- <u>1B2</u> : Aywa, toi aussi tu es avec son oncle. (.) "So, you also you are with his uncle. (.)"
- <u>2B1</u> : [...] Ni baakayna, il fait partir des bailleurs, hein. "Your uncle, he is one of the sponsors, hein."
- <u>3B18</u> : Ngaah, je... je voulais dire un mot par rapport à ça. [...] "Yes, I ... I want to say a word about that."
- <u>3B1</u> : Beero t'a donné ... je crois que beero t'a donné une réponse. Ce que je vais ajouter à ça... "My elder brother has given you ... I think that my elder brother has given you an answer. What I m going to add ..."
- <u>3B10</u> : A ben, même s'il se marie quatre fois, on va l'accompagner quatre fois. "Alright, even if he gets married four times, we'll accompany him four times."
- <u>G1</u> : C'est un problème deh! (h) "It's a problem, of course!"
- <u>T1</u> : Mais, quinzainedi, est-ce que c'est voté? "But, the fortnight, has it been voted?"
- <u>T14</u> : Ay ta, je suis quelqu'un qui me déplace beaucoup. (.) [...] "As for me, I am particularly always on move. (.)"

IV. Conclusion

The issue of code-switching and code-mixing is a language phenomenon facing all languages in contact situation. In Mali, it is a consequence of the multilingualism that characterises the Malian linguistic landscape and the Malian society as well. The data have revealed that the practice of code-switching and code-mixing by Songhay speakers of French is becoming general.

Table 7 shows the final results of all the participants involved in the study with 1169 total amount of utterances or speeches grouping 539 speeches of code-switching and code-mixing representing 46%, 443 speeches in native language only representing 35% and 220 speeches in French-only representing 19%. The use of code-switching and code-mixing is higher than the use of the native language, and French-only is less used. The table shows also that the use of intra-sentential switching is considerably higher (82%) than the use of inter-sentential switching (18%). As a matter of fact, this predominance of intra-sentential switching confirms the "size of constituent constraint" of S. Poplack (1980, 1981) and supports the claim that smaller language units like nouns or verbs tend to be more switched than larger ones like sentences or clauses.

Table 1: Final Results of the Classification of Language Levels of the Participants per city

<table>
<tr><th rowspan="3">Number</th><th rowspan="3">City</th><th colspan="4">Speeches / utterances</th><th rowspan="3">Total</th></tr>
<tr><th colspan="2">CS and CM</th><th rowspan="2">Only Songhay</th><th rowspan="2">Only French</th></tr>
<tr><th>Intersentential</th><th>Intrasentential</th></tr>
<tr><td>1</td><td>Bamako</td><td>69</td><td>247</td><td>256</td><td>182</td><td>754</td></tr>
<tr><td>2</td><td>Gao</td><td>15</td><td>89</td><td>74</td><td>14</td><td>192</td></tr>
<tr><td>3</td><td>Timbuktu</td><td>12</td><td>107</td><td>80</td><td>24</td><td>223</td></tr>
<tr><td colspan="2" rowspan="2">Total</td><td>96</td><td>443</td><td>410</td><td>220</td><td>1169</td></tr>
<tr><td colspan="2">539</td><td>410</td><td>220</td><td>1169</td></tr>
<tr><td colspan="2" rowspan="2">Percentage</td><td>18%</td><td>82%</td><td rowspan="2">35%</td><td rowspan="2">19%</td><td rowspan="2">100%</td></tr>
<tr><td colspan="2">46%</td></tr>
</table>

Theories on code-switching and code-mixing claimed by S. Poplack and C. Myers-Scotton have been revealed to be applicable to the different forms of the two types of switching in the study of Songhay speakers of French. Among these types, the intra-sentential one abounds much, representing 82% of the total number of

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the speeches of our data, as shown in table 7. This type of switching, based on C. Myers-Scotton's (1993a) insertion model is, according to P. Muysken (1994, pp.156-162) "typical of the African code-switching materials".

The predominance of intra-sentential switches is evidence that confirms S. Poplack's (1980, 1981) "Size of Constituent Constraint" according to which smaller language units like nouns, determiners, verbs, adverbs, and adjectives are more frequently switched than larger size of constituents such as sentences and clauses. It also supports the works of other researchers like S. Berk-Seligson's (1986) study on Hebrew-Spanish, C. W. Pfaff's (1979) S. Poplack's (1980, 1981) and L. A. Timm's (1975) studies on English-Spanish where smaller size of switches like nouns, verbs, adverbs, adjectives, etc. were had been found to be more frequently used than larger ones.

The study has found verbs, nouns, adjectives, adverbs, conjunctions and exclamations in French language that are inserted in Songhay-based conversations. We have also noticed that most of the inserted verb forms are past participles, and this concerns all the three French verb groups. Among the categories of the intra-sentential switching, the predominance of nouns is also noticeable throughout our data, though we did not consider any statistics to show their exact number and suggest future research to do so. However, the most striking finding in our study is the frequent use of the past participle of the verbal forms of switches. But, this claim should be taken with care, for more research needs to be done in order to investigate the grammatical categories of the Songhay-French intra-sentential switching using other data collection procedures.

We recommend that future research studies be done to generate new data and new findings on the problem of code-switching and code-mixing of Songhay speakers of French for further refinements. It will also be interesting to undertake more research work on code-switching and code-mixing issues on other languages in the Malian linguistic landscape such as code-switching of Songhay speakers of Bamanankan, Bambara speakers of French, Fulfulde speakers of French, Fulani speakers of Songhay, Fulani speakers of Bambara, Songhay speakers of Kel-Tamasheq and code-switching between French and other Malian national languages. Though various efforts have been made and are being made, the government must support any action aiming at protecting, preserving and promoting the national languages.

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Intergenerational Learning and Social Capital in Choba Urban Indigenous Community in Port Harcourt Nigeria

By John M. Patrick, Dr. Chidi E. Onyenemezu & Ezihuo S. Olumatin
University of Port Harcourt

Abstract- This paper examines intergenerational learning an informal aspect of adult learning in an indigenous community. Intergenerational learning involves older people and young people where both are teachers and learners in a shared learning process. The study examines the pattern of intergenerational learning in urban indigenous community. What informed the conduct of this study is the increase intergeneration gap and perhaps the individualistic lifestyle that characterized urban indigenous communities. The study was carried out in Choba an urban settlement in Port Harcourt. To collect data, we conducted Focus Group Discussion and key personality interview in the study area. The findings reveal that intergenerational learning is reciprocal and empowering and can be used to foster social capital and social cohesion. It also shows that the three forms of intergenerational learning are applicable in the urban indigenous communities. These forms are transferred learning, transactional learning, and transformational learning.

Keywords: indigenous, intergenerational, learning, traditional adults, social capital.

GJHSS-G Classification: FOR Code: 930199

INTERGENERATIONALLEARNINGANDSOCIALCAPITALINCHOBAURBANINDIGENOUSCOMMUNITYINPORTHARCOURTNIGERIA

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Intergenerational Learning and Social Capital in Choba Urban Indigenous Community in Port Harcourt Nigeria

John M. Patrick[α], Dr. Chidi E. Onyenemezu[σ], & Ezihuo S. Olumatin[ρ]

Abstract- This paper examines intergenerational learning an informal aspect of adult learning in an indigenous community. Intergenerational learning involves older people and young people where both are teachers and learners in a shared learning process. The study examines the pattern of intergenerational learning in urban indigenous community. What informed the conduct of this study is the increase intergeneration gap and perhaps the individualistic lifestyle that characterized urban indigenous communities. The study was carried out in Choba an urban settlement in Port Harcourt. To collect data, we conducted Focus Group Discussion and key personality interview in the study area. The findings reveal that intergenerational learning is reciprocal and empowering and can be used to foster social capital and social cohesion. It also shows that the three forms of intergenerational learning are applicable in the urban indigenous communities. These forms are transferred learning, transactional learning, and transformational learning.

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I. Introduction

In urban indigenous communities there have been increasing generational gap among the indigenous people. The people have become more individualistic as a result of the penetration and adoption of industrial and capitalist values. This perhaps has resulted in the knowledge gap between the older generation and the younger generation in the areas of cultural, historical and social values, and on the other hand gap in technological knowledge and urban lifestyle. While the older generation lacks technological knowledge and urban lifestyle, the younger generation lacks cultural and historical knowledge of their community. The older generation is often regarded as an analogy while the younger generation is called digital and in recent time smart age. There is a change in their demographic characteristics resulting in a change in the generational relationship. This may influence the social, economic, cultural and political life of the people. These changes dictate the need for stronger intergenerational ties and a reduction in age segregation as well as the development of social capital. Furthermore, this may affect the way the old and the young generation will do things together in common good of the community with a high sense of cohesion, trust, and competence. Bridging this knowledge gap requires intergenerational learning while fostering community life among the indigenous people requires developing social capital.

Author: e-mail: john.patrick@uniport.edu.ng

Intergenerational learning emphasizes a transfer of knowledge between one age group and another in a community. This can take different forms such as when older adults are trained to look after children, senior citizens counsel vulnerable youth, older people are taught how to operate the computer by their grandchildren and grandparents accompany their grandchildren to museums or other places of cultural interest and religious sites. In other words, intergenerational learning promotes the purposeful exchange of knowledge between older and younger generations for individual and social benefits (Hatton-Yeo and Ohsako, 2001).

However, today the spatial separation of the nuclear family have resulted in fewer opportunities for intergenerational learning and support, and this makes the young and old increasingly vulnerable. Most young people do not have regular contact with the older members of their families, who could – with their experience and wisdom – offer support to the younger family members while they are growing up and learning. Due to the ever-rarer contacts with their younger family members, the grandparents do not have knowledge of contemporary social events, skills, and new technologies as well as the sense of belonging that they would receive from their younger family members if they lived physically closer. Both groups are losing valuable support that they can gain from one another according to Kumpk and Krasovec (2014).

Most literature on intergenerational learning focuses on non-family paradigm such as grandparents serving as school teachers or in the situation where both the elderly and the young people learn together. Some of the works include Newman and Hatton-Yeo, (2008), Hatton-Yeo, (2007), Hake (2014) and Zemaitaityte (2014). Thus there have been little or no studies on intergenerational learning and social capital in urban indigenous communities which examines the pattern of learning as well as how it fosters social capital among people of the different generation. To investigate the pattern of intergenerational learning and its effect on social capital in an urban indigenous community is the

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main thrust of this paper. This paper hopes to make a modest contribution to promoting this understanding by interrogating the extent to which people of a different generation are engaged in mutual learning and the implication of such in the development of social capital in an urban indigenous community in Nigeria. The question explored in this study is: what is the pattern of learning among people of different generations in the urban indigenous people and how does it foster the development of social capital?

The rest of the paper is made up of four parts. Immediately following this introduction is the review of related literature in intergenerational learning. After this, we attempt the explanation of methodology issues. Following the third section, is the analytical fulcrum of the paper. Here, we state the main findings and discuss it. In the fourth and final section is the discussion of the findings and the conclusions.

II. Literature Review

Intergenerational learning is a lifelong learning process through which people of an age grade engage in learning activities to acquire skills, knowledge, and sensitivities common to a particular generation other than theirs. Intergenerational learning is perhaps one way of addressing the significant demographic changes and the generational gap in 'greying' societies. It involves people from different age grade learning from each other and learning together. Intergenerational learning can foster reciprocal learning relationships between different age grades and helps to develop social capital and social cohesion in ageing societies, for both the young and the old. It can become a strategy for seeking to enhance intergenerational solidarity. Perhaps it is on the basis of this that Manheimer, Snodgrass, and Moskow-Mckenziee cited in Findsen and Formosa, (2011) assert that intergenerational learning is 'co-learning' involving people from different age grade in learning from one another and in collaborative learning ventures. Intergenerational learning is 'a social mechanism that creates a meaning and constant exchange of resources and learning between the older and younger generations' (Kaplan, 2002: 306). The goal of Intergenerational Learning is to establish ties between the young and the old.

Intergenerational learning is a form of lifelong learning as it is a teaching and learning activity which takes place all through the life of an individual. It is also a form of non-formal, informal and formal learning. According to Hake (2014), there are three main types of intergenerational learning practice. These are transfer, transactional, and transformative learning. Transfer learning concerns direct communication and acquisition of knowledge, skills, and sensitivities between generations. For example when young people teach elderly people to learn how to operate a cell phone or when a grandparent tells a story about his or herself to a grandchild. Transactional learning involves voluntary and mutual exchange of knowledge, skills, and sensitivities through learning such as organized and accidental learning that takes place in club and religious organizations between generations, while transformational learning refers to the mutual development of knowledge, skills, and sensitivities in self-organised learning communities based on commonly shared problems.

Intergenerational learning can arise in any range of contexts but generally from activities specifically designed to bring together younger and older adults in shared learning activities (Brown and Ohsako, 2003). These may include activities in which (a) at least two opposite generations learn together about each other (aging issues, experiences, values, aspirations), (b) two different generations learn together about the world, people and/or historical and social events that are relevant to them, and (c), two different age groups sharing learning experiences and training activities designed to develop academic knowledge and skills and prepare their social service skills. The aim of all of these possibilities is education - the process of acquiring new skills and information, gaining insight and knowledge.

Intergenerational learning programmes have an influence upon the participants as well as the immediate environment (i.e., local community). A plethora of literature exists on the effects of intergeneration learning on individual and the community. Fried et al., (2004); Goff, (2004) and Kaplan, (2002) have identified some of these effects. According to Krasovec, (2014) youths gain knowledge and skills (including social skills), grow emotionally, learn how to work in team, and develop empathy, creativity, initiative, and openness. The elderly are also positively influenced by intergenerational learning in the areas of their health, level of activity, and views of the younger generation. According to Krasovec, the symptoms of depression were reduced amongst the older adults who participated in intergenerational learning; also their ability to solve contemporary problems increased. Apart from these, the elderly also felt respected and received recognition for the contributions they made to the community as well as acknowledgment of their experience and achievements.

The benefits of intergenerational learning are numerous. First, it increases the quality of community life; for example, preservation of the local history, creation of folk art and culture, fostering a clean environment as well as community learning. Secondly, it enables community members to take responsibility, avoid stereotyping, increase contacts with neighbors and relatives, encouraging social cohesion and establish a more inclusive attitude. Thirdly, it promotes the formation of social networks, strengthen community

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ties and creates opportunities for volunteering (Kaplan, 2002; and Hake, 2014).

Intergenerational learning can take a different pattern. One of which is the family learning which is informal learning in which older family member such as parents or grandparents teach the children in the family values, skills and norms. The second pattern is intergenerational serve learning which entails older person mentoring and providing professional guidance to young people. The third pattern is share site learning where people of different generation met in associational and community context and to learn together.

III. Methodology

The researchers conducted qualitative survey in Choba community Port Harcourt in Rivers State Nigeria. The researchers choose Choba community because of the fact that Choba community is an indigenous settlement and since the sighting of the University of Port Harcourt in 1974 and the establishment of several companies including a multinational company like Welbros, the area has been fully engulfed in the growth process of Port Harcourt urban life. Choba is an indigenous settlement with full traditional apparatus and governance process. The indigenous people live side by side with the non-indigenous residents and members of the university community. In the Choba community, there are two major lifestyles, the traditional and urban western lifestyle. Both the older and the young generations live proximate to one another in the community and often interact in diverse ways. Thus, the Choba community is an appropriate arena for examining the pattern of intergenerational learning in urban indigenous settlements.

The instruments for data collection were the focus group discussion (FDG), key informant interview and observation. We conducted ten FDGs comprising of eight (8) persons in each of the group. Four sessions were for only young cohort, and the other four were for the older cohort. The remaining two groups were a mixture of both the old and young cohort. Regarding gender representation, in all of the ten FGD sessions, we try to ensure that there is an adequate representation of all sex. Each of the sessions lasted about 1-3 hours. We set out to have five men and five women in each of the group, although this was not possible in all the sessions as most women went to the farm or they are occupied with the domestic chore. The number of women who participated in the FDGs were either two to three. We also conducted three unstructured informant interview with the leadership of community governance institutions. We interviewed the Community Development Community (CDC) chairman and secretary, the youth chairman, and secretary and the leader of women union, and secretary. On the whole, the survey involved 106 persons out of which 50 persons were of the older cohort and 56 were a young cohort.

According to Findsen and Formosa (2011*),* the definition of older adult constitutes enormous contention. This is because physical manifestations of biological aging occur at chronological age in different persons, with the result that members of old cohorts are varied regarding senescence. However, some alternative ways have been adopted. Most social science literature put the older age as 60 whereas studies of the older adults in developing countries such as Africa taking note of the low life expectancy thus put the age of older adulthood as between 50 or 55 (World Health Organisation (WHO) 2010). By the WHO chronological age for older adult, we considered those from 55 years and above as an older generation and those from 54 years below as younger generation.

IV. Findings

There are various things which both the old and young generation learn from each in the urban indigenous community. The older generation teaches the young generation traditional value systems which they cannot learn at schools. These are the value of respect, traditional greeting patterns, social skills, and local craft. In the FGD some of the older generation participants pointed out that these days, the younger generation do not even greet as they use to do when they were young. They pointed out that when they fail to greet their elders, they will call them to order and instruct them how they should greet their elders base on the traditional ways. The elders use storytelling in impacting the age long traditional values and beliefs into the younger generation. The moonlight storytelling is beyond just been avenues of recreation and relaxation, the stories are awash with moral values and experiences of the past for transformative learning. It also brings about strong social ties and solidarity in the family among people of different generations.

In respect of songs and dancing style, the participant in the FGD pointed out that there is a wide generational gap. The older participants in the FGD pointed out that the type of songs and music played now is different from what obtained in their days. They pointed out that in the time past the songs contain moral message and social injunctions. They also pointed out that most people in their community no longer know how to sing in the local dialect. According to most of the older participants in the FGD, they teach the young generation local folk songs. Similarly, the older participants pointed out that they teach the young generation traditional dancing styles such as the *erabu* dance, the masquerade dance, the *okuruku* dance and the *egelege* dance. All of these dancing styles involves bodily movement, waist twisting and back and forth movement including the display of machete as in the

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case of masquerade. On the other hand, the young people in the FGD confirmed the areas being mentioned by the elders. The young participants in the FGD also pointed out that some older people still have a reminiscence of their youthful age and could still dance ragge and afro-juju music and high life. These various brands of music were called the old school by the youngsters. To the young generation, their kind of ragge is different while their music is more of pop, hip-pop, and rap with a different dancing style which some of the older people admire and still learn from them.

Furthermore, the older people teach the young generation the practice of traditional festivals such as the annual wrestling festival. This festival is a sporting and warfare festival. The older people teach the young people wrestling tactics and how to take a vintage position in the wrestling. The Osomin festival is preparatory to the new yam festival. The elders teach the young generation all the associated practice in the celebration of the various festivals.

On health care, the older generation is used to the use of herbs and roots a traditional orthodox medical care system other than the use of the western medical system. Older generation knows how to treat diseases such as malaria, cool, cough, treatment of pregnancy complication as well as massaging, and bone setting. On the other hands, the younger generation is more oriented toward the western medical system. They direct the older generation how to take their drugs according to the prescription. The young generation teaches the older people some common physio-therapeutic measures, discoveries in modern health care and the national health policy.

In the urban area people use modern gadgets such as electronics, phones, and household equipment. The study reveals that the older generation seems to belong to another extreme in this regard. The younger generation teaches older people how to use modern gadgets like phone, household equipment like macro-wave, musical sets, smart televisions, smart doors, computer, internet and so on.

Among the women, there is greater intergenerational learning among the two generations. The older generation teaches young mothers how to massage and tender little babies. The older people who assist working class nursing mothers to take care of their little babies are taught how to use modern kits for nursing babies such as breast milk extractor and breast milk preserver, baby wipers and how to take a baby temperature. The young women learn how to prepare local food delicacy from older people particularly the foods for pregnant women and nursing mothers, while they teach older people modern and international dish.

The traditional occupation of the indigenous people of Choba is farming and fishing. The increasing urbanization of the community and the extensive crude oil exploration has made both these occupations less attractive to the young generation. However, much of intergenerational learning occurs in this area. The younger people in the community learn from the older people how to farm such as the cultivation of yam, cassava, and vegetable which are major crops cultivated in the community. In the area of fishing, a few of the young people that are interested in fishing are taught how to paddle a canoe and cast different types of net. On the other hand, the older generation learns the act of fish farming from the young generation particularly from the younger people who out of lack of employment now engage in commercial fish farming. Also in the area of agriculture, there is reciprocal learning between the old and the young generation. Most young people for lack of employment embark on horticulture for commercial purpose, while the older people learn how to tender flower from the young generation and go into horticulture as a leisure and recreation.

V. Discussion of Findings

In urban indigenous communities in Nigeria, there are two antithetical issues that exist which make intergenerational learning inevitable. These are traditionalism and modernity. The older generation is seen as an embodiment and custodians of the traditional values, while the young generation is said to have modern and western values. Intergeneration learning provides a rich site of learning opportunities and opportunity for self-development and empowerment. There are many areas of intergenerational learning between the young people and the older people. First, the study reveals that the older generation is the custodians of the culture and values of the community and that through intergenerational learning these culture and values are transferred from one generation to another. The older people teach the younger people how to carry on traditional festivals such as the new yam festival and the wrestling festival. The study reveals that these festivals are sites of learning among people of different generations and the basis of development of social capital. The findings of this study conforms the assertion of Kaplan (2002) that various intergenerational learning is oriented towards increasing the quality of community life through the preservation of local history, folk, art, and culture. Similarly, the study affirms the observation of Kump and Krasovic (2014) that intergenerational learning ensures the transmission of values from one generation to another and promotes collaborative learning in the family. Kump et al. pointed out that values such as honesty, perseverance, responsibility, trustfulness, thriftiness, and preservation of family tradition are passed on to the younger generation through the process of intergenerational learning. The young people are also taught fearlessness by the older

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people. In the urban indigenous community like Choba, the act of courage and fearlessness is taught through the wrestling festival. The study also reveals that through intergenerational learning appropriate values and orientations are transferred from one generation to another usually through the process of storytelling. The older generation tells the young generation moonlight stories. Such stories are loaded with moral teachings and ethical values and social norms. Moonlight store telling is not just off farm leisure activities in a farming community that has turned urbanized but an avenue and site for learning.

The study reveals that there is reciprocity of learning between the old and young generations, there is an exchange of skills and knowledge across the diverse generation; to the young generation, they acquire traditional values, culture, and life skills from the older generations. To the older learners, they acquire new values such as the urban lifestyle, insight about urbanization, changing social structure and new technology. There is shared learning among the two cohorts and reciprocity as well as empowerment in the area of farming and fishing. Both cohorts learn from each other and become empowered as a result of the shared learning. The findings of this study goes to affirm further the fact that the intergenerational learning helps to bridge generational gap and to integrate people of diverse generation and so ensure social inclusion. It can be used to deal with isolation which is mostly suffered by the older generation; it can also be used to preserve the rich culture and cherished valued of a people.

The study reveals that through intergenerational learning the older people acquire digital knowledge. The older adults belong to analogy age while the young generation is digital age. So there is a wide technological gap between the two generations. The young generation is more receptive to technological changes than the older generation and is more competent in manipulating modern technology than the older generation. Thus the intergenerational learning provides the basis of technological literacy among the older generation. The study points out that the older people are taught by the younger people how to handle simple household appliance like the macro-wave, operate smart television, smart doors, operate computer and access the internet. This is why Findsen and Formosa (2011) citing Eagle asserts that intergenerational learning enables the older people access and utilize ICT and become digital literates.

The study also reveals that intergenerational learning empowers both the young and the elderly in taking up their new roles in the society. For the young mother through such learning, they learn to take care of their babies, and for the old women they find a new job as caregivers, and for the old papas, they become mentors for those hoping to take up community leadership.

VI. Conclusion

Intergeneration learning is inevitable in any society to bridge the knowledge gap and to transmit the most important skills, norms and values from one generation to another. Intergenerational learning promotes reciprocity between the old and the young in a system of shared learning. It often takes the form of non-formal, informal and formal learning involving older adults and young adults. In the urban indigenous community much of the intergenerational learning takes place in the family and community space, it is reciprocal as both cohort act as both teacher and learner in one hand. It is a rich source of personal development, social cohesion, social capital and empowerment in the community. Intergenerational learning in urban indigenous community takes the form of transfer learning, transactional leaning, and transformational learning. Both the family and the community space are sites of intergeneration learning.

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Civic Education for Adult as Placebo for Deepening Democratic Practice in Nigeria

By John M. Patrick & Emmanuel Wichendu Oji
University of Port Harcourt

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Keywords: civic education, pedagogy, democracy, civic space, literacy.

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CIVICEDUCATIONFORADULTASPLACEBOFORDEEPENINGDEMOCRATICPRACTICEINNIGERIA

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Civic Education for Adult as Placebo for Deepening Democratic Practice in Nigeria

John M. Patrick [α] & Emmanuel Wichendu Oji [σ]

Abstract- This paper examines the methodological challenges in the infusion of civic education curriculum in adult basic and post literacy education and other forms of adult learning both in-formal, non-formal and formal education. The paper sees civic education as citizenship, democratic and human right education necessary for deepening democratic in any society but argued that the content and manner of teaching and learning civic education in Nigeria cannot ensure the achievement of the avowed objectives of the subject. As placebo, and not a medicine, the civic education curriculum content and the pedagogical strategies create the false impression of enhancing citizens' participation in Nigeria's democratic project. Thus the paper proposed four pedagogical frameworks such as the pedagogy of human right, resistance, citizenship and peace.

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I. Introduction

Nigeria is currently considered as the biggest democracy in Africa. Its process of democratization for the fourth republic can be traced back to 1999 when the military handed over power to a democratically elected government with an established constitution to foster a liberal democratic, republican and constitutional government. Its acclaimed and self-ambitious biggest democracy perhaps may be attributed to its large population. Being big itself is an advantage and also problem in a democracy. It becomes a problem as the civic space becomes congested and protractedly contested. The civic space which is where the citizens come together to debate and decide about shared concerns and issues became open in Nigeria following the process of democratization. The civic space is also known as public sphere. It is the space between political system and the private individual. The public sphere is the place of the citizen engagement. Haberman cited in Torres and Reyes (2010) argue that the citizens should educate to defend the public sphere. Thus an enlightened and educated citizen is an asset and a political capital for engendering an enduring democracy.

Most African countries including Nigeria whose democracy is still nascent is characterized by the crisis of citizen engagement because of increasing political apathy, poverty, insecurity, lack of infrastructure, ethnic bigotry and religious intolerance. In Nigeria, there has been no election where 50 percent of the registered voters actually voted and where election is adjudged violent free and absolutely free, fair and credible. The issue of free and fair has been the ambition of the electoral commission for which it has always pledge to ensure but has failed. In Nigeria the civic space continues to narrow down to few political elites and as this continues to prevail, selfishness, privatization and lack of intellectual and political capacity to challenge the powers that be in their abuse of power will increase. This may in turn lead to downgrading of the civil society and democracy. Oyovbaire (2007) had pointed out several crisis of governance in Nigeria. This includes the crisis of penetration, crisis of participation, and crisis of integration. The crisis of penetration means the breadth and depth, or the absence of both in governance as it affects the various segments and classes of the country; the crisis of participation means the trouble involved in the people's quest to own and be acknowledged that authority derived from them; and that of the crisis of integration and identity means the degree of attachment to or of withdrawal, alienation and detachment from the state and to, or from one another as citizens of the state or community. These crises are manifestations of the near collapse of the public sphere and consequently a threat to democracy. While Haberman calls for the defense of the public sphere by the citizens, Abo-Witz (2008) called for the decolonization of the public sphere. This, the scholars also assert that will not be possible without education. But the question is what kind of education and what values do the people need to actively and enthusiastically participate in the polity. The answer may lie in adult civic education as a necessary prescription to be given to adults for their active and enthusiastic participation.

Shizha and Abdi (2013) argue that citizenship education is greatly needed to improve political literacy among the adult citizens. Because such civic education is designed to meet the political literacy needs of the adult citizens. It can be specifically referred to as adult education and belong to the branch of adult education called adult civic education. Adult civic education according to Shizha et al (2013) can be seen as a means by which adults acquire knowledge, skills, dispositions and attitudes that are vital for political participation and engagement. With the wave of democratization in Nigeria, citizenship initiatives and popular movements are needed. The adult citizens need

Author α : e-mail: john.patrick@uniport.edu.ng

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to acquire adequate and sufficient civic education training and as democracy continue to evolve civic education would became part of the process of lifelong learning of the citizens. Civic education as a subject in primary and post primary levels of education was introduced and made compulsory recently in Nigeria. The curriculum was designed by the Nigerian Educational Research Council. The objectives of the curriculum are to:

1. Promote the understanding of interpersonal relationship between man and woman, the government and the society;
2. Highlight the structure of government, its functions and the responsibilities of government to the people and vice-versa;
3. Enhance the teaching and learning of emerging issues, and
4. Inculcate in learners their duties and responsibilities to the society.

This curriculum is also applied in the adult basic and post literacy education and in any form of education which the adult citizens engage in as part of the process of lifelong learning. The question is: Is the curriculum of civic education adequate in content and methodology in building the democratic capacity of the adult citizens or a placebo and not a medicine? This paper thus examines the content of civic education (Non-formal and informal) for adult and the relevance of adult civic education for political engagements and deepening democracy in Nigeria. In doing this, shortly after the introduction is the concept of civic education and citizenship and its relevance to adult civic education and training. This is followed by examination of the civic education programmes and best way of teaching adult civic education and lastly the concluding remarks.

II. The Concept of Civic Education and Citizenship

The term civic education has been used in different ways. It has different colorations and notations such as citizenship education, political education, political literacy education, and democracy education. Literally and essentially, it is education for good citizenship. As Van Deth (2013) pointed out that civic education is about education, training, awareness-raising, information, practices and activities which aim at equipping learners with knowledge, skills and understanding and developing their attitudes and behavior in order to empower them to exercise and defend their democratic rights and responsibilities in society, to value diversity and to play an active part in democratic life, with a view to the promote and protect democracy and the rule of law. Thus civic education for the adults enables the adult citizens to acquire basic and essential political knowledge, skills, attitude, values, and norms and engage in democratic activities as full members of a state or democratic community.

There are two discernible dimensions of civic education in every democracy. These are: The general knowledge of the law as regards the rights and duties of the citizens as provided by the constitution and provision of basic information on the structure of government. Secondly, the development of civic virtues such as moral-ethical principles like self-disciple, respect, trustworthiness, compassion, solidarity, civility, tolerance, and social responsibility. But in recent time civic education has added a third dimension to it programmes. This is critical consciousness with focus on public policies, public dialogues, enlightened and democratic engagement and social action movement. Adult civic education programmes are geared towards fostering national identity, unity and the development of nationalism among adult citizens. Adult citizens learn and acquire national and democratic values such as interpersonal relation like honesty, equality, integrity, justice, patriotism, tolerance, respect and orderliness. These are important societal values that are gradually eroding the society due to emerging capitalist values like individualism, consumerism and profit orientations. These capitalist values may engender capitalist democracy but undermine the traditional and communal value system of the African society. Studies in civic education can promote a sense of agency among adult citizens. Some scholars have argued that civic education curriculum should focus on discussing current events and people should not shy away from discussing controversial topics. To this extent Niemi and Junn cited in Owen and Soule (2010) encouraged discussion of activities of political parties and interest groups in the governance instead of promoting a naive, idealistic view of government and democracy. It is argued that adults citizens through the civic education are in a better position to understand, appreciate, and participate in the political process. Discussing current events that involve social injustices can also compel adult citizens to take action in their community (Kahne and Middaugh, 2003). Hess (2009) suggests that these controversial issues should be carefully chosen and focused on public policy recommendations related to emerging issues.

In sum, citizenship education programmes focuses on the provision of general information about the law, the nurturing of civic virtues and the development of enlightened citizens. By these focus, civic education help to engender enduring democratic political culture and participatory democracy. However, civic education for the adult citizens constitutes a necessary but not sufficient condition for the realization of a truly democratic citizenship. This perhaps is because the curriculum may not sufficiently emphasize the nurturing of a consistent engagement in the political process, are not usually connected to the development

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of policies and practices of participatory democracy, and do not pay enough attention to informal democratic learning. Furthermore, there is one dimension that has generally been neglected by mainstream civic education theory and practice: they do not pay enough attention to issues of the power of citizen. This tends to undermine the citizens understanding of the fact that sovereignty lies with the people. Another major and most important challenge is the changing concept of citizenship.

The term citizenship here refers to membership of a state. The concept goes beyond being a member of a state. The term citizenship according to Lister (2003) is a contested concept and that the meaning varies according to the socio-cultural and historical relationship between the individual and the society. It is contested because even in the same country there is profound disagreement about what citizenship is. People have different perspectives on the criteria for citizenship and the qualities of a good citizenship. Similarly, Schugurensky (2011) sees citizenship as a dynamic, contextual and multidimensional concept. Its dynamism is as a result of the fact that its meaning changes over a given historic epoch, it is contextual because even in the same historical epoch it has different interpretations and applicability. This is why different countries have different criteria to determine who is a citizen, who can become or not be a citizen. As a multidimensional concept, citizenship has four different dimensions. The dimensions are status, identity, civic virtues, and agency. Status here refers to being a full member of a state or community and is endowed with certain privileges, rights and duties. It is a status enjoyed by people by birth (*jus soli*) by descent (*jus sanguinis)* or by naturalization. Identity dimension here implies having a sense of belonging, sharing some common historical ties, language, religion, values, tradition and culture. Civic virtues refer to the values, attitudes and behaviours that are expected of a good citizen.

In this respect there is no widely accepted criterion to adjudge who is good citizen. However, some civic virtues are patriotism, obedience to the laws of the state, diligence, respect, tolerance, honesty, solidarity, responsibility, and most importantly community participation and political engagements. Agency is a state of being in action or affecting change. Torres and Reyes (2010) see the agency dimension as the capacity to make informed choices about actions to take and how to do them, as well as assuming responsibilities for the consequences. To Gerhard (2004), the concept of citizenship is not complete without the concept of equality. Equality before the law is a cardinal principles of democracy.

The 1999 Constitution of the Federal Republic of Nigeria chapter III sub-sections 25-35 deals with citizenship. It provides that citizenship of Nigeria can be acquired by birth, registration and by naturalization as well as the conditions for which a person may be deprived of his citizenship. Section IV subsection 33- 46 contains the fundamental human rights of the citizens. These rights ranges from the first to the third generation rights as declared by the United Nation as contained in the Universal Declaration of Human Right (UDHR). These includes the right to life, right to dignity of human person, right to personal liberty, right to fair hearing, right to private and family life, right to freedom of thought conscience and religion, right to freedom of expression and the press, right to peaceful assembly and assembly and association, and right to freedom from discrimination. Section 23 of the constitution provides that the national ethics shall be discipline, integrity, dignity of labour, social justice, religious tolerance and patriotism. Section 24 further prescribes the duties foe citizens of Nigeria which includes: to abide by the constitution, respect its ideals and its institutions, the national flag, anthem and legitimate authorities. Most Nigerians do not know these constitutional provisions. These and several other provisions such as the structure of the government and the public service are important constitutional areas upon which the teaching of civic education can be anchored to ensure citizens participation and deepening democracy.

III. Adult Civic Education Programmes in Nigeria

Adult civic education programme takes various forms. It can be formal, non-formal and informal. The formal adult civic education programmes entails courses which adults take which are embed with current issues on governance, justice and citizenship and classroom activities that expand their civic capacity for active citizenship and political participation. Some universities have a general studies course on citizenship education or fundamentals of government which every student must take. In adult basic and post literacy programmes, civic education is one of the core subjects that must be taken. Civic education is listed as one of the four core subjects in senior secondary school subjects. The other three are English language, Mathematics, and one vocational subject. Adults who enroll in adult basic and post literacy programmes pass through the civic education curriculum. The curriculum encompass such topical issues like citizenship rights, duties and responsibilities; values like selflessness, justice, honesty; road signs and traffic regulation; pillars of democracy, structure of government, federalism, capitalist democracy, constitutional democracy and the rule of law; political parties; Universal Declaration of Human Rights; political apathy, popular participation and civil society; drug abuse and human trafficking; public service; interpersonal relations and inter-communal relations. The content of the civic education programme can be divided into three disenable areas;

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these are moral education, democracy education and human right education.

There are other civic education programmes outside the formal classroom sitting. Civil society organizations, community based organizations and Non-governmental Organisations are all involve in providing various forms of civic education. The civic society organization like Amnesty International and other human right organizations provide human right education, while faith based organizations are more into moral and ethical aspect of civic education. Both the faith based organizations and the NGOs are more into peace than the human right aspect of civic education. These bodies visit communities and organize town hall meetings, seminars, workshops and radio programmes that centres on human right education, political enlightenment, peaceful resolution of conflicts not excluding social vices like drug abuse, child trafficking. People learn these rights to known how to insist on their right and to participate in the electoral process as citizens of the Nigerian state.

It is hoped that with the present civic education curriculum been applied in adult basic and post literacy and as part of the lifelong learning among adult citizens will facilitate their participation in the democratization process and promote neoliberal societal values beyond the avowed objectives of the curriculum. These include: love of freedom and equality; resentment of autocracy, respect for individuality of each person, a drug free society with its attendant ill-health, equality of opportunity and access to democratic dividend; the creation of an ordered, stable society which guarantees security of lives and property of individuals; cultivation and inculcation in the citizenry of a democratic temper, an attitude of service and trusteeships, a sense of civic responsibility, a spirit of fair play and tolerance of other people's opinions and interests; faithful, selfless, disinterested, impartial and objective service, dedicated, selfless, disciplined, patriotic, honest and highly motivated leadership style, free from social indiscipline, ethnic hatred and jealousies, religious bigotry and the tendency to personalize rulership. All of these are essential elements for a just, egalitarian and democratic society.

It is undisputable that deepening democracy is the function of an active citizenship. The citizens are the major actors in civil society that covers diverse interest and segments of the society; it is the citizens through the civil society that are the major defender of democracy. The citizens are expected to be constantly involve in policy-making and implementation by the government; participating in town hall meetings, public hearing and in respect of implementation and monitoring policy implementation and doing some oversight function to hold public officers accountable citizens through the civil society. The citizens should be able to monitor the democratic process and the performance of institutions and programmes.

As elaborate as the civic education curriculum may be, the question is can it be used to achieved its avowed objectives among adult citizens who enroll in the adult basic and post literacy programme or through lifelong learning? The curriculum content cannot be used to achieve a progressive and democratic society. The curriculum tends to promote neoliberal democratic values with capitalist exploitative tendencies. This perhaps is because of its emphasis on capitalist democracy without residues of socialist ideas which would have build people's consciousness for a radical and progressive mind for social change. The curriculum of civic education cannot produce citizens who can participate in the political arena without questioning why and how they are participating and the status quo in particular. Adult civic education is supposed to shape the minds of people to enable them to function effectively in the democratic space; to be able to read the word and read the world. Thus the curriculum is reminiscent of what Freire called banking education deprived of radical participatory democracy and radical humanism. With this system the citizens will develop the culture of salience which is a negation of democracy. The curriculum is also bereaved of global issues which are necessary in creating citizens beyond national boundaries with the attendant intent of creating global citizenship in Nigeria capable of participating in the international and global political arena in their private capacity. As Barber argues, "citizenship is both transnational and local, rather than strictly national" *(Barber cited in* Battistoni, Longo and Jayanandhan 2009: 90*)*.

> *In respect of human right education as contained in the civic education curriculum, the curriculum is grossly inadequate. The curriculum merely list human rights as contained in the UHR and as contained in the 1999 constitution of the Federal Republic of Nigeria. The content does not contain how the learners can seek redress within the ambit of the law. In a society where the citizens do not know how they can seek redress on the occasion of their right been encroached upon and in the society where public officers often fails in their responsibility, teaching human rights without how to enforce these rights and seek redress with an independent judiciary will make no meaning. The people are under the mercy of the powers that 'be' the rich and mighty. What this will amount to is a society where rights are given without justice. Such curriculum lacks the emancipatory essence and can be seen as a placebo and not a medicine to cure democratic deficit.*

It can be pointed out that some important aspects of community life is absent in the curriculum

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content of civic education such as diversity, multicultural learning and community integration and rural development. The curriculum of civic education is more nationalistic fostering blind patriotism, with no ethnic, tribal, or even mono-religious learning that can tell the narrative of the Nigerian historical past and its present configurations. The histories of the past democratic praxis and the configuration of the country has an over bearing influence on its democratic praxis and so doing civic education without a political history of the country is like not knowing were one is coming from and not knowing where one is going to. Thus, there is the need for intercultural learning, peace education, moral and social education as well as media learning in civic education. We include media learning because governance have become digital with the emergency of e-governance. E-governance as it is presently practiced in most advance countries promotes transparency, accountability, trust, ease access to government information system (which is the right to information act), greater participation of the citizens and above all the freedom of information act.

Another important area of need in civic education curriculum for adults is service learning. Service learning entails volunteering which is a critical aspect of public and community self-help. Civic education curriculum ought to include different kinds of service learning. Service learning inculcates the attitude of volunteering and doing good works. The importance of service learning in any democracy lies in it capacity to build political bridges as well as bonding social capital (Putnam, 2001) and may also develop the capacity building for democratic citizenship within civil society (Kahne and Westheimer, 2000 and 2003). Service-learning is a democratic practice; it offers learners the opportunity to work with a diverse group of citizens in the local institutions.

There are some fundamental omissions in the civic education curriculum in the basic and post literacy programme. Some of the omissions are mostly in the area of government and politics. Neither electoral systems nor political parties are discussed in the civic education curriculum. There is a danger with these absences, the curriculum developers 'playing safe' and opting for a scheme of work that focuses on moral and social issues at the expense of political literacy. It is difficult to see how civic education can adequately inculcate political literacy without covering the electoral act and the processes of election as well as the roles and ideologies of the various political parties in Nigeria. In spite of the fact that the aim of the civic education is to highlight the structure of government, its functions and the responsibilities of government to the people; the issues of governance system is omitted in the curriculum. The question is what processes brought about the structure and how can the government become legitimate. Even legitimacy and the processes by which the government can become legitimate was not part of the scheme of work in civic education.

IV. Pedagogical Framework for Adult Civic Education

Adult civic education cannot be taught and learnt like other subjects because of its importance in developing responsible national and global citizens. First, the current curriculum of civic education as infused in adult literacy programme and as is applied in other non-formal and informal education programmes which adult citizens undertake to be become responsible national and global citizens are inadequate methodologically and in content. The adult learners should be subject of their learning process and the topics of learning must be related to their reality in the specific situations and context. Secondly, adult civic education as its presently applied in Nigeria likes methodological framework. To achieve the four fold objectives of adult civic education five pedagogical strategies can be applied. These are: the pedagogy of resistance, the pedagogy of citizenship, pedagogy of diversity, and pedagogy of peace

Pedagogy of Resistance

As pointed out learner, one major deficit of the current civic education curriculum as infused into adult citizenship education practice in Nigeria is the fact that how adult citizens can seek for redress on the occasion of their right been encroached upon and how the citizens can compel public officers to do their administrative responsibility is not contained therein. Pedagogy of resistance is about how the citizens can be taught how to fight impunity, how the people can demand for justice and stood to oppose all forms of oppressive tendencies in the society. The main strategy and topical issues are how to organize or mobilize for demonstration, protest, how to seek redress using lega and administrative means using such means like mandamus, certiorari, and other statutory remedies. The pedagogy of resistance takes a legalistic approach and helps to empower the citizens to insist on their rights and assert their political sovereignty. Civic education should enable the citizens to recognize their role as agents and subjects who can resist, reform and/or mold constraints to address their own interests and their cultural and material survival.

Through civic education adult citizens engage in a democratic dialogue on issues that emerge from their experience of exploitation with a view to uncovering the social structural contribution towards problems of poverty, cultural marginalization, and gender discrimination, while simultaneously considering the idea that if such structures are imposed by those in power, they can be challenged through resistance and conscious activism aimed at reversing power and domination. Organization and strategic action to

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address this possibility are integral to the process of democratization encouraged by such popular interventions.

V. Pedagogy of Citizenship

In a democracy citizen participation is very germane. Pedagogy of citizenship emphases the rights of citizens to participate and to make decisions in the society. Adult civic education aims at empowering citizens to participate in the democratic process. Pedagogy of citizenship is to teach the citizens to be good citizens of the state. It is aimed at enabling the citizens to become autonomous, critical and capable of making argumentations and to participate in the civil society and work as a collective entity to exercise control over government and resolve conflicts peacefully and democratically. The pedagogy of citizenship is citizen centered, it is to enable the citizens to be it activity in the third sector which is the civil society to insist for accountability from public officers, develop their ability to engage in dialogue; develop technical and political knowledge for active political participation, to enable citizens learn about their locality, region and their state, to develop the value, self-esteem, skills of interpersonal skills. The pedagogy of citizenship will also foster a sense of solidarity, justice, unity, respect for others, tolerance, humility, openness to new ideas, and amenability to change which are necessary democratic values.

The methodology of Learning Projects: this requires learners to "unlearn", "learn to learn", "learn while doing" while engaging in a constant process of action, reflection and systematisation

VI. Pedagogy of Diversity

Diversity is a strength and also major challenge of heterogeneous state. In Nigeria it was the diversity of the country that federalism is adopted. In a democracy the protection of this diversity is necessary with the enthronement of majority rule and the respect and protection of the right of minority. The pedagogy of diversity emphases that equal right implies the recognition of the right to be different. This right is a fundamental right. Some of the key aspects of the pedagogy of diversity which the learners are to be thought are:

1. How to values pluralism and respects the rights of minorities and different cultural groups
2. fosters the construction of identity based on the particular context of each individual
3. How to takes account of the particular conditions of each community in order to increase the rate at which rights are established to respond to the requirements of 'difference' (gender, language, ethnicity, age, etc.)
4. How to develop a discourse that is not merely critical but also enabling, thereby fostering collective dynamics intended to create a new order.

VII. Pedagogy of Peace

This form of civic education is need because of the level of insecurity and constant violence both communal, religious and domestic. The focus of this pedagogy is to address torture, domestic violence, and other forms of physical and psychological violence. In the pedagogy of peace the learners will be thought the basic process of peace education, reconciliation, arbitration and mediation. This area of civic education is also known as pedagogy of non-violence or the pedagogy of conflict. This aspect of civic education focuses on the denunciation of structural as well as interpersonal violence including poverty and war. This pedagogy seeks to promote the values of active non-violence, dialogue, universal human dignity, justice and solidarity. In respect of methodology, the pedagogy of peace emphasis the methodology of dialogue, cooperation,

VIII. Concluding Remarks

There are three elements as the epi-centre of civic education: the first is resistance to domination; the second, love of oneself; and the third, recognition of others as "subjects" who have control over their lives, and of respect for the political and legal rules which allow people to live truly in this way. These elements sum up the formidable challenges facing the individual which are taken up by civic education in a country of shattered lives and shining hopes. Participation is a cornerstone. It is intimately linked to access to decision-making which takes into account the wishes of those affected.

The civic education curriculum for adult is grossly inadequate. Constant analysis is needed of social, economic, political and cultural circumstances, and of the key social players in the processes of transformation so that civic education can contributes to viable and humanitarian proposals for change, with emancipatory viewpoints and paradigms. There is a need to invest in more democratic, clearer and more effective pedagogical approaches, and in active, dialogical, critical and participatory methods centred essentially on raising the awareness of citizens.

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Evaluating Hedperf as Predictor of Business Students Satisfaction in the Provision of Quality Education Services

By Mohammed Majeed

Abstract- The pressure for modification of higher education sector can be traced globally.The study aimed to assess service quality provided by University for Development Studies School of Business and Law (UDS-SBL) in the opinion of business students via HEdPERF service quality model.Literature was reviewed to cover: higher education and service quality, higher education performance model (HEdPERF), the relationship between service quality and students' satisfaction, and students' satisfaction. The research approach was quantitative and the design was descriptive. As a quantitative study, a questionnaire with close ended questions was used to elicit the responses. It was found that the association between service quality variables and general business students' satisfaction were vastly significant, with programmes aspects being the strongest. Meanwhile, academic, non-academic, reputation, access and design aspects are equally paramount and should be given special attention.

Keywords: hedperf, business students, satisfaction, quality, education, service quality.

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EVALUATINGHEDPERFASPREDICTOROFBUSINESSSTUDENTSSATISFACTIONINTHEPROVISIONOFQUALITYEDUCATIONSERVICES

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Abstract- The pressure for modification of higher education sector can be traced globally.The study aimed to assess service quality provided by University for Development Studies School of Business and Law (UDS-SBL) in the opinion of business students via HEdPERF service quality model.Literature was reviewed to cover: higher education and service quality, higher education performance model (HEdPERF), the relationship between service quality and students' satisfaction, and students' satisfaction. The research approach was quantitative and the design was descriptive. As a quantitative study, a questionnaire with close ended questions was used to elicit the responses. It was found that the association between service quality variables and general business students' satisfaction were vastly significant, with programmes aspects being the strongest. Meanwhile, academic, non-academic, reputation, access and design aspects are equally paramount and should be given special attention. It was concluded that service quality and business students' satisfaction play a key role for universities to become and even maintain fast tract race, avenue for attracting prospective business students', business students' repeat enrollment on subsequent programs and increase the general success of the universities.

Keywords: hedperf, business students, satisfaction, quality, education, service quality.

I. Introduction

The current tertiary education is bedeviled with manifold of challenges, masterminded by global environment of education (Bernhard, 2012). The demand and pressure for reforming higher education sector can be traced far and wide (McRoy & Gibbs, 2009). Higher education sector competitive strategies are developed via quality (Moldovan, 2012).Kettunen (2011) stated that strategic management procedure and quality assurance practices are usually executed for higher educational institutions to achieve their objectives. Service quality dimensions and strategies are implemented in the higher education sector because of the invasion of IT, economic factors,new generation of students, (Kazeroony, 2012),competition, and globalization of education. It is stated that student enrollment has become a difficult issue since students have become more aware, interactive, and selective in respect of their future programmed purchase (Zafiropoulos & Vrana, 2008).

Asacknowledgedin many studies, modern-day higher education sector is changing essentially because they have to compete for student numbers in international environment(Kazeroony, 2012; Sharma, & Kamath, 2006; Stukalina, 2014; Wissema, 2009).Parents and student are considered education customers and the whole process of quality management in higher education sector concentrates on the needs of both internal and external customers(Sharma, & Kamath, 2006; Stukalina, 2014).Management of quality is a key area for stakeholders of higher education (Kettunen, 2008).Making education programmes commodities is changing the nature of higher education sector as it begins to accept business philosophies and its commerce practices (Diamantis & Benos, 2007; Sharma, & Kamath, 2006; Stukalina, 2014). As stated by Diamantis and Benos (2012), inevitability to grantee quality improvement in education has motivated the deployment of various means of assessment of the promised quality. There are small amount of studies on the concept of service quality which can be used to improve the higher education sector in Ghana. Hence the study aims to assess service quality provided by business students at University for Development Studies School of Business and Law (UDS-SBL) in the opinion of students via HEdPERF service quality model.

II. Literature

a) Service Quality

Perceived quality is a base for abstracting the paradigm of quality (Hasan, Ilias, Rahman, & Razak, 2008). Perceived service quality judgment is more cognitive and can be define as "the difference between service perceived and service expected"(Bigné, et al., 2003). Consumer judgment about an entity's overall superiority or experience is perceived quality (Zeithaml, 1987). A study shows the positive significant impact of perceived service quality on the customer satisfaction that affects customer loyalty through mediating role of trust, which leads to positive word of mouth (Ribbink, Riel, Liljander, & Streukens, 2004). EduQUAL scale that was originated from SERVQUAL, was firstly developed by (Mahapatra & Khan, 2007) and used for measuring

Author: e-mail: mmajeed@tatu.edu.gh

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the quality in technical education institution. Afterwards EduQUAL was adapted and used by (Narang, 2012) for measuring quality in management institution.

b) HEI customers

Lewis and Smith (2001) reported that HEIs have both internal customers (students, administrator, and faculty members) and external customers such as alumni, regulatory agencies, government, donors, and the general community. Though students are identified as customers, they are considered different from the business customer: HEI customers do not pay full fees for services received; the selection and intake is based on certain standards per the rules of the accreditation agencies; the expenses of HEI customers come from scholarships, state subsidies, student loans, and payment from parents or relatives; good academic standing is required of HEI customers by continuous examination and grading to ensure the quality required of higher institution. Romar (2006) acknowledged that the main customer of a HEI is the student, despite the huge differences made by Lewis and Smith (2001). Supporting this argument, Martensen et al. (1999) advocated that business services for HEIs could not exist without a student to teach (Kelso, 2008).

Kumar and Ali (2010) indicated that students are generally considered the ultimate customers in HEIs. They also added that students' use of the HEI service and employers (like government) are referred to as consumers of students; graduates also are regarded as customers. There are two types of customers in HEIs: External customers, who include employers, students, community at large, taxpayers, and other graduates from other institutions; and internal customers, who include academic and service department staff (Kumar & Ali, 2010). According to Srivancy M. B. (2004), students play quadruple roles in HEI as customers: the product in progress; students for several campus facilities; the labourers of the learning process; and internal customers, for distribution of course material. The education mix proposed by Kumar and Ali (2010) affects the roles of the students in HEI. The education mix elements include the teaching, researching, and extension facilities.

c) Students' Satisfaction

Several studies stated that student satisfaction is a compound and multifaceted term (Navarro et al., (2005a, b; Richardson, 2005). Wilson (2002) proffered that, the way customer satisfaction is premeditated has been deliberatedwith regards to thelayout of questions and scales used. So, the inputs of students assists ensure the authenticity of the quality assurance system itself and its outcomes (Strahlman, 2012). Higher educational institutions that understand the relevance of client-based principles would have better opportunities of satisfying the requirements of its students more efficiently (Kara & DeShields, 2004). Higher educational institutions are emphasizing the need for recognition and making efforts to enhance student satisfaction given the sudden rise in competition in the subsector. Many researchers have established that,higher educational institutions that develop relationship students will benefit tremendously because it offers competitive advantage to those institutions (Popli, 2005; Rowley, 2003; Tapp et al., 2004; Richardson, 2005).Popli (2005) and Richardson (2005) however warn that, in establishing the relationship certain predictors actually influence student satisfaction. In Postema (2001), students' satisfaction was considered as a significant quality variable in education.Elliot and Shin (2002) stated that "student satisfaction refers to a student's favourable subjective evaluation of the various outcomes and experiences with education and is being shaped continually by the repeated experiences with the campus life; and that student satisfaction can also have a favourable impact on fundraising activities and student motivation" (p. 3). According Bay and Daniel (2001), students' expect contentment from operations process of learning. Lovelock et al. (2007) evidently affirmed that, education is an example of mental-stimulus processing implying that, students as customers are hesitant with and affected by the way in which it is offered as well as what is provided. Students' satisfaction in higher education is a measure of effectiveness to the service provider (Telford & Masson, 2005). Mai (2005) investigated US and UK students and noted that students' satisfaction is the overall satisfaction related with the element of the operations. Student satisfaction is the perception of pleasure and achievement related with the learning atmosphere (Sweeney & Ingram, 2001).

d) Higher Education and Service Quality

Many researchers were conventional in nature, focusing their publications on service quality in the commercial sector services (Sultan & Baron, 2010). Therefore, literature about service quality in higher education is still under developed. Oldfield and Baron (2000) posited that, Universities were previously not considered as profit making organizations but now because of the competitive nature of the higher education sector, universities are now trying to gain competitive advantage as against their counterparts making them profit making set-ups.The current economic circumstances, decrease in student enrollment numbers and subversion cuts, higher educational institutions have realized that they are commercial institutions. This climate has compelled universities to compete for both local and international students and resources to survive (Paswan & Ganesh, 2009). Accordingly, universities try to deliver high service quality to satisfy its students (DeShields et al., 2005). Higher educational institutions can be successful if their students are been provided with services that they want to buy, at a quality they feel good enough (Brown &

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Mazzarol, 2009). Beaumont (2012) demonstrated that, paying attention to the role of service quality in higher education sector is paramount to gaining competitive advantage. Higher education sector is considered as pure service, hence possessing all the unique characteristics of service (Oldfield & Baron, 2000; Adenuga & Ayodele, 2011).Gruber et al. (2010) stressed that, higher education is a service that is principally variable, intangible, and perishable.

e) Higher Education Performance Model (HEdPERF)

In 2006 Abdallah developed a new model called HEdPER to measure service quality in the higher education sector. According to Abdallah (2005), though generic scales such as SERVQUAL and SERPERF have been tested in various industries by many researchers, their applicability in higher education service quality still remain cloudy. In an empirical study, Abdallah (2006a,b) developed and tested specific factors that are used to measure service quality in higher education. These factors are academic aspect, non-academic aspectsprogram aspects, design, delivery and assessment and reputation.By discussing past literature it is critical for higher education to distinguish amongst the critical factors, which directly shape service quality (Abdallah, 2006b). Abdallah's study discovered that customer-focused behaviour is a significant factor considered for maintaining service quality (Abdullah, 2006b; Awan, et al., 2008). Abdallah's research was rigorous since the scope was 6 schools-680 students, involving personal contact via focal group discussion. Abdallah (200b) stated that "the previous research on the perception of consumers is not covering all aspects" (p. 569).

III. Dimensions Of Hedperf

The various factors that make up hedperf dimensions are:

a) Non-academic aspects

These are the roles performed by HEI administrators. These are important aspects that support standings to fulfil their duty obligation (Icli & Anil, 2014). The non-academic aspects relate to the roles performed by non-teaching staff of higher educational institutions (Abdanllah, 2015). Specific constructs relating to non-academic aspects include knowledge of administrative staff, communication with the university students, and how these category of staff treat the students (Brochado, 2009).

b) Academic aspects

These relate to the duties performed by academic staff (lectures) to help students achieve their goals (Anil & Icli, 2014). They include teaching and support materials, conducting examination, availability of reference materials and competency of the academic staff. Subsequently, Reputation-HEIs should be professional (Icli and Anil, 2014) with regards to quality of education, recording good performance, obedience to regulations and producing good graduates who do well in industries. Sometimes the number of awards the HEI wins determines good performance. Some of the specific construct are effective communication skills, good posture toward students, students getting enough consultation and advice, regular feedback to students, and teacher capabilities (Abdanllah, 2015). In Malaysian Universities, Ibrahim, Rahman, and Yasin (2012) reported academic aspects as important variable for students' satisfaction and fidelity.

c) Access

This refers to how stakeholders can get to contact the HEI, approachability, convenience and availability (Icli & Anil, 2014). Place utility counts under this dimension to making education available at places people need them. Again, Program issues-items are important to providing several but reputable academic programmes and specialization with non-rigid arrangement health services (Icli & Anil, 2014). In Sheeja et al. (2014), higher education performance was evaluated in an Indian pharmacy education and access, reputation, academic and non-academic aspects were found as service quality dimensions.

b) Reputation

These are factors which suggest the relevance of higher academic institutions in creating professional image (Abdallah, 2006; Fosu & Owusu, 2015). Reputation element is a decisive factor for students' satisfaction (Abdallah, 2005). In Saudi Arabia, Randheer (2015) found tangible aspect of reputation projects a direct image of the institution in the minds of students and parents. Dennis (2013) conducted a study on factors predicting HEdPERF, and found that reputation, non-academic quality, and academic quality were strong factors for HEdPERF.

e) Programme Issues

This are factors which stress on the relevance of providing wide range of academic programmes and specializations with flexible structure and syllabi (Abdallah, 2006b), and counseling services to students (Brochado, 2009; Fosu & Owusu, 2015). Quality enhancement programs should be designed and implemented areas of educational experience and advisory services provided by higher educational institutions (Abdallah, 2006a). This factor deals with services regarding structures, courses, and programmes (Randheer, 2015).

f) Design, Delivery and Assessment

This requires understanding the expectations and needs of students with regards to counselling, and health services (Icli & Anil, 2014). It concerns with how the higher education programmes are made, mode of delivery and evaluation. It has do with methodology, course content, curriculum, online, distance, IT and physical delivery.

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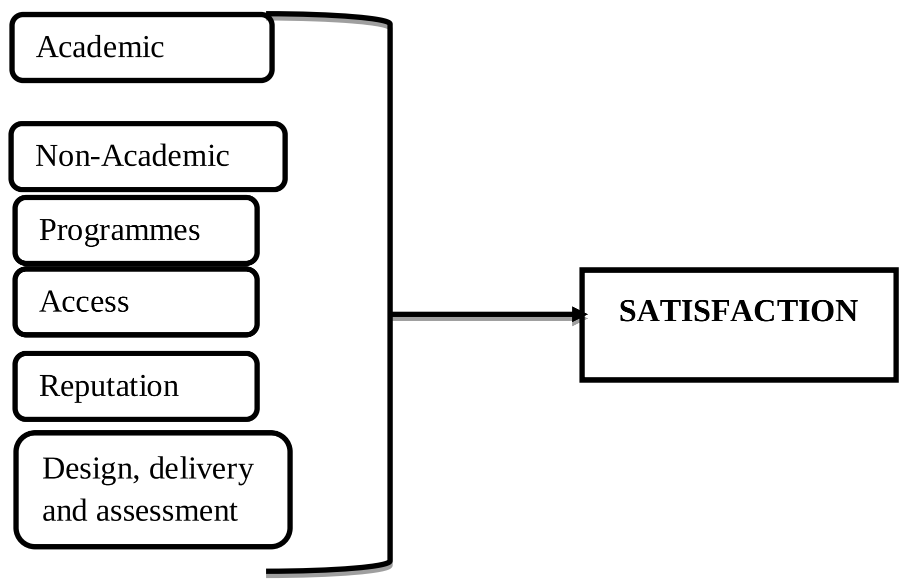
g) The Relationship between Service Quality and Students' Satisfaction

According to Palmer (2011), the terms service quality and students' satisfaction are mostly used interchangeably in literature, leading to the difficulty juxtaposing the two concepts. Like service quality, students' satisfaction is atheoretical and uncertain term (Munteanu et al., 2010). Meanwhile, Zeithaml et al. (2009) proffered that satisfaction is a broader term than service quality, and that service quality is a component of satisfaction. Munteanu et al. (2010) found that, service quality and students' satisfaction are positively but strongly interconnected. Satisfaction comprises a multi-dimensional character, suggesting that satisfaction should be operationalized along the same predictors that constitute service quality (Sureshchandar et al., 2010). Majority of recent publication consider service quality as a determinant of customer satisfaction (Abdullah, 2006; Abdullah 2005; Alves & Raposo, 2009; Bay & Daniel, 2001; Gruber et al., 2010; Munteanu et al., 2010; Rowley, 2003; Stukalina 2012; Tapp et al., 2004; Zeithaml et al., 2009).

h) Research Model



IV. Methods and Materials

To better understand the key service drivers of students in the higher education sector, field research was carried out. The research approach was quantitative and the design was descriptive. As a quantitative study, a questionnaire with close ended questions were used to elicit the responses. Also as a descriptive study SPSS (version-19) was used to carry out complicated data analysis such as correlation, regression and descriptive statistics. The primary data were gathered from the University for Development Studies School of Business and Law (UDS-SBL) in a natural setting.A sample of 350 students comprising both undergraduate and graduate levels was used as respondents of the study. The independent variable was service quality comprising of HEdPERF dimensions (academic aspect, non-academic aspectsprogram aspects, design, delivery and assessment and reputation), and the dependent variables was student satisfaction.

a) Hypotheses

H_1: There is significant relationship between academic aspect and general student satisfaction

H_2: There is significant relationship between non-academic aspect and general student satisfaction

H_3: There is significant relationship between programs aspect and general student satisfaction

H_4: There is significant relationship between access and general student satisfaction

H_5: There is significant relationship between University's reputation aspect and general student satisfaction

H_6: There is significant relationship between design, delivery and assessment aspect and general student satisfaction

b) Analysis and Result

Reliability of the Findings using Cronbach's Alpha

Reliability test implies for consistency; the level at which a research tool will provide equivalent outcome for the similar items at varied times. Obosi (2013) provided the understanding of reliability coefficient in Cronbach's Alpha as in below:

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Table 1: Theoretical coefficient in Cronbach's Alpha

Weight (Alpha)	Standing
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

The coefficient of reliability was determined via Cronbach's alpha. It was unveiled that all the alpha values exceeded the 0.700 rule of the thumb. This demonstrates that the study variables including the dependent variable in the education sector are internally consistent and efficient. Therefore, the closer the coefficient to 1.0 the power the reliability.

Table 2: Coefficient of All Aspects

Variable	Alpha (α) Values
Academic	0.983
Assurance	0.897
Program Aspects	0.902
Access	0.845
Design, Delivery and Assessment	0.767
Reputation	0.824
Business students' Satisfaction	0.884

Descriptive Statistics of the Variables in the Model

Business students' satisfaction (dependent variable) is made up of six latent variables (items) whereas, service quality (independent variable)is made of six main dimensions of Abdullah's HEdPERF, including academic aspect, non-academic aspectsprogram aspects, design, delivery and assessment and reputation with 45 items. Table three (3) below demonstrates that the highest mean value from the independent variables is "Lecturers are highly educated in their respective fields" (Mean=4.8845; SD=0. 0.67879), trailed by "the non teaching staff value rule of privacy when I divulge information to them" (Mean=4.7626; SD=1.00719) and "the University runs an exceptional counseling service" (4.7524; SD=0.67245). The least latent variable score "the academic program run by the University is reputable" (Mean=3.2670; SD1.36163).

The items for the business students' general satisfaction has the highest for "I am fulfilled with my resolution to come to this University" (Mean=4.3234; SD=0.98134); If have a option to do it all over again, "I will again come to this University" (Mean=3.9397; SD=1.17051); "My decision to come to this University is a prudent choice" (Mean=3.1340;SD=1.04890); "I am content on my choice to come to this University (Mean = 3.3221; SD=1.12123); "I made an accurate choice when I decided to come to this University" (Mean=4.1845; SD=1.08567); and "I am content that I came to this University" (Mean =4.2213; SD=1.09172). Hence, they were generally satisfied with academic aspect, non-academic aspectsprogram aspects, analysis of design, delivery and assessment and reputation.

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Table 3: Descriptive Statistic of Measure

	Research Variable Statement	Mean	Standard Deviation
AA	Academic		
AA1	Lecturers are highly educated in their respective fields	4.8845	0.67879
AA2	Lecturers have the knowledge to answer my questions relating to the course content.	4.1300	1.13126
AA3	Lecturers treat with me in a polite way.	4.5345	0.93389
AA4	Lecturers demonstrate positive approach towards business students'	4.0452	1.12698
AA5	The handouts are given sufficiently by the Lecturer.	3.7186	1.17688
AA6	Lecturers speak and write well in Lecture halls	4.0145	1.06322
AA7	The documentations are provided sufficiently by the Lecturer.	3.6780	1.13558
AA8	When I have a difficulty, Lecturer demonstrates genuine concern in resolving it.	4.2345	1.13221
AA9	Lecturers give feedback concerning my progress	3.6767	1.38638
	Total	**3.8908**	**1.11435**
NAA	Non-Academic		
NAA1	The non teaching staff value rule of privacy when I divulge information to them	4.7626	1.00719
NAA2	Non teaching staff speak well with business students'	4.1809	1.12348
NAA3	Non teaching staff shows positive work attitude towards business students'	4.1364	1.05893
NAA4	When the non teaching staff pledge to do something by a certain point in time, they do so	4.4622	1.07279
NAA5	When I have a problem, non teaching staff demonstrate a genuine interest in resolving it	4.5900	0.88647
NAA6	University administration maintains correct and retrievable records.	4.6700	0.91269
NAA7	Non teaching staff provide caring attention	4.2727	0.90305
NAA8	Non teaching staff have good knowledge of the systems	4.5367	0.90305
NAA9	Business students' are cared for in the same way by the non teaching staff	4.3267	0.98916
NAA10	Inquiries are dealt with professionally	4.1364	1.05893
	Total	**3.6754**	**0.80305**
RA	Reputation		
RA1	The University has a professional image	4.3131	0.94667
RA2	The academic program run by the University is reputable	3.2670	1.36163
RA3	The University's graduates are easily employable	3.3800	0.26269
	Total	**3.7454**	**1.15431**
ACC	Access		
ACC1	Lecturer assign enough time for discussion	3.5228	1.27224
ACC2	Lecturers are never excessively busy to answer my demand for help.	3.8882	1.16791
ACC3	The non teaching staff are easy to contact	4.3545	1.06891
	Total	**3.9533**	**1.1432**
PA	Program Issues		
PA1	The University runs exceptional quality programs	3.9845	1.06730
PA2	The University offers programs with elastic structure	4.5381	0.97134
PA3	The University offers a broad range of programs with various specializations	4.4600	1.08289
PA4	The University runs an exceptional counseling service	4.0323	1.12945
	Total	**4.7524**	**0.67245**
DDA	Design, Delivery and Assessment		
DDA1	The periods of the lectures is appropriate	3.8322	1.18890

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DDA2	Instructional Methodology is suitable.	3.7300	1.22323
DDA3	Syllabi developed by the University are current.	3.9450	1.14633
DDA4	The fraction between theory and practice are proper	3.8220	1.12275
DDA5	The assessment and the grading by the Lecturer are fair.	4.4322	0.67872
	Total	**3.5576**	**1.44810**
SS	**Business students' Satisfaction (Dependent Variable)**		
SS1	I am fulfilled with my resolution to come to this University	4.3234	0.98134
SS2	If have a option to do it all over again, I will again come to this University	3.9397	1.17051
SS3	My decision to come to this University is a prudent choice	3.1340	1.04890
SS4	I am content on my choice to come to this University	3.3221	1.12123
SS5	I made an accurate choice when I decided to come to this University	4.1845	1.08567
SS6	I am content that I came to this University	4.2213	1.09172
	Total	**4.0234**	**1.03533**

From the age category, it was revealed that, business students' who ages ranges between 32-34 of years with a mean value of 4.2221, elected that they were more satisfied put side by side with 15-24 Years (3.7553) and 35 and above Years (3.6674).

Table 4: Age Category with Satisfaction

Age Group	Mean	Standard Deviation
15-24 Years	3.7553	0.7212
32-34 Years	4.2221	0.7234
35 Years and >	3.6674	1.8913
Total	3.8231	0.69722

In the research results it showed that male respondents were found to be more satisfied put side by side to their female counterparts with the general service the University provides with less variation in their views.

Table 5: Sex category with Satisfaction

Sex	Mean	Standard Deviation
Female	3.5676	0.73556
Male	3.8001	0.73289
Total	3.7330	1.33245

c) *Inferential Statistics*

Pearson correlation technique was used to test the association between the service quality dimensions (academic aspect, non-academic aspectsprogram aspects, design, delivery and assessment and reputation) and general business students' satisfaction. A presentation in table 6 shows that there is a positive bond amongst service quality dimensions and general business students' satisfaction. Hence, general business students' satisfaction is likely to be influenced more in specific terms, academic aspect (0.663), non-academic aspects (0.674), program aspects (0.776), access (0.633), design, delivery and assessment (0.564) and reputation (0.676).

Table 6: Results of the Pearson Correlation

Variable		AA	NA	PA	ACC	RA	DDA	SS
AA	Sig.(2-tailed)	1.00						
NA	Sig. (2-tailed)	0.569**	1.00					
PA	Sig.(2-tailed)	0.732**	0.746**	1.00				
ACC	Sig. (2-tailed)	0.612**	0.757**	0.829**	1.00			
RA	Sig.(2-tailed)	0.670**	0.682**	0.582**	0.829**	1.00		
DDA	Sig.(2-tailed)	0.682**	0.670**	0.682**	0.670**	0.682**	1.00	
SS	Sig. (2-tailed)	0.663**	0.674**	0.776**	0.633**	0.676**	0.564**	1.00

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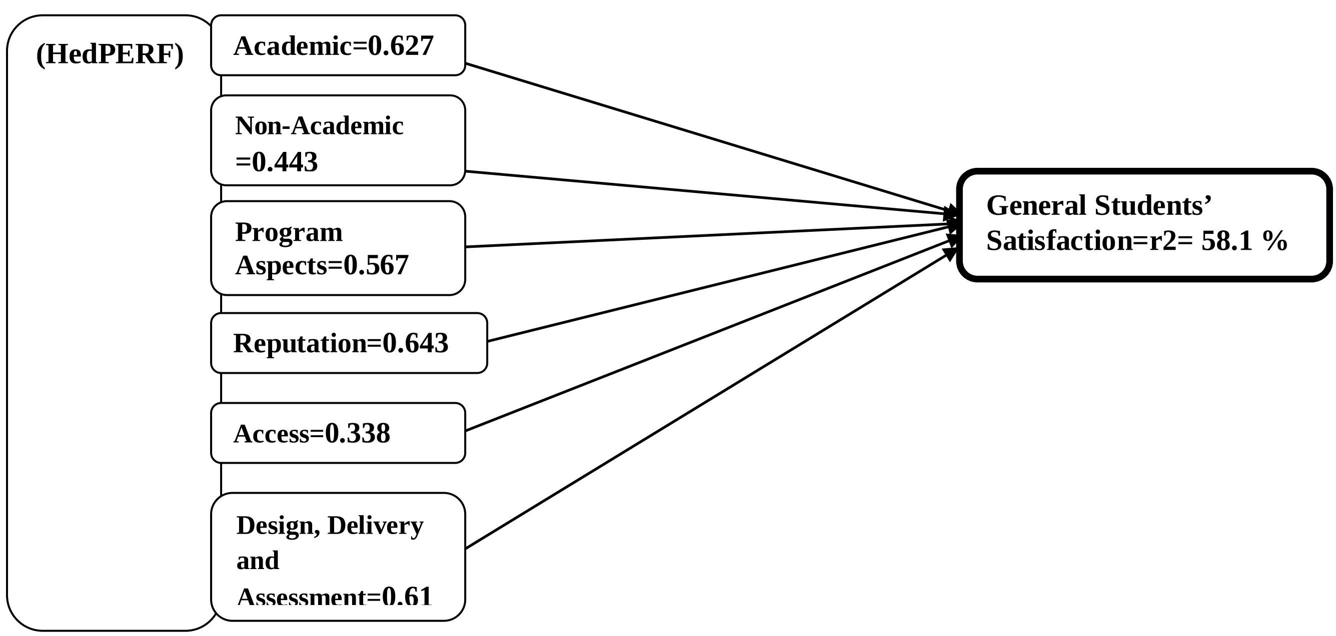
Regression Coefficient table tested the amount of overall disparity in dependent variable due to independent variables. So a change in 18% in dependent variable due to one unit changes in independent variables. From the results in table 7, it is obvious that programs and academic aspects are constantly more significant than the other HEdPERF service quality dimensions (non-academic aspects, design, delivery and assessment, and reputation). This means that programs and academic aspects are two major factors that contribute significantly to business students' satisfaction in higher education. For programs aspect (UnStandardized coefficients B = 0.350 and t = 0.000) and academic aspects (UnStandardized coefficients B = 0.322 and t = 0.000). The B value provides the level at which each independent variable affects the dependent variable if the effects of all other independent variables are held constant (Field, 2005). Meanwhile, beta values indicate the number of standard deviations that the outcome will alter because of one standard deviation change in factor (Field, 2005).

Table 7: Regression Coefficient

Model	UnStandardized coefficients		Standardized coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Standard Error	Beta			Lower Bound	Upper Bound
(Constant)	8.483	2.037		4.167	0.000	4.467	12.450
Academic	0.322	0.075	0.432	2.946	0.004	0.073	0.368
Non-Academic	0.243	0.086	0.243	0.967	0.001	0.322	0.086
Program Aspects	0.350	0.079	0.089	1.267	0.000	0.055	0.326
Reputation	0.101	0.080	0.543	1.264	0.004	0.056	0.327
Access	0.222	0.075	0.413	2.946	0.000	0.073	0.368
Design, Delivery and Assessment	0.134	0.080	0.235	4.303	0.000	0.186	0.452
Business students' Satisfaction	0.222	0.075	0.436	1.267	0.000	0.055	0.326

Dependent Variable: Business students' Satisfaction

Regression Analysis Result



b) Hypotheses Results

All the hypotheses were accepted, since the value of significance was less than the rule of thumb of 0.01. It can therefore be deduced that, the association between service quality variables and general business students' satisfaction were vastly significant.Examining the service quality mean values, it was found that programs aspect has the highest mean of 4.75, trailed by access of a mean of 3.95, followed by academic aspects with a mean of 3.89, and then reputation with 3.74 mean. Also, non-academic aspect has a mean value of 3.67 and design, delivery and assessment aspect was the least with mean of 3.55. From the mean values, it is can be said business students' are less satisfied with design, delivery and assessment aspects. All the same, the overall mean scores of the various variable exceeded the "agree level" of a theoretical value (Rhee & Rha, 2009).

Table 8: Hypotheses Testing

Hypothesis	Mean	Sig.	r	Remarks
H_1: There is significant relationship between academic aspect and general business students' satisfaction	3.89	0.004	0.627	Accepted
H_2: There is significant relationship between non-academic aspect and general business students' satisfaction	3.67	0.001	0.443	Accepted
H_3: There is significant relationship between programs aspect and general business students' satisfaction	4.75	0.000	0.567	Accepted
H_4: There is significant relationship between access and general business students' satisfaction	3.95	0.000	0.338	Accepted
H_5: There is significant relationship between University's reputation aspect and general business students' satisfaction	3.74	0.004	0.643	Accepted
H_6: There is significant relationship between design, delivery and assessment aspect and general business students' satisfaction	3.55	0.000	0.612	Accepted

V. Discussions and Implication

In examining the correlation coefficient (r) between general business students' satisfaction and HEdPERF service quality dimensions. The respondents agreeing with the variables means they are generally satisfied with the goodness of the variables. The study variables including the dependent variable in the education sector are internally consistent and efficient. Programs and academic aspects are two major factors that contribute significantly to business students' satisfaction in higher education. Meanwhile, every single hypothesis was accepted, since the value of significance was less than the rule of thumb of 0.01. It can therefore be deduced that, the association between service quality variables and general business students' satisfaction were vastly significant. The implication is that managers of higher education should understand that, programmes that are run by the university arevery important to students. Universities should develop more proposals to mount attractive academic programmes. After all, if an institution has more programmes, it means it has more "goods" in stock for sale especially now that universities are lamenting over low enrollment due to competition from growing public and private higher educational institutions. However, academic, non-academic, reputation, access and design aspects are equally paramount and should be given special attention.

VI. Conclusion

The growth of higher education subsector in Ghana provides new aspect of civilization and high literacy. This can help reduce poverty, increase standard of living and create much more job opportunities. This conceptual study has outlined the fundamental HEdPERF service quality variables which predict business students' satisfaction in a university (design, delivery and assessment, University's reputation aspect, programs aspect, access, non-academic, and academic). As it stands now lecturers and management of universities can make necessary changes in its overall service delivery. High service quality and business students' satisfaction play a key role for universities to become and even maintain fast tract race, avenue for attracting prospective business students', business students' repeat enrollment on subsequent programs and increase the general success of the universities.

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Good Education Research

By Ashwag Almethen

Introduction- In “What Is "Good" Education Research?” Karl Hostetler (2005) argues that education research should not only be understood as the researcher’s knowledge of“sound procedures but also of beneficial aims and results” (p.16). The beneficial aims that Hostetler is referring to here all revolve around human well-being. He elaborates that his aim is to “propose that good research requires our careful, ongoing attention to questions of human well-being” (p.16). He goes on to urge education researchers to focus on the ways that can make achievingthis goal possible. Using the No Child Left Behind legislation as an example, Hostetler criticizes current definitions of research as narrow and limiting in their scope because they only see research as experimental studies or quantitative and qualitative methodologiesaiming to yield a set of immediate solutions or actions. These definitions do not pay attention to what good comes from such policies or actions or how they can contribute to the overall well-being of those involved.

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Good Education Research

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I. Introduction

In "What Is "Good" Education Research?" Karl Hostetler (2005) argues that education research should not only be understood as the researcher's knowledge of"sound procedures but also of beneficial aims and results" (p.16). The beneficial aims that Hostetler is referring to here all revolve around human well-being. He elaborates that his aim is to "propose that good research requires our careful, ongoing attention to questions of human well-being" (p.16). He goes on to urge education researchers to focus on the ways that can make achievingthis goal possible. Using the No Child Left Behind legislation as an example, Hostetler criticizes current definitions of research as narrow and limiting in their scope because they only see research as experimental studies or quantitative and qualitative methodologiesaiming to yield a set of immediate solutions or actions. These definitions do not pay attention to what good comes from such policies or actions or how they can contribute to the overall well-being of those involved.

Hostetler explains that he by no means suggests that researchers in education do not address questions of well-being. On the contrary, he believes the questions are well addressed; however, the problem is how often these questions are asked in research and how serious they are. Therefore, he proposes that researches pay more attention to questions of well-being. Even if research has good intentions, those good intentions alone do not guarantee "good" research. Just like researchers are expected to be knowledgeable about the processes of research and the qualitative and quantitative methodologies, wemust have the same expectations about their knowledge of human well-being. By examining the standards for reporting on empirical social science research in publications by the American Educational Research Association (AERA), one can see what Hostetler is referring to in this respect. The standards, according to the report, focus on what Hostetler calls "sound procedures" with hardly any reference to human well-being. The focus is on the methodologies of qualitative and quantitative research, which follow fixed processes and aim at validating hypotheses. From problem formulation to design to analysis to reporting, the rigidness of these standards seem to validate Hostetler's claim that the focus in education research is on how to conduct studies and not on what good can come out of conducting them. However, this does not mean that these standards are not necessary or that applying them has not led to actions and solutions that have contributed to the well-being of people. The idea is that these standards need to be complimented by better attention and dedication by researchers' to the moral responsibility towards people.

As stated by the 2006 AERA report, the aim for establishing the empirical research standards in such manner is "to assist researchers in the preparation ofmanuscripts […], editors and reviewers in theconsideration of these manuscripts for publication, and readersin learning from and building upon such publications" (p. 33). While this specification of standards is essential, as Hostetler points out, to help the research community and protect research subjects, it also in a way contributes to the assumption that the standards and the procedures overshadow the value or end result of research by highly emphasizing how to do research instead of why research needs to be done. The AERA could, therefore, include a section that pays tribute to the role of research in promoting human well-being and being a factor in the addressing and solving of real human problems.

Missing from the report is also an emphasis on ethical research. According to Hostetler, ethical research requires one's knowledge of and commitment to core ethical ideas like the dignity and humanity of all people and not simply knowledge of how one can conduct empirical research without violating a set of general rules. It is worth mentioning here that good research should result from a strong desire to help humanity and not from mere carefulness not to violate rules or standards. This foregrounds Hostetler's argument that research requires moral philosophy. The mere conceptual or experimental knowledge of the way the environment is does not tell us what we must do for the well-being of its inhabitants. It must be the researchers' and educators' ethical responsibility to raise questions if the well-being of people is threatened.

Although Hostetler acknowledges the importance of empirical findings in answering ethical questions, he insists that "to engage with questions about well-being we must be clear about the necessity to go beyond the empirical. In other words, good education research requires philosophy, in particular moral theory" (p.19). One theorist Hostetler would be at

Author: e-mail: ashwag222@gmail.com

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odds with on the limits and constituents of good research is Percy Bridgman, a well-known physicist who wrote exclusively on the concept of the scientific method of research. For Bridgman (1959), experimentation and measurement are everything,and "experience is determined only by experience" (491).Bridgman's empirical approach echoes the AERA standards of research which prioritize experimentation.As a physicist, Bridgman sees standards that govern experimentation as the basis for conducting meaningful research. Unlike Hostetler, he is not concerned by the philosophical or ethical sides of research as benchmarks of good research, but thinks that the scientific method of research is what governs and directs empirical inquiries. With that being said, Bridgman's operational theory of empirical research might not be completely at odds with Hostetler's understanding of "good" research if we consider one aspect of it closely. Bridgman sees Einstein's relativity theory as a concept that revolutionizes not only physics but sciences in general. According to Bridgman, what Einstein did was change the criteria of concepts and how they are understood. Einstein proposes the relativity of concepts to the physical operations of the observer in determining its values. According to Bridgman, a termlike "length" had different meanings depending upon the theoretical context under which observations were made. What this means is opening up the possibilities of research and not limiting them to fixed theories or hypotheses. One of the objectives of Hostetler's good research is expanding the possibilities of research and reshaping it to include and focus on the well-being of humans, which is a complex issue that will add richness and depth to research. Bridgeman also emphasizes that concepts are inevitably connected to human experience and that human experience is as important as the standards in the formulation and use of the terms. Bridgman calls this "operational analysis," which entails that fixed rules cannot be applied to validate operations, so the human experience becomes integral in that validation.

Another philosopher who sees a need for adjustment in scientific research, but still differs in his view of good research from Hostetler's, is Karl Popper (1927). According to Popper, one of the shortcomings of scientific research is demarcation which he explains is distinguishing between science and what he calls "non-science." Popper believes that scientific research has limited itself by excluding concepts like logic, metaphysics and psychology from its ranks. Popper is known for adopting the philosophy of Hume, especially in his rejection of induction and celebration of skepticism. He believes that Bacon's and Newton's insistence on pure observation in scientific research is very limiting because, according to him, observation is always selective and influenced by theory. Popper focuses on the importance of experience.He argues that "a system (is) empirical or scientific only if it is capable of being tested by experience" (p. 504). The difference between that and Hostetler's call to open up research is that, for Popper, experience does not necessarily mean human well-being. Popper's aim is not to limit research by celebrating skepticism while Hostetler's aim is to not limit research by the certainty of what research needs to be aim at: human wellbeing.

As we can see from the discussion above, there are more differences than similarities between the theory of good research proposed by Hostetler on one side and the philosophies of empiricism and operational analysis by Bridgman and Popper on the other side. Hostetler prioritizes the moral and ethical aspects of research and believes that more focus needs to be directed to the good that research can do unto people and not only the how or what to study. He believes that the bias that is given to the methods and experiments is a threat to the real humanistic value of research. Bridgman's and Popper's focus on empiricism in research put them on the opposite spectrum, but their philosophies also call for opening up the possibilities of research which, in a way, may align them with what Hostetler aims to accomplish in the long run.

So what can we conclude from this discussion of what constitutes good research? I believe that despite the fact that empirical research in education has come a long way, there is still plenty to be accomplished, which makes arguments like Hostetler's and others who aim to revamp the research standards very timely and worthy of attention. Hostetler's view of good research is a very important sentiment that researchers and educators alike must pay attention to. Doing research for the sake of research is unfortunately still prevalent in today's academic and scientific realms. I believe more research needs to be directed towards the good of humanity now more than ever. What the research community needs now is a concerted and cooperative endeavors for moral education among researchers. Although not all research should be focused on ethical issues, but researchers in general need to understand the relevance between research and what the humanity needs in order to live well and move forward. As we do research, we must always consider what is good or bad for our children and take these considerations into account as we proceed. We also need to realize that results and answers yielded by research are not ends in themselves but new beginnings to be explored. The sole focus is not on perfect results, and research that is wrong in its conclusions can still lead to progress, but educational researchers have an obligation to make sure that the research that is being done is good research that aims at the well-being of people.

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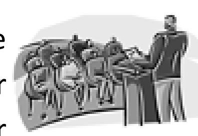

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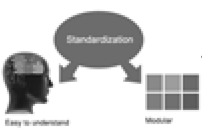

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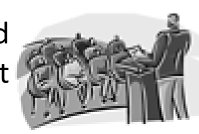
The IBOARS can initially review research papers of their institute and recommend them to publish with respective journal of Global Journals. It can also review the papers of other institutions after obtaining our consent. The second review will be done by peer reviewer of Global Journals Incorporation (USA) The Board is at liberty to appoint a peer reviewer with the approval of chairperson after consulting us.
The author fees of such paper may be waived off up to 40%.

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

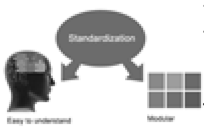


The IBOARS can organize symposium/seminar/conference in their country on behalf of Global Journals Incorporation (USA)-OARS (USA). The terms and conditions can be discussed separately.

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

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

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.

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- 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. "

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

Authorship Policies

Global Journals follows the definition of authorship set up by the Open Association of Research Society, USA. According to its guidelines, authorship criteria must be based on:

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.

Copyright

During submission of the manuscript, the author is confirming an exclusive license agreement with Global Journals which gives Global Journals the authority to reproduce, reuse, and republish authors' research. We also believe in flexible copyright terms where copyright may remain with authors/employers/institutions as well. Contact your editor after acceptance to choose your copyright policy. You may follow this form for copyright transfers.

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 Eletronic 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 homan 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 homan 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 though 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.

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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:

- o Single section and succinct.
- o An outline of the job done is always written in past tense.
- o Concentrate on shortening results—limit background information to a verdict or two.
- o 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.

As always, give awareness to spelling, simplicity, and correctness of sentences and phrases.

Procedures (methods and materials):

This part is supposed to be the easiest to carve if you have good skills. A 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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Result	Well organized, Clear and specific, Correct units with precision, correct data, well structuring of paragraph, no grammar and spelling mistake	Complete and embarrassed text, difficult to comprehend	Irregular format with wrong facts and figures
Discussion	Well organized, meaningful specification, sound conclusion, logical and concise explanation, highly structured paragraph reference cited	Wordy, unclear conclusion, spurious	Conclusion is not cited, unorganized, difficult to comprehend
References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

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