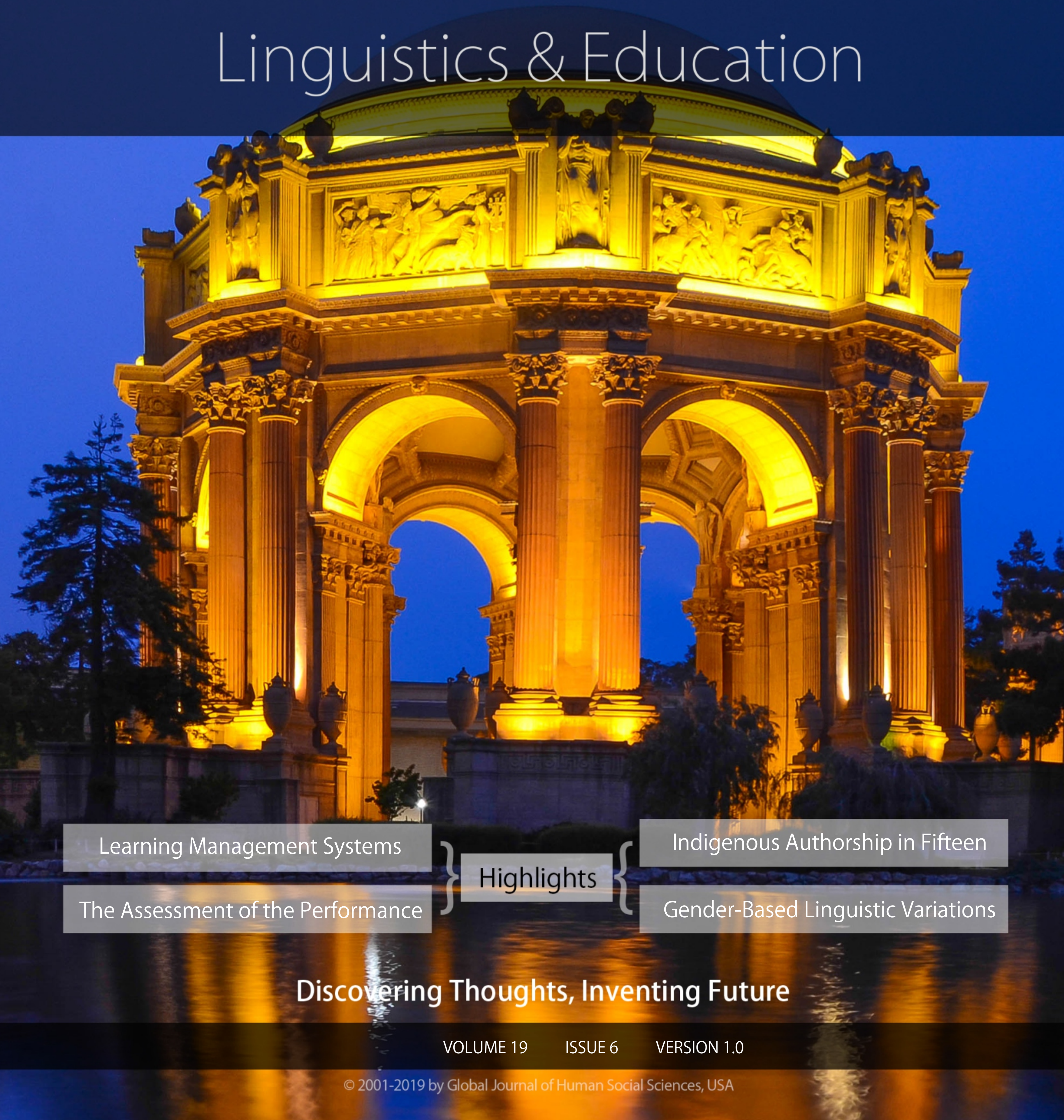
Online ISSN : 2249-460X
Print ISSN : 0975-587X
DOI : 10.17406/GJHSS

Global Journal

of Human Social Sciences: G

Linguistics & Education



Highlights

- Learning Management Systems
- The Assessment of the Performance
- Indigenous Authorship in Fifteen
- Gender-Based Linguistic Variations

Discovering Thoughts, Inventing Future

VOLUME 19 ISSUE 6 VERSION 1.0

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

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

Volume 19 Issue 6 (Ver. 1.0)

Open Association of Research Society

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

Global Journals Inc.

*(A Delaware USA Incorporation with "Good Standing"; **Reg. Number: 0423089**)*
Sponsors: *Open Association of Research Society*
Open Scientific Standards

Publisher's Headquarters office

Global Journals® Headquarters
945th Concord Streets,
Framingham Massachusetts Pin: 01701,
United States of America
USA Toll Free: +001-888-839-7392
USA Toll Free Fax: +001-888-839-7392

Offset Typesetting

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

Packaging & Continental Dispatching

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

Find a correspondence nodal officer near you

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

eContacts

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

Pricing (Excluding Air Parcel Charges):

Yearly Subscription (Personal & Institutional)
250 USD (B/W) & 350 USD (Color)

Contents of the Issue

Global Journal of Human-Social Science: G
Linguistics & Education
Volume 19 Issue 6 Version 1.0 Year 2019
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Learning Management Systems: The Game Changer for Traditional Teaching and Learning at Adult and Higher Education Institutions

By Dr. Lester Reid

Abstract- This qualitative case study explored how learning management systems influence adult learners' method of acquiring higher education, how learning management systems influence adult learners transformative learning and how learning management systems is a game-changer for traditional teaching and learning at adult and higher education institutions. This empirical study focused on the perspectives of faculty members, students, and academic leadership concerning learning management systems utilization, benefits, preference, and satisfaction that influenced traditional teaching and learning at adult and higher education institutions. The qualitative and quantitative research methods conducted by the scholars in this empirical study shows positive and optimistic responses from faculty members and students regarding learning management system preference, utilization, appreciation, and satisfaction for online teaching-learning at adult and higher education institutions.

Keywords: learning management system, online learning, distance education, adult education, higher education, transformative learning, moodle, canvas, blackboard.

GJHSS-G Classification: FOR Code: 130309

Strictly as per the compliance and regulations of:

Learning Management Systems: The Game Changer for Traditional Teaching and Learning at Adult and Higher Education Institutions

Dr. Lester Reid

Abstract- This qualitative case study explored how learning management systems influence adult learners' method of acquiring higher education, how learning management systems influence adult learners transformative learning and how learning management systems is a game-changer for traditional teaching and learning at adult and higher education institutions. This empirical study focused on the perspectives of faculty members, students, and academic leadership concerning learning management systems utilization, benefits, preference, and satisfaction that influenced traditional teaching and learning at adult and higher education institutions. The qualitative and quantitative research methods conducted by the scholars in this empirical study shows positive and optimistic responses from faculty members and students regarding learning management system preference, utilization, appreciation, and satisfaction for online teaching-learning at adult and Higher education institutions. The study shows the trend, and directions adult and higher education institutions are taking to meet the demands and competition to deliver online education to adult learners.

Keywords: learning management system, online learning, distance education, adult education, higher education, transformative learning, moodle, canvas, blackboard.

I. Introduction

Worldwide, there are concerns amongst adult and higher education institutions regarding online learning disrupting traditional classroom learning (Altun Turker, Baynal, & Turker, 2019). During the evolution of online and distance education learning, Ivy League universities along with many others hesitated to embrace online learning; however, over time prestigious institutions across the world have begun offering courses, professional certificates, and college degrees online Via the learning management systems (Ohliati & Abbas, 2019). State universities, for-profit, not-forprofit and private adult and higher education colleges, and universities have been utilizing learning management systems without hesitation and look forward to new innovative learning management systems that will offer the best education delivery services to adult learners in the online Environment (Ortiz & Green, 2019). The traditional physical classroom settings are declining when compared to online education's increased enrollment, especially owing to the supply and demand for online teaching and learning (Holmes & Prieto-Rodriguez, 2018). Adult learners across the world are exploring and embracing online learning gradually via learning management system platforms (Garrotte & Pettersson, 2011).

Learning management systems were designed to facilitate online learning, and now instructors are embracing and appreciating knowledge sharing in the classroom that is educating and preparing adult learners to complete their college education irrespective of where they are Located (Bell, 2011). Learning management systems are considered to be course management platforms for instructors to design, develop, and prepare their classroom to deliver online education to their students (Walker, 2006). Over four decades, learning management systems have been a significant disruptor to adult and higher education, owing to the demand for the product and its ability to connect and integrate the relationship between instructors and students in a knowledge-sharing online environment (Schoonenboom, 2014).

Colleges and universities across the world have been selective in the type of learning management systems they would adopt and implement to deliver online learning to students nationwide and worldwide (T Nagy, 2016). Costs and product delivery capabilities are some of the things colleges and universities consider to be significant when deciding to invest in learning management systems (Blin & Munro, 2008). Many colleges and universities adopt a certain learning management system that will interface with their technology and provide a smooth experience for teachers and students in the classroom (Matusu, Vojtesek & Dulik, 2012). Adult and higher education institutions value the feedback from their instructors, students, and administrators regarding the effectiveness and value of the learning management system adopted and implemented to deliver eLearning education (Little-Wiles & Naimi, 2018).

II. Background of Study

What we have learned from the past can surely be a guide towards future decision making and the exploration of higher learning through distance education. Distance education has meaningfully changed the way we access higher education and how

Author: e-mail: drlesterreid@gmail.com

we complete our college education (Daniel, 2017). Moreover, distance education has made it convenient and achievable for anyone within the USA and internationally to acquire and complete their college education, from the convenience of their home, their workplace, or anywhere of their choosing, without being in a physical classroom (Babo & Azevedo, 2012). Who would have guessed that this trend would emerge in the field of higher education? Distance education is providing millions of people the opportunity to be trained and prepared for career opportunities without being restricted to a geographical location (Chen et al. 2018).

History tells us that higher education's purpose is to advance human intelligence for the benefit of socio-economic and the moral growth and development of a citizen and their country (Bone & Agombar, 2011). Higher education institutions emerged many decades ago and have contributed significant value to millions of citizens across the world and still an influence on the human way of life as well as human growth and development today (Garrotte & Pettersson, 2007). A critical technology used in adult and higher education to facilitate and disseminate knowledge sharing and human advancement are learning management systems (Renzi, 2008). Learning management systems have influenced teaching and student learning tremendously and are making it convenient and accessible for adult learners to acquire their college education virtually from anywhere in the world (Fındık-Coşkunçay, et al. 2018). Learning management systems are contributing to increasing student enrollment, transformational teaching, transformative learning, and higher education institutions profitability (Zain et al. 2018).

a) *Adult and Higher Education Institutions*

For the most part, the teachings and practices at traditional universities were based on religious beliefs. Higher education's focus many decades ago was on the building of man's character and the strengthening of his faith so that he could be a great contributor to society and institutions (Dockery, 2016). Higher education in the United States is different from many other countries and principles. One of the most exclusive physiognomies of higher education in the United States is the decentralization structure. Contrary to many other countries, there is no nationwide system of higher education within the United States of America. The US system is decentralized, whereas college and universities are governed locally and directed within individual state systems (Burkum, 2009).

Early colonial higher education institutions such as Harvard were established to deliver education to those interested in ministry; nonetheless, after the American Revolution, universities began to extend their attention to incorporate education for the ministry, law, and medicine. During the nineteenth century, the mission of higher education transformed drastically to incorporate "applied subjects" such as engineering and agriculture with the development of land-grant colleges after the Morrill Act of 1862 (Cowan, 2011). Traditional practices began changing after that, and opportunities evolved for research to be conducted and used for the advancement of human intelligence and practices. The benefits from land-granting to higher education institutions have enabled the expansion of the dissemination of knowledge and the emergence of professors becoming teachers and scholars (Babo & Azevedo, 2009). Traditional teaching in the classroom emerged and became the trend that affected various areas and departments in a higher education institution, versus the focusing on becoming a minister, lawyer or medical doctor (Brennan & Teichler, 2008).

b) *Cost of Education*

Over the last decade, we have seen the cost of education skyrocket along with the trend of many colleges and universities that have emerged that are linked to for-profit corporations (Popescu & Ciurlau, 2017). As a result of unethical practices by these colleges and universities, many are closed, and graduates are disappointed to know that their degree is tied to a college or university that no longer exists. Whether it was corporate greed or some other unethical business practices, the costs to graduates are astronomical and are a big blow to higher education, particularly within the United States (Bruce, 2014). Without coming up with innovative and creative ideas, existing colleges and universities would have closed their doors several years ago or could be on the verge of closing their doors in the future due to lack of proper business practices and the execution of business models that have historically contributed greatly to organizational and financial growth. (Hansen, 2015). The mission and goals of colleges and universities are to maximize their intangible and tangible resources and meet the needs of their stakeholders (Dolan & Metcalfe, 2012). In addition, it's important to remember that higher education institutions are working to maintain their existence and are competing amongst themselves to keeps their doors open to the public (Martín, Potǒnik & Fras, 2017).

c) *Higher Education Dilemma*

According to the US Department of Education, within the past two decades hundreds of colleges and universities across the United States were closed due to unethical business practices, which have cost hundreds and thousands of college students tremendously, which in many cases have impaired their drive and passion to further their college education after dedicating so much time, effort and financial resources to complete their college education. The Department of Education stepped in, regulations were implemented by the federal government, and many colleges and universities across the country were audited and forced to return federal

Global Journal of Human-Social Science (G) Volume XIX Issue VI Version I Year 2019

funds to the Department of Education. Many were forced to close their doors (Phillips, 2016). It is quite evident that public and private universities have been operating as a business. This should not be looked upon as a negative approach that is mitigating higher education institutions challenges and predicament. After all, research, development, and innovation are critical to the mission and goal of any higher education institution (Correll-Hughes, 2012). Furthermore, investing into research and development at higher education institutions contributes tremendously to the growth and development of the US economy and should be sustained as key elements of the business model approach that will bring great value to the higher education institution (Lin, 2016).

d) Higher Education Paradigm Shift

During the past four decades, higher education experienced a paradigm shift and is now moving away from physical classroom learning to distance education or virtual learning (Sadikin et al., 2019). Due to the new trend, many higher education institutions that are not-for-profit and for-profit colleges and universities have emerged and have become the places to acquire higher education. People have realized that it is more convenient to acquire their education at any location of the choosing, but of course, with a hefty cost to them (Denny, 2013). Statistically and evidently, millions of people are overlooking the cost of education and are completing their college education through distance learning (Greener, 2010).

Formulating and executing business and higher education strategies that will improve how higher education institutions identify and mitigate these issues that are impairing their ability to execute their mission and reaching their goals are essential to the expansion and influence of the higher education institution in the community (Barr & McClellan, 2011). Moreover, without focusing on profitability, implementing an effective business strategy and business model will enable higher education institutions to operate in a manner that maximizes their resources and meet their stakeholder's expectation (Schaltegger et al., 2012). Embracing and implementing business model practices should not be looked upon as a negative approach that will mitigate higher education institutions issues, but rather the conduct of leadership must be looked upon as the potential problem that may affect a higher education institution's ability to fulfill its mission and reach its goals (Al-Husseini & Ebeltagi, 2014).

This study explored learning management systems as a positive contribution to adult and higher education institutions economic and financial challenges and its influence on adult learner's decision making and accessibility to acquire their college education. Online learning and learning management systems are interconnected and are the most popular higher education trend that is making it accessible and convenient for adult learners to complete their college education from anywhere in the world (Alhosban, & Ismaile, 2018). Learning management systems have created a paradigm shift and is the game-changer for traditional teaching and learning at Adult and higher education institutions.

III. Problem Statement

It was not known how faculty members, administrators, and students perceive learning management systems as the game-changer for traditional teaching and learning at adult and higher education institutions. There are continuous debates in higher education about whether colleges and universities should embrace online education fully or partially and whether or not online learning is the best practice to deliver quality education (Reese, 2015). Much higher education institutions have been challenged to offer degree programs online based on the trajectory of higher education learning and the vast demands of adult learners (Funieru, & Lazaroiu, 2016). Online education is pushing many higher education institutions to compete to keep their doors open and to meet the needs of adult learners who prefer online learning versus in-class, face-to-face teaching-learning (Hoskins, 2011). This explored phenomenon is affecting colleges and universities globally.

To deliver comprehensive and quality online education, learning management systems are making such experience possible and worth exploring by adult learners and higher education institutions (Yilmaz & Dogancan, 2016). Classroom management and online learning have changed over the years due to the development of learning management systems by technology companies and the adoption LMS by higher education institutions. Despite the continuous debates and challenges higher education is embracing, the need to meet adult learners need already have been facilitated by colleges and universities which have embraced and utilized learning management systems to facilitate online learning (Croitoru & Dinu, 2016). Adult learners have recognized that the convenience and the flexibility of online learning have made it possible for them to complete their education from anywhere in the world without disruption and restriction of their academic journey.

IV. Purpose of the Study

The purpose of the study was to explore how learning management systems influence traditional teaching and learning at adult and higher education institutions. Online learning is the trend to acquire higher education without being in the physical classroom (Fernández Cruz, Egido Gálvez & Carballo Santaolalla, 2016). Many colleges and universities have offered full degreed programs online for the sake of meeting the demands and to maintain being competitive to increase their student enrollment and increase their bottom-line (Mouakket & Bettayeb, 2015). How learning management systems influence adult learners' education and future economically and financially is worth exploring.

Many argue that online learning compromises the integrity and value of delivered education and should be utilized minimally or not at all, especially for some degreed programs (Orfanou, Tselios, & Katsanos, 2015). The culture and premise of a university's position may or may not be shaken by the trend of how adult learners are earning their college education (Walker, Lindner, Murphy & Dooley, 2016). The learning management systems that best meet the needs of clients are continuously explored by leadership at colleges and universities (T Nagy, 2016). A review of the literature was explored to capture the perspectives of participants and the findings regarding online learning influence on adult learning and the learning management systems contribution to online learning achievements at colleges and universities globally. Deriving possible solutions for adult learners and higher education needs was worth the exploration and contribution to the body of knowledge.

V. Research Question

The purpose of this empirical study was to explore and understand the perception of faculty members and students regarding learning management systems as a game-changer of traditional teaching and learning at adult and higher education institutions. The research questions guided this explored phenomenon:

R1: How do faculty members perceive learning management systems as the game-changer for traditional teaching and learning at adult and higher education institutions?

R2: How do students perceive learning management systems as the game-changer for traditional teaching and learning at adult and higher education institutions?

R2: How do higher education leadership perceive learning management systems as the game-changer for traditional teaching and learning at adult and higher education institutions?

The research questions explored the participant's feelings, experiences, and perceptions of regarding learning management systems and how it influences students learning in a virtual environment. Capturing qualitative data from each participant is essential to the understanding of how learning management systems influence, how adult learners acquire their college education, and how faculty members and administrators value the adoption and implementation of learning management system platform at their higher education institution (Lieber, & Weisner, 2010).

VI. Literature Review

Faculty members and student's perspective about their experience embracing and using online learning management systems is worth the exploration. Understanding how learning management systems influence traditional and online teaching-learning is essential for leadership, staff, and faculty at higher education institutions and for learning management system developers to focus on continual improvement of the quality services provided to their clients. Smooth and efficient delivery of knowledge and faculty-student engagement in an online teaching-learning setting is the fundamental reasons why higher education institutions invest in learning management systems. Selecting the best learning management system is critical and requires research before purchasing or leasing from learning management systems development companies.

a) *Theoretical Foundation*

Sternberg's Triarchic Theory of Intelligence (2000) opens the discussion about the three components of intelligence: analytical, creative, and practical. As we explore these three components by looking at how they affect the way we interact with each other, it is important that we address them separately in order to develop a greater understanding, learning, and appreciation for these concepts. Intelligence and effective decision making are critical to the much-expected results we anticipate at the end of our journey.

Analytical intelligence is synonymous with general intelligence and is measured by IQ tests to determine how humans analyze and interpret critical information with a given point in time. With this approach, an individual can look at things, ideas, words, information, and thoughts from a different dimension that is thought-provoking and requires an accurate response. In a society where people are more entertained and are often distracted from acquiring advance knowledge and making critical and strategic decisions, we notice that personal opinion is frequently fed off feelings and emotions. This can, in some cases, lead to a determinate and disadvantage to the lives of many. Without a careful critical thinking approach that contributes to the advancement and betterment of our lives, many may eventually pay the price and reap the results thereafter.

Creative intelligence is about thinking "outside of the box." Whether we have prior knowledge or not, it is imperative that we explore different avenues of learning and later apply the learned knowledge in a manner that will influence us to step out of the norm to make decisions that will work for the greater good of many. With the use of one's ability, personality, and intelligence, we can influence change and improvement in how we view and embrace the world we live in amongst each other. Being creative with our intelligence should bring a great benefit to our lives and the lives of others. Our creative intelligence should be seen as a tool to facilitate thoughts, ideas, awareness, and solutions to the challenges and demands in our society (Lundin and Nuldén, 2007).

Practical intelligence has to do with how we acquire and use knowledge through experiences of which we seldom enunciate. In a world of demands on our time and energy, we live through our experiences and make decisions because of them. What we experience in life influences our thought processes, which leads to knowing things from the experiences we embraced and absorbed into the way we live and think. Sometimes we lean toward what we know and overlook the fact that life requires us daily to logically work through challenges and problems that require our immediate attention (Merriam and Associates, 2007). Certainly, practical intelligence is critical when focusing on problem-solving matters requiring critical thinking. This approach may bring a breakthrough for many in the long run. It is imperative to know that not to know can be costly and to know may bring a great benefit or results that are much needed.

They explored concepts and theories covered in this study address the significance of the different types and level of intelligence, culture, and practices that influence our decision making and ability to bring a resolute to the challenges we face on a daily basis in our society. Furthermore, knowledge sharing is critical to our human development and how we relate and embrace each other in our society. The theories highlight the matters that affect our lives each day and teaches us how to embrace them and use for human development and application for the greater good of our lives and others (Merriam and Bierema, 2014). Theories help to understand and appreciate Confucius principles of learning and Clancey's (1995) concerning knowing how to make good interpretations and solve problems versus just relying on our abilities, talents, and education.

Learning management systems enables stakeholders (Faculty and adult learners) to communicate, interact, and experience transformative learning and transformational teaching, especially in an online learning environment. Learning management systems provide the opportunity for (1) analytical intelligence, creative intelligence, and practical intelligence to be manifested and facilitated by adult learners and the instructor, which will increase transformative learning and future application of knowledge in the world of opportunities. When adult learners experience online learning via a learning management system, it is imperative that they recognize the benefits and challenges that will influence their transformative learning and ability to evolve once knowledge is disseminated in the classroom. Adult learners will learn how to think outside of the box and overcome online learning anxiety and embrace the trend of learning and developing intelligently.

b) *Learning Management Systems*

Learning management systems are course management platforms designed to deliver adult and higher education to adult learners, notwithstanding geographical location. The various eLearning platforms encourage engagement and knowledge sharing between instructors and adult learners asynchronously and synchronously (Castellano, 2014). The learning management system platforms store learning tools and resources which enable adult learners to complete and submit assigned tasks for evaluation and grading by the instructor (Kumari, 2016). Learning management systems are used for eLearning purposes, which enable adult learners to acquire college education face-to-face or through distance learning (Cudanov et al., 2012). eLearning is a global phenomenon which enables adult learners to complete their college education online from anywhere in the world (Smart, 2006). International universities have transformed the way they deliver college education to adult learners by utilizing learning management system platforms which makes the teaching and learning experience smooth and relatively comfortable for instructors and adult learners (Falvo & Johnson, 2007).

c) *Blackboard*

Blackboard was first introduced to the market in 1989 and dominated the market over a decade, which made it achievable for colleges and universities to embrace with open arms (Bradford et al., 2006). Today, Blackboard is widely used by many colleges and universities across the world, despite facing intense competition with Canvas, Moodle, and D2L (Al-Malki et al., 2015). Blackboard is owned by Blackboard Inc., an American company based in Washington DC. (Bowen, 2012).

According to Loubert (2004), Blackboard functions entirely within the existing Web browser and provides an easy to use the course Web site for which the instructor and adult learners can post their current documents. The setting up of quizzes, exams, and other assignments are relatively comprehensive and feasible for the instructor to complete. From the student's perspective, they appreciate the fact that they can achieve and upload all tasks into Blackboard and later on receive feedback from the instructor and access their grades in the grade book.

According to Metzner et al. (2005), Blackboard's limitation or weakness is the lack of functioning in a web application. The probable solution suggested is the implementation of architecture and assessments of using some software metrics. Students who are enrolled in engineering courses may appreciate the utilization of software metrics interfacing with Blackboard architecture. The recommendations made for Blackboard to meet the needs and demands of their customers are: (1) Designing Blackboard as a centralized supporting class with generic functions (2) Defining persistent data requirements, (3) Determining user interface requirement, and (4) Translating recurrent and mechanical tasks into automated knowledge sources.

While Blackboard focuses on sustaining their customers, their rivals are in full gear designing products and features that are revolutionizing the LMS industry and adult and higher education environments (Mbuva, 2014). Blackboard's quick response to the market could put them in a competitive advantage; however, slow to entry with new or improved products and features could cost Blackboard tremendously in the future.

d) Moodle

Moodle, first released in 2002, is quite unique compared to their competitors. The educational and business model behind the design of Moodle came out of a pedagogy-oriented approach (Minovic, 2012). The goal is to create a platform for students to contribute to the educational experience and sustain learning communities (Alwi & Fan, 2010). Moodle is owned by Moodle Communities and can be accessed on mobile apps and other electronic platforms and devices worldwide. Moodle is the preferred learning management system utilized by many universities around the world to manage eLearning activities; since it is considered to be more affordable compared to other learning management systems. Based on its unique features and capabilities, several universities embrace this technology and encourage their faculty members to utilize the platform to manage their classroom learning activities and monitor student's activities and performance (Korte, 2009).

Malganova et al. (2016) show that Moodle LMS resonated with hundreds of students across the world. Universities that used WebCT and Blackboard platforms experienced a smooth transition to Moodle, which was almost complete and operating on a non-commercial basis compared to their rivals (Crawford & Persaud, 2013). Moodle's plugin packages allow universities to achieve full localization in 43 languages. Tier 1 & 2 universities such as Stanford University and Texas A&M University, embrace Moodle with open arms based on the interactivity, flexibility, cooperation, and motivation. (Dawson, 2011). Some of the advantages that Moodle has over its competition is that it is open-source, can combine the creation, reviewing, editing training materials of the instructor and adult learner (Schultz, 2012).

e) Canvas

Canvas learning management system is more intuitive and easier to use for classroom management, teaching, and learning (Marta, 2015). This product has been on the market since 2011 and is widely preferred by community colleges and universities, predominantly within the USA. Canvas is owned by Instructure, an educational technology company based in Salt Lake City, Utah. Instructure is the developer of MOOC, a Canvas network that is dominating the market with open online courses (Emmons et al., 2017). Many community colleges and universities are replacing Blackboard with Canvas based on its advanced capabilities that are meeting the needs of its customers (Romeo et al., 2017).

Stigall (2016) talked about the distinctions that made Canvas highly preferred compared to their rival's Blackboard, Moodle, D2L, and others. The LMS does have similar features as their rivals; however, the way the features are implemented and the availability of features to customers that are fee-based -unavailable on other LMS platforms. Canvas is the solution to Blackboard's web application problem and the advancement to Blackboard. Canvas was built on Ruby on Rails, which is a programming language for modern Web applications. Canvas benefits include reduction of programming time and room for frequent updates and bug fixes, unlike Blackboard's deficiency in these areas of programming and Web application functioning.

While Canvas sustains market interest, their competition may cease to exist or may come up with products that will disturb the LMS industry or adult and higher education environments. Canvas competitor Blackboard is experiencing difficulty competing and is losing a lot of market shares. Canvas is still the most preferred product in the LMS industry (Canvas Commons, 2018). Canvas is considered to be the upgraded version of Backboard with more intuitive capabilities to improve classroom navigation, classroom set-up, course management, faculty-student engagement, and self-direct learning (Little-Wiles & Naimi, 2011).

The learning management systems elaborated on are in this study are the most commonly used learning platforms used at higher education institutions worldwide. These LMS platforms make navigation and accessing learning activities and resources easy for students and faculty members at higher education institutions. These learning management systems have influenced student learning and learning outcome with the aid of faculty involvement and instructions within the learning environment. Furthermore, faculty members find these learning management systems to be user-friendly and intuitive, which makes it easy for them to develop courses and disseminate knowledge, which will influence students learning and faculty-student relationship.

Global Journal of Human-Social Science (G) Volume XIX Issue VI Version I Year 2019

f) LMS -Faculty Perspective

Faculty members at adult and higher education environments have shared their perspectives regarding the influence of learning management systems on adult learning, classroom management, and engagement. Regardless of the learning management system platforms adopted by higher education institutions, faculty members have contributed their perspectives about which platform influences student learning and adds value to the classroom learning and effectiveness (Nasser, Cherif, & Romanowski, 2011). Studies were conducted to capture faculty member's perception about learning management systems utilization in the classroom to manage learning activities, increase students learning and engagement, and monitor student's activities and performance. Studies have shown a positive correlation of faculty attitude towards learning management systems and the utilization of the platform in their eLearning or online classroom (DeNeui, & Dodge, 2006). Faculty members across the world have embraced learning management systems as a crucial part of their teaching-learning activities in their classroom and have dedicated their time and resources to make the student learning experience interactive and positive (Harijanto & Marisa, 2016).

Little-Wiles (2012) focused on the faculty perspective about learning management systems and how it influences students learning, engagement, and the benefits it brings students online learning experience. The study was conducted at Purdue University in Indianapolis to explore the faculty usage and perceptions of learning management systems. A survey was conducted with four open-ended questions about which they most or least like about learning management systems and what recommendations would they provide to improve how learning management systems accommodate and facilitate online learning. Approximately 39 percent of the 131 participants responded to the survey questions. Over 90 percent of the faculty members who participated in the study used the learning management system to manage their classroom learning activities and resources. Based on the participant's response about their perception of the learning management systems platform used to record students grades and distribution of their class syllabus, 54 percent said that it was extremely important to use, 30 percent said it was very important, 16 percent said it was important, and none said it was not important. Learning management systems utilized were highlighted favored for the flow of knowledge and transformative learning.

Chang (2008) examined faculty perspective of the Blackboard learning management system and their utilization of the learning management system to increase students eLearning experience at a large Midwestern university within the USA. The study was conducted to explore in-depth faculty description of concerns with Blackboard. A web survey was conducted, of which 1208 faculty members received the survey, and only 158 responded. The study shows that faculty members use Blackboard fundamentally for administration purposes of managing their online teaching-learning courses and very few considered pedagogical concerns in Blackboard when teaching their students. The study shows that faculty members embrace learning management systems as a revolutionary way of disseminating knowledge through an online platform that makes it simple to manage their classroom, student engagement, and utilization of various features in Blackboard to enhance learning and future application of knowledge.

According to Wichadee (2015), a learning management system (Moodle) plays a critical role in organizing faculty members course contents at a private university in Thailand. The focus of the study was to explore faculty members attitude towards learning management systems and the utilization of the platform in their classroom. A questionnaire was forwarded to sixty-two faculty members, of which 41 faculty members utilized the learning management system platform in their class while 21 faculty members did not utilize the platform in their classroom. The study shows that faculty members embraced the Moodle platform for the sole purpose of effective classroom management, user-friendliness of the platform, and increase student engagement and performance versus not using the platform to disseminating knowledge to their students. The correlation between faculty attitude towards an LMS platform was positive. The faculty members who participated in the study were 26 males and 36 females who have taught a minimum of ten years and have completed their bachelors' degree. These faculty members who utilized the Moodle learning management system had previously used other LMS systems to teach their online classes.

g) LMS -Students Perspective

Learning how to navigate through an online learning management system platform can be a challenging experience for students, whether or not they have a previous online learning experience. Each learning management system accessibility and capability are different; however, they can enable students to have a positive or negative online learning experience. Understanding how the platform works and where to find content and resources, as well as knowing how to communicate with their professor and classmates is essential to student's effective classroom engagement and participation. Students look for the best online learning experience and, with the help of IT professionals, staff and faculty members, students will be at peace within their mind to know that they will be taught and guided on how to embrace and utilize the higher education institution learning management system. Learning management system videos and user guides are great resources that can add value to students learning about how to use and benefit from the higher education institution learning management system adopted to facilitate online learning.

Islam (2015) investigated faculty and student perception regarding the usage of Moodle learning management system and tested the role of each user to determine the satisfaction and continued usage of the platform for teaching-learning purposes at a higher education institution. Data were collected from 170 faculty members and 233 students who are stakeholders at a Finnish university that uses Moodle as an online learning platform. The study captures the utilization of the features in the Moodle platform by faculty members to manage their classroom and student learning activities. The dependence on the platform by each faculty member to deliver quality content and resources was extensive and shows faculty understanding and appreciation of the platform. The study shows that students find the Moodle learning management system to be user-friendly and easy to navigate to access their course materials and engage in the classroom. Despite the instructions given to students to use the platform, students had minimal difficulty accessing and using the platform to complete their assignments and assessments.

The study shows that younger students embraced and appreciated the learning management system more than older students due to their technology savviness. Students perception of the Moodle learning management system is positive and shows a high acceptance and utilization of the platform to learn online versus in the traditional classroom environment. The hypotheses from the study show that the influence of ease of use on satisfaction, confirmation, and perception of usefulness is moderate, such that the effect will be stronger for students. The quantitative approach revealed the results validating students' appreciation and utilization of the Moodle learning management system as a learning platform for effective online and distance learning. In the context of selecting a learning management system for classroom management and online learning, the Finnish university adopted the Moodle platform as one of the best online learning management system to utilize in the hopes that it will increase students learning and engagement.

Gali, Naveh, and Nava (2010) examined students' utilization of Blackboard learning management system and their satisfaction at a higher education institution. Data for 1212 course websites were collected from the learning management system warehouse, student management database, instructor management database, and satisfaction questionnaires. The study concluded that students using a learning management system experienced a high level of satisfaction and low correlation between use and satisfaction. The study provided a comprehensive review of past research that found that student satisfaction with learning management systems is correlated to course content, perceived usefulness, communication quality, knowledge transmission, and previous achievements and computer literacy (Liaw, 2008; Selim, 2007). Other students found that student satisfaction with learning management system usage correlates with the actual use, previous student achievements, and course dropouts (Hong, 2002).

Student perception about learning management systems is significant to effective learning and communications with their instructor and fellow classmates within an online learning environment. Whether a student is self-directed or regulated or not, it is important that students know how to access, navigate, and utilize the online platform to learn and perform successfully within the classroom. The fact that online enrollment and learning has increased significantly over a decade demonstrates that the need for a carefully designed, user-friendly and autonomous learning management system is critical for higher education institutions to adopt and implement (Naveh, Tubin, and Pliskin, 2010).

h) LMS – Administrators and IT Professionals Adoption

Higher education institutions IT and leadership teams will be the key players to research and recommend the best and most cost-effective learning management system to adopt for the sole purpose of meeting the needs of student learning and success in an eLearning environment (Lonn, and Teasley, 2009). The institutional effectiveness of leadership and team over time should gather data collected from students' response regarding their satisfaction with the adoption and implementation of the learning management system selected for online teaching-learning. The findings and results will influence the decision making of whether or not the higher education institution should continue with the selected learning management system adopted and implemented to facilitate online learning.

Ozkan, Koseler, and Baykal (2009) focused on researching, adopting, purchasing, and implementing a new learning management system at a higher education institution for online teaching-learning. Forty-two participants responded to the survey questions and returned for data collection purposes. The results show that before adopting and implementing a learning management system, there are three constraints to consider that are critical to reaching the institution's intended goals for its students. First, learner characteristics are important to understand and concentrate on before purchasing the online delivery platform. In other words, students' attitudes, motivations, beliefs, and confidence must be recognized, especially when enrolled in an autonomous and self-directed learning environment. The environment is expected to be designed specifically to meet and facilitate those needs and make the learning experience positive. Secondly, the instructional structure is significant in that multimedia technology, tools, and resources will facilitate and increase students learning and classroom engagement.

The information collected by IT professionals and administrators at a higher education institution is critical to the current, updated, or discontinued learning management system effectiveness in the future. With students and faculty success in the classroom in mind, IT professionals and administrators at the higher education institution have to perform research and compare and contrast the various learning management systems in order to select the best fit for the institution's needs. The feedback from the users of the learning management system can be converted into the knowledge needed to choose a platform that will increase student enrollment, increase student learning, and improve classroom engagement and participation. The smooth flow of knowledge and information with the facilitation of media technology, learning resources, and tools is required for students' success, faculty teaching effectiveness, and the institutions increased bottom-line over time. With the feedback from both faculty members and students, IT professionals and administrators will have the appropriate information needed to make a strategic and financial management decision that will contribute value to the institution's overall success.

To strengthen the validity and reliability of the study, a review of the literature about faculty, students, and leadership perspectives regarding the explored phenomenon was conducted (Neuman, 2000). The participants who participated in the review of novels responded to surveys, self-administered questionnaires and interviews pertaining to learning management systems utilization, online learning, traditional teaching, and higher education institutions contribute to student learning (Patton, 2000). The qualitative and quantitative literature reviewed has contributed value to this study regarding the explored phenomenon. Capturing each participant perspectives regarding the explored phenomenon and answering the research questions will provide solutions and insight that leadership and IT administrators will need to make decisions regarding the selection of learning management systems and its influence on students learning, growth and application of knowledge in the future (Silverman, 2010).

This explored phenomenon addresses the gap in literature regarding learning management systems: the game changer for traditional teaching and learning at adult and higher education institutions and provides a solution that will improve higher education institutions knowledge sharing processes that will influence adult learners' way of effective learning and future application of knowledge and training in their field of study after completing their college education. Learning management systems are critical to adult, and higher education institutions ability to meets the needs of adult learners and improve the institutions bottom-line.

VII. Research Methodology

A qualitative research method case study approach was conducted at a local university in the state of Florida (Dhanda, 2013). The purpose for a qualitative case study approach was to capture the real-life perspectives of full-time faculty members, adjunct faculty members, students and academic deans at a higher education institution in the state of Florida (Yin, 2009). An individual interview was conducted with each participant at agreed-upon locations that were conducive to each participant. The participants agreed to meet on the university campus, at coffee shops, and at local libraries to participate in the individual semi-structured interview (Suri, 2011). Each participant was asked seven qualitative research questions and was assured that their identity would be kept confidential and anonymous. The seven individual interviewed questions that were asked during the interviews were designed to answer the two qualitative research questions regarding the perspectives of each participant regarding the explored phenomenon (Devers, & Frankel, 2000).

Savin-Baden and Major (2013) made clear the importance of participating and capturing the human social feature when running research. When intermingling with participants and conducting observation, it is important to capture the true substance of the experience in real-time and note data that are recent and are a true reproducing of the views and perceptions shared by each participant. Qualitative research is used to reveal trends in thought and views and plunge deeper into the issue (Williams & Moser, 2019). Qualitative data collection methods differ using semi-structured or unstructured methods. Rather interesting is that some shared methods involve focus groups, individual interviews, and participation/observations. These data collection instruments are tools used to capture the qualitative responses from participants who volunteer to participate in the study.

a) *Qualitative Research Method*

This qualitative case study explored the perspectives of academic leadership, faculty and students at higher education institutions regarding the implementation of learning management systems: the game changer for traditional teaching and learning at adult and higher education institutions to influence adult learners transformative learning and future applicability of knowledge in their field of study. The qualitative case study research collected qualitative data from the participants during an individual interview and non-participative observation at the higher education institutions.

Global Journal of Human-Social Science (G) Volume XIX Issue VI Version I Year 2019

The qualitative research highlighted two theoretical foundation theories, and how they influence academic leadership knowledge management practices and adult learners transformational learning and future applicability of knowledge in their respective field of study: learning management systems and transformative learning. Furthermore, the significance of this qualitative research was to capture the perspectives and lived experiences of each participant regarding the explored phenomenon and to produce a solution that will influence higher education institutions leadership to improve knowledge sharing processes that will influence adult learners' transformative learning and applicability of knowledge after completing their college education (Nemec, 2012).

b) Case Study Design

Amongst the several methods of qualitative research, the case study is the most prevalent one in fields such as business management and higher education, just to name a few. Yet, as Yin (2012) perceives, the literature on case studies has disposed to the prominence on the methods of data collection and analysis instead of methods of hypothesizing from case studies. Furthermore, partly due to the impact of the landmark methodological works of Savin-Baden & Howell (2013), the importance has been on building theory from case study research. A case study has the conceivability to be individually enduring since there are few theoretical or methodological limitations to constrain a review and each project if finished well, includes some procedure of encounter as latest knowledge and principle arise from the case procedure. The case study includes empirical explorations of single cases that are distinctively exceptional. The work initially benefits the researcher assuming the project, and then when the latest knowledge is pragmatic to exercise, it can have usefulness for others.

The case study was conducted at a local university in the state of Florida. There are over twenty universities in the state of Florida, however, based on the university's location, student population and the utilization of several learning management systems within the past two decades, the university in Florida was chosen for this case study. Capturing the perspectives and experiences of faculty remembers, administrators and students is essential in this qualitative research case study. This case study provides insights to administrators, IT professionals and educators about the significance of learning management systems and how learning management systems influence adult learners transformative learning and future application of knowledge received in the classroom, especially in a virtual or online environment through distance learning. Despite the fact that the case study was conducted at a particular university in the state of Florida, the outcome from the study can be used by adult and higher education institutions to improve adult learners transformative learning, student retention, and performance.

VIII. Data Collection and Analysis

The purpose of the qualitative research case study is to explore and understand how do faculty members, students, and leadership perceive learning management systems as a game-changer of traditional teaching and learning at an adult and higher education institution in the state of Florida (Stake, 1995). The participants in the study were full-time faculty, adjunct faculty, adult learners, and academic deans at a local university in the state of Florida. The participants agreed to participate in the study after being invited to participate in the study. The academic deans of the higher education institution gave permission to conduct the survey on campus on scheduled dates and times agreed upon by each participant (Kvale, 1996). The data collected from each participant were analyzed, interpreted, and discussed in this study. The analysis, interpretation and results from the survey will enable IT professionals and administrators at higher education institutions to embrace, select and utilize and learning management systems that will influence faculty transformational teaching in the classroom and student transformative learning and application of knowledge in their respective field of study (Md. Ali, & Yusof, 2011).

a) Data Collection

Qualitative research explores the words shared by each participant describing their experiences relating to the phenomenon explored (Rossiter, 2008). The participants were asked opened-ended questions during the semi-structured interviews. The purpose of the qualitative research method is to understand the experiences and perspectives of each participant and to analyze and interpret the data collected that will influence the decision making of administrators and IT leaders regarding learning management systems adoption and implementation that will influence adult learners transformative learning and instructor's dissemination of knowledge in the classroom, especially in virtual and online environments (Lichtman, 2013). The qualitative data responses collected from each participant give insights to decision-makers to adopt LMS systems that will influence transformative learning in the classroom, faculty classroom management, faculty teaching and course development (Lincoln, & Tierney, 2004).

b) Data Analysis

Data analysis typically tends to be straightforward since the researcher can relate and distinguish diverse answers provided to similar questions. A thematic analysis was used in this study to capture qualitative data from each participant. Thematic analysis is a method for categorizing, exploring, and deciphering patterns of meaning within qualitative data(Savin-Baden, & Howell Major, 2013). Thematic analysis can be used throughout a variety of theoretical frameworks and certainly research exemplars. There are forms of thematic analysis established for use within positivist structures that focus on the significance of coding consistency. The thematic analysis approach used postulates comprehensible and systematic processes for producing themes from qualitative data. This analysis helps us to understand how codes are the nominal elements of analysis that capture the stimulating qualities of the data pertinent to the research question. This approach was used for the constructing of extensions for themes, patterns of connotation, reinforced by a fundamental classifying concept (Savin-Baden, & Howell Major, 2013).

Capturing and analyzing qualitative data is crucial to qualitative research findings, discussions, and recommendations. The traditional approach of analyzing qualitative data collected for themes data by using SPSS or NVIVO software will be used during my study. Coding of qualitative data may be explored during my study to help develop the themes that will be generated from each participant's responses during the interviews conducted. The themes captured will provide insight, solutions, and contribute value to discussions and recommendations that will be elaborated in the study. An NVIVO software was used to analyze the data collected from each participant (Sapsford, & Jupp, 2006). Data collected from the individual interviews and self-administered questionnaires we first coded and then categorized in the NVIVO software before the analysis was conducted (Salana, 2013).

c) Sample

Table 1 shows that a total of 34 participants at the local university volunteered to participate in the study. The participants in the study were: (1) three academic deans and two associate deans (2) Six full-time faculty (3) five adjuncts and (4)18 graduate and undergraduate students. The college deans are white males who worked as college deans over five years and has completed their Ph.Ds. The faculty members worked in their respective fields over ten years have been teaching over five years at higher education institutions. The full-time faculty members completed their Ph.D., and the adjuncts completed their master's degree. Both deans and faculty members worked with learning management systems at their current and previous higher education institutions at an average of five years. The adult learners in the study worked with learning management systems between 1 to 5 years while acquiring their college education.

Each participant was invited to participate in the study via email and face-face at the local university. Each participant was notified that their responses would be confidential and anonymous. They were notified that their responses would be of great value to adult and higher education institutions and the body of knowledge. The participants were invited to participate in a semi-structured interview at locations, dates, and times convenient to their availability. Some of the participants were interviewed at the local university while the others were interviewed at coffee shops, libraries, and restaurants. The participants are from the college of business and the college of education. The number of participants in the study satisfies a qualitative case study approach requirement and the sharing of perspectives regarding the explored phenomenon.

Table 1: Deans, Associate Deans, Faculty and Student Higher Education Background

Participant	Number of Participants	Occupation	Department	Number of years in Higher Education	Number of years using LMS
Dean	Three	Academic Leadership	College of Business	5 to 10	5 to 10
Associate Dean	Two	Academic Leadership	College of Education	5 to 10	5 to 10
Full-time Faculty	Six	Faculty	College of Business	5 to 10	5 to 10
Adjunct Faculty	five	Faculty	College of Education	2 to 5	5 to 10
Student	eighteen	Student	College of Business & College of Education	1 to 5	1 to 5

IX. Results

Table 2 shows the seven thematic categories were formulated from the seven interview questions that each participant responded to: (1) LMS Utilization (2) LMS Traditional versus Online Learning (3) LMS Student Learning and application (4) LMS Faculty Teaching (5) LMS Student acquiring College Education Online Versus On-Campus (6) LMS Selection and Adoption and (7) LMS Game Changer for Traditional Teaching and Learning, to capture the themes generated during the interviews. Under each thematic category, four themes were generated, which reflects the perspectives and experiences of each participant during the semi-structured interviews. Each participant value the themes generated and believes that each theme is a value-added to any adult and higher education institution performance and effectiveness.

a) LMS -Utilization

Each participant believes that learning management system helps faculty with effective classroom management and dissemination of knowledge. LMS helps with their flexibility to teach and grade student's assessments on a weekly basis. Each participant believes that LMS helps with learning resources accessibility and is convenient for both adult learners and faculty members to communicate, interact, and influence adult learning.

b) LMS -Traditional versus Online Learning

Each participant shared that they had positive experiences using LMS to teach online and in traditional environments. The participants believe that LMS facilitates effective learning in the classroom, especially in the online environment. They believe that LMS enables quality learning in online environments versus traditional learning environments. Furthermore, they believe that LMS is a great interactive tool for students and faculty to communicated and learn from each other.

c) LMS -Student Learning and application

The participants shared that LMS facilitate faculty-student communications in the online and on-campus classroom environments. They shared that LMS improves the faculty-student relationship in the online environment versus on-campus environment. They believe that LMS influence students transformative learning and future application of knowledge. Furthermore, the participants shared that LMS increases student engagement in the classroom, especially in the online environment.

d) LMS -Faculty Teaching

Each participant shared that LMS enables quality teaching on-campus and especially in the online environment. The participants believe that LMS is suitable for knowledge sharing and transformative learning in the online environment. The participants shared that LMS connects students and faculty, which influence adult learners' continuance of taking online courses. Each participant agreed that LMS is great for students who cannot make it on-campus to complete their college education. They believe that LMS is great for distance learning, and it benefits adult learners tremendously.

e) LMS -Student acquiring College Education Online Versus On-Campus

Each participant believes that LMS has influenced how students acquire knowledge and their college degree. They shared that LMS has influenced where adult learners are acquiring a college education. The participants shared that LMS has influenced many adult learners to prefer online learning versus being on-campus. Furthermore, each participant shared that LMS has influenced adult learners to acquire their college education online owing to the convenience of online learning.

f) LMS – Selection, Adoption, and Implementation

Each participant believes that LMS is suitable for learning, and it influences a student's transformative learning, transformational teaching, classroom management, knowledge sharing, and institutional effectiveness. Each participant believes that selecting, adopting, and implementing a user-friendly LMS will contribute great value to student learning, instruction and curriculum development and knowledge sharing within the classroom. Furthermore, each participant shared that LMS will help with their decision making regarding how and where to acquire their college education.

g) LMS -Game Changer for Traditional Teaching and Learning

Each participant believes that LMS changes the way students learn in an online environment and influences student's decisions regarding whether to take classes online or on-campus. The participants believe that LMS changes the way professors teaches, especially in an online environment and that LMS changes the way faculty manage their online and on-campus classroom. Furthermore, each participant believes that LMS is a game-changer for traditional teaching and learning, and LMS should be selected, adapted, and implemented at any adult and higher education institution.

The themes generated shows that each participant shared the same perspective regarding the explored phenomenon. Based on each participant experiences with learning management systems and how it positively influences: transformational teaching, transformative learning, knowledge sharing, classroom management, student enrollment, accessibility to college education, institutional performance, growth, and development. Furthermore, adult and higher education institutions can use this study to (1) improve the adult learners-institutional relationship, (2) faculty-student relationship, and (3) institutional effectiveness. The participants shared that once adult and higher education institutions leadership recognize, appreciate and embrace the themes generated, the opportunity for advance human intelligence will emerge and adult learners will have a better perspective of the significance of knowledge acquisition and future application of such, especially in their respective field of study.

Table 2: Deans, Associate Deans, Faculty and Student Thematic Perspective, Learning Management Systems (LMS).

Thematic Category	Theme 1	Theme 2	Theme 3	Theme 4
LMS– Utilization	Classroom management	Flexibility	Convenience	Facilitates learning & learning resources
LMS- Traditional versus Online Learning	Positive experience	Facilitates effective learning	Enables quality learning	Interactive Tool
LMS - Student Learning and application	Facilitate faculty-student communications	Improves faculty-student relationship	Influence students transformative learning	Increase student engagement with each other
LMS - Faculty Teaching	Enables quality teaching	Suitable for knowledge sharing	Connects Students and faculty	Great for distance learning
LMS - Student acquiring College Education Online Versus On-Campus	How adult learners acquire their education	Where adult learners acquire their education	Online education preference	Convenience of acquiring their education
LMS - Selection and Adoption and Implementation	Suitable for learning	Suitable for teaching	Suitable for classroom management	interactive tools
LMS - Game Changer for Traditional Teaching and Learning	Change the way students learn	Influence student's classroom option	change the way professors teach	change the way instructors manage their classroom

X. Discussions and Conclusions

From this study, higher education leaders, faculty, and IT administrators can utilize the results to improve how adult learners acquire their college education and improve institutional effectiveness of meeting the needs of internal and external stakeholders. The review of the literature was conducted to understand the perception of faculty members, students, and leadership about online teaching-learning and the utilization of learning management systems as the game-changer for traditional teaching and learning at adult and higher education institutions. The responses from the participants in each study conducted serve a significant purpose that will contribute to an institution's effectiveness to deliver higher education through learning management system platforms to adult learners from different parts of the country and of the world. The results from the data analyzed will help developers of learning management systems to design platforms that best increase students learning and engagement. Increased student enrollment for eLearning requires careful preparation and design of the classroom by faculty members so that the flow of knowledge will increase students transformative learning and satisfaction. Knowledge sharing is essential in the learning environment; however, without the appropriate tools, resources, and technology incorporated into the classroom, students can find it challenging to learn and perform successfully.

Traditional classroom enrollment has decreased over the years when compared to the increase in student enrollment into online learning environments (Imhof, et al., (2018). Whether students have the option or not to enroll in an online learning environment, colleges and universities have invested in learning management systems to accommodate and facilitate increased student enrollment for eLearning purposes. Leadership at colleges and universities have recognized that to keep their doors open and compete with their rivals; they have to transition from fully in-class traditional teaching-learning to accommodate online teaching learning (Ippakayala, & El-Ocla, 2017). The pressure to make such a transition is so critical that

Global Journal of Human-Social Science (G) Volume XIX Issue VI Version I Year 2019

even Tier I and II universities are now offering online courses, certificates, and degrees.

Over the last few decades, colleges and universities that were designed to provide mostly or fully online education, have disrupted how and where students acquire higher education. These universities have been the main adopters and implementers of learning management systems so as to capture a large student population and have increased their revenue stream exponentially over a decade as a result. The leadership of these partial and fully online institutions has realized the dynamics of business model effectiveness along with strategic and financial management practices for the purpose of maximizing shareholder wealth. The traditional way of teaching-learning has changed significantly over the years, and with the accommodation of learning management systems, faculty members, students, and higher education institutions have recognized and now appreciate the benefits and required continual investments needed to make sure that higher education learning is not restricted to the face-face, in-class environment. When students are given the option or required to embrace online learning, learning management system platforms are the key technology needed to make student learning and success possible. Students now have options to choose how and where they want to acquire their college education. From the review of the literature and the semi-structured individual interviews conducted, learning management systems are the game changers of traditional teaching and learning at adult and higher education institutions.

References Références Referencias

1. S. J. Daniel, "Making Sense of Flexibility as a Defining Element of Online Learning," World Conference on Online Learning Teaching in the Digital Age, 2017.
2. Daniel, S. J. (2017) "Making Sense of Flexibility as a Defining Element of Online Learning," World Conference on Online Learning Teaching in the Digital Age, 2017.
3. Ohliati, J., & Abbas, B. S. (2019). Measuring Students Satisfaction in Using Learning Management System. International Journal of Emerging Technologies in Learning, 14(4), 180–189. https://doi-org.ezproxy.umuc.edu/10.3991/ijet.v14 i0 4.9427
4. Altun, T & Baynal, K., & Turker, T. (2019). The Evaluation of Learning Management Systems by Using Fuzzy Ahp, Fuzzy Topics, and an Integrated Method: A Case Study. Turkish Online Journal of Distance Education (TOJDE), 20(2), 195–218
5. Ortiz, S., & Green, M. (2019). Trends and Patterns of Mobile Learning: A Study of Mobile Learning Management System Access. Turkish Online Journal of Distance Education (TOJDE), 20(1), 161–176.
6. Chen, C.-C., Huang, C., Gribbins, M., & Swan, K. (2018). Gamify Online Courses with Tools Built into Your Learning Management System (LMS) to Enhance Self-Determined and Active Learning. Online Learning, 22(3), 41–54.
7. Fındık-Coşkunçay, D., Alkış, N., & Özkan-Yıldırım, S. (2018). A Structural Model for Students' Adoption of Learning Management Systems: An Empirical Investigation in the Higher Education Context. Journal of Educational Technology & Society, 21(2), 13–27.
8. Zain, N. M., Fadil, N. F. M., & Hadi, A. A. (2018). Learning Management System: An Experience and Perception Study from Medical Imaging Lecturers and Scholars in a Private University. International Journal of Interactive Mobile Technologies, 12(7), 174–180.
9. Little-Wiles, J., & Naimi, L. L. (2018). Faculty Perceptions of and Experiences in using the Blackboard Learning Management System. Feature Edition, 2018(4), 13–25.
10. Sadikin, M., Yusuf, R., & Rifai, A. D. (2019). Load balancing clustering on Moodle LMS to overcome the performance issue of the e-learning system. Telkomnika, 17(1), 131–138.
11. Alhosban, F., & Ismaile, S. (2018). Perceived Promoters of and Barriers to Use of a Learning Management System in an Undergraduate Nursing Program. International Journal of Emerging Technologies in Learning, 13(2), 226–233.
12. Holmes, K. A., & Prieto-Rodriguez, E. (2018). Student and Staff Perceptions of a Learning Management System for Blended Learning in Teacher Education. Australian Journal of Teacher Education, 43(3), 21–34.
13. Imhof, C., Bergamin, P., Moser, I., & Holthaus, M. (2018). Implementation of an Adaptive Instructional Design for a Physics Module in a Learning Management System. Proceedings of the IADIS International Conference on Cognition & Exploratory Learning in Digital Age, 69–78.

Global Journal of human-social science: G
Linguistics & Education
Volume 19 Issue 6 Version 1.0 Year 2019
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Gender-Based Linguistic Variations: The Comparative Study of Raya and Agame Tigrigna Speakers in Southern and Eastern Tigray

By Alganesh Mulugeta

Abstract- This study aims at investigating the gender based - linguistic variations between male and female Tigrigna speakers of Raya and Agame. In order to achieve the objectives, the researcher used both open-ended and close-ended questions for the subjects. The questionnaire focuses on the participants age and gender. Moreover, the research is based on a sample population of 120 informants of different sexes and ages (between 15 -80) years old and different levels of education. In both study areas 60 respondents from Raya and 60 from Agame respectively have been given the questionnaire. Moreover, recording is one of the methods of data collection forgetting of accurate data, especially among old people who were unable to write their answers for the questions. The findings of this research work show that there is a wide difference between males and females in constructing and using language. The findings also indicate the socio-cultural factors behind using language differently.

Keywords: language, gender, politeness, taboo, masculine, feminine, difference theory, dominance theory.

GJHSS-G Classification: FOR Code: 170204

GENDERBASEDLINGUISTICVARIATIONSTHECOMPARATIVESTUDYOFRAYAANDAGAMETIGRIGNASPEAKERSINSOUTHERNANDEASTERNTIGRAY

Strictly as per the compliance and regulations of:

Gender-Based Linguistic Variations: The Comparative Study of Raya and Agame Tigrigna Speakers in Southern and Eastern Tigray

Alganesh Mulugeta

Abstract- This study aims at investigating the gender based - linguistic variations between male and female Tigrigna speakers of Raya and Agame. In order to achieve the objectives, the researcher used both open-ended and close-ended questions for the subjects. The questionnaire focuses on the participants age and gender. Moreover, the research is based on a sample population of 120 informants of different sexes and ages (between 15 -80) years old and different levels of education. In both study areas 60 respondents from Raya and 60 from Agame respectively have been given the questionnaire. Moreover, recording is one of the methods of data collection forgetting of accurate data, especially among old people who were unable to write their answers for the questions. The findings of this research work show that there is a wide difference between males and females in constructing and using language. The findings also indicate the socio-cultural factors behind using language differently.

Keywords: language, gender, politeness, taboo, masculine, feminine, difference theory, dominance theory.

I. Introduction

A number of investigations in relation to language and society have been conducted in the past decades. Many sociolinguistic studies were made in 1970 and their main concern was phonological, morphological and syntactic variations. In the beginning, gender was viewed as one of the sociolinguistic variables, like that of social class, age, ethnicity and social status. It was after Robin Lakoff had written an essay enitled 'Language and Woman's place', gender and language is established as a field of study (Lakoff, 1975).

Holmes and Meyerhoff (2003) say, gender arises over time in the societal interaction. Language is an asset which can indicate different features of one's social identity. These features involve variation of language in an interaction. Women and men do not deliberately select linguistic choices for the purpose of generating masculine or feminine identities in societal interaction. Instead, they established gendered linguistic approaches to accomplish pragmatic usage of language.

Author: e-mail: alga.zelalem@gmail.com

II. Review of Related Literature

a) *The Study of Language and Gender*

Studies about language and gender are mainly focused on whether there is a language use difference between the genders. There are some differences related to speech in many languages, such as English, Chinese and Japanese Hellingr and Bußmann (1984). It is, as language has existed, the language use difference between male and female has also occurred within it. Nowadays there are no languages that do not show language use difference between men and women at all Prewitt (2011). Sociolinguistic investigation concerning gender and sex began in 1970. Predominantly two features of language behaviors were studied; these are the speech behavior of men and women on the linguistic features such as on the phonological level and the conversational style between men and women in discourse. Since then, strong pattern of gender distinction has been verified in a number of studies. Consequently, it can be suggested that the language use difference due to gender may be coming before class difference which has a strong impact in linguistic difference and change (Coulmas, 1998).

According to Hobbs (2003), in the recent ten years, sociolinguistic researches on language and gender have started to use different theoretical frameworks in studying linguistic forms of men and women. The first theoretical framework is related with the power imbalance between men and women in an interaction and the second theory deals with the aberrant characteristics of women's language stemmed from their relegation in society. On the contrary, the third theoretical framework is based on men and women grow in separate gender speech groups and therefore, develop distinct communication styles.

As Holmes and Meyerhoff (2003) stated, people have different assumptions about the linguistic style of men and women. In other words, while men are expected to be straightforward in their speech, women are typically not expected to be direct in the expression of their ideas; rather they supposed to express their views indirectly. If a woman is indirect in her speech, she

Global Journal of Human-Social Science (G) Volume XIX Issue VI Version I Year 2019

is regarded as proper woman and she is admired whereas if she is direct, she is judged as assertive woman.

As Wardhaugh (1986) says, there are gender-based linguistic variations in choice of words in many languages. For instance, women in Japanese use some sentence final particles 'ne' or another particle 'wa' in their speech. There are cases where men and women express the similar idea in different ways in Japanese language. For instance, 'boku' or 'ore' are used by a Japanese male speaker to refers to himself; whereas as, a Japanese woman uses 'watasi' or 'atasi'; a man says 'boku kaeru', "I will go back" in plain or informal speech, and a woman says 'watasi kaeru wa' meaning "I will go back". In Telugu, a Dravidian language spoken in Andhra Pradesh, women say 'nenu *peddadaanni'*. 'I am the elder one', while men say '*nenu peddavaaNNi',* "I am the elder one". The final markers *daanni* and *vaaNNi* are feminine and masculine pronominal markers respectively.

III. Research Questions

The central theme of the study is to analyze and describe the gender-based linguistic variations between female and male Tigrigna speakers of Raya and Agame. So, the following strands of research inquiries arise from this general theme. These are;

- Are there gender-based linguistic variations between female and male Tigrigna speakers of Raya and Agame?
- What are the socio-cultural factors that affect the language use difference of the genders in Raya and Agame?
- What is the ideology of gendered language among the speech communities of Raya and Agame?

IV. Methodology

a) Population and Research Participants

The target groups selected as key respondents for the purpose of this particular study have been female and male Tigrigna speakers of Raya and Agame. The selection of these speakers as the source of data was intentionally performed. The participants of this study ranged in ages from 15-80 years old. Thus 60 informants were selected from the three districts of Raya namely Ofla, Kilisha and Tao and 60 respondents from Agame districts such as Ganta Afeshum, Enda weizero and Sindeda.

b) Instruments of data collection

The researcher used both open-ended and close-ended questions for the subjects in order to identify gender-based linguistic variations of men and women in Agame and Raya. The questionnaire focuses on the participant�s age and gender. The research is based on a sample population of 120 informants of different sexes and ages (between 15 -80) years old and different levels of education. Moreover, recording is one of the methods of data collection for getting accurate data, especially among old people who are unable to write their answers for the questions.

The interaction of the people has been recorded without the awareness of the participants.

The sample is classified into three sub-categories of age. In both study areas 60 respondents from Raya and 60 from Agame respectively have been given the questionnaire. It has been shown in the following table.

Table 4.1: Age /gender sampling of informants

Age group	Male	Female	Total
From 15-25 years old (young and adolescent)	20	20	40
From 26-50 years old (adults)	20	20	40
From 51-80 years old (elder informants)	20	20	40
Total	60	60	120

V. Questionnaire Analysis

Throughout the questionnaire, there are two parts. The first one focuses on the participants? age and gender. The second part of the questionnaire consists investigating their opinion towards gender differences in language use. Besides, the respondents were given the opportunity to write their comments and suggestions. The researcher also tried to see their views concerning social factors that affect language user differences based on gender.

1. Is there a language use difference between women and men?
   A. Yes
   B. No
   C. Comments

Global Journal of Human-Social Science (G) Volume XIX Issue VI Version I Year 2019

Table 4.1: Language use differences between women and men

Suggestion	Raya females	Raya males	Total	Agame females	Agame males	Total
A	27	24	51	26	28	54
B	3	6	9	4	2	6
Total	30	30	60	30	30	60

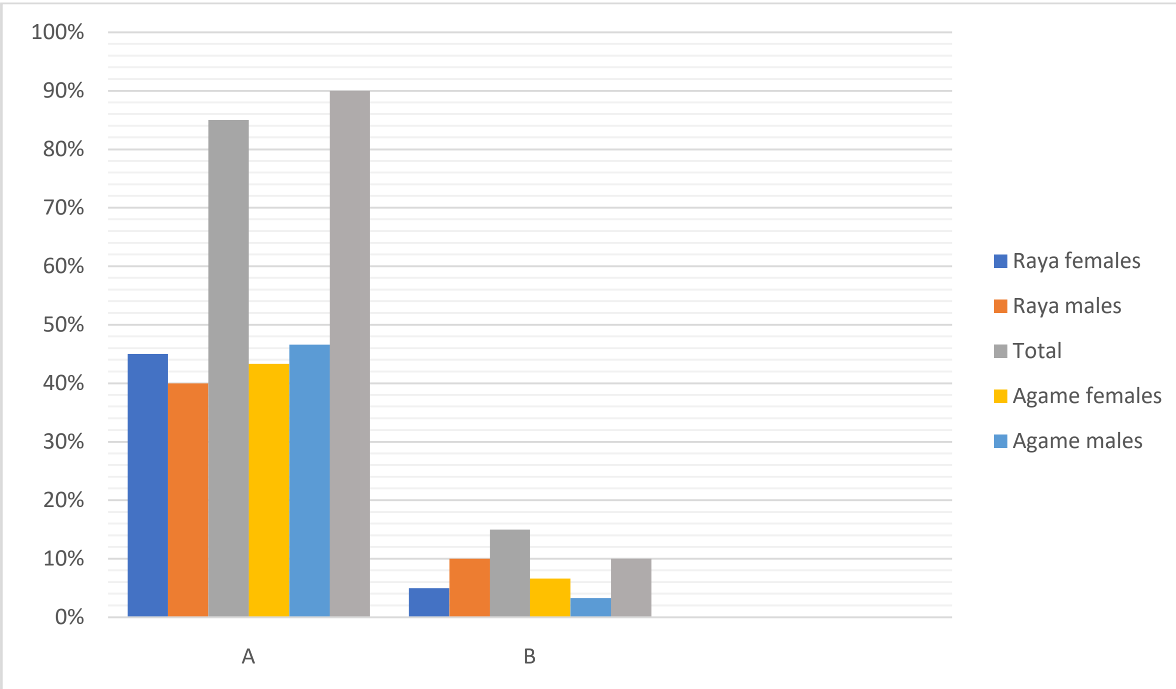


Figure 4.1: Language use differences between women and men

The above table indicates that most of the informants (85% and 90%) in Raya and Agame respectively responded that there is gender-based language difference in their speech communities. 15% and 10% informants in Raya and Agame respectively responded there in no gender related language variation at all.

According to the informants in Raya and Agame Tigrigna speakers, males are observed to use languages that express male gender dominating situations in their speech communities. Males are relatively free to use the so called linguistic taboos and slang expressions in both Raya and Agame speech communities. The females of Raya and Agame, on the other hand, tend to use polite and taboo free languages relative to their male counter parts. Females are more conservative in their language use than males in Raya and Agame. The reasons that brought this linguistic variation in both speech communities are believed to be the social, economic, cultural and educational statuses of the speech communities which are dominantly influenced by males in Raya and Agame. Therefore, we can conclude that there is gender-based language variation.

Mcquiston and Morris (2009) say, men are more likely to use commands in an interaction for instance, “Do this now ... “and particular quantity such as, " ... and get all ten done by two o'clock.” Women, on the contrary, are more likely to use fragmentary statements such as., "Let me see ... I think I have to." and indirect sentences for instance, "Have you thought about doing this now?"; Quina, Wingard and Bates, 1987). Women are also more likely to use politeness expressions for example, "May I have that report this afternoon?", whereas men, as indicated above, are more likely to state commands like, "I need the report by the end of the day"; Mulac, Winemann, and Widenmann et al. 1988).

Mills (2003) contests the view that women are politer than men. She says that *“Politeness’ is not a property of utterances; it is rather ‘a set of practices or strategies which communities of practice develop, affirm, and contest”* (Mills 2003: 9). But we can as well say that women, in general, develop such practices or strategies, while males do rarely.

2. In Raya / Agame are there men who use expressions which are out of the norm?
   A. Yes
   B. No
   C. If your answer is yes, how?

Table 4.6: Expressions used by men which are out of norm

Suggestion	Raya females	Raya males	Total	Agame females	Agame males	Total
A	20	27	47	21	28	49
B	10	3	13	9	2	11
Total	30	30	60	30	3 0	60

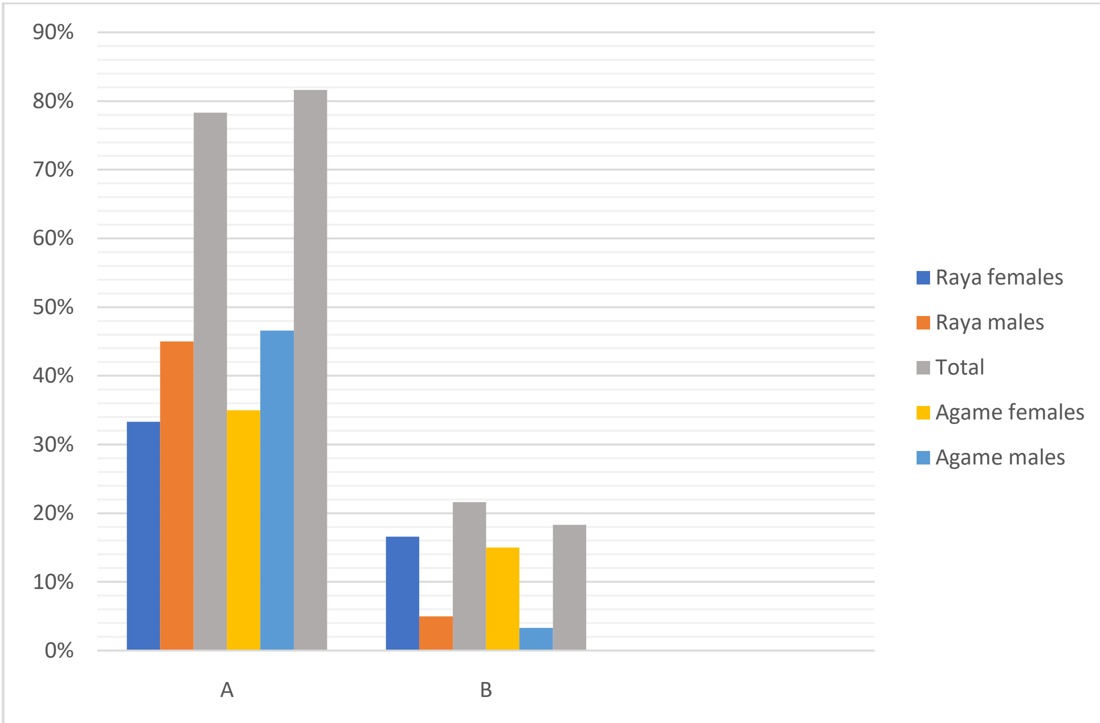


Figure 4.6: Expressions used by men which are out of norm

The data in the above table show that 78.3% and 81.6% informants in Raya and Agame respectively say males use linguistic expressions that go against the linguistic norms of the speech communities. 21.7% and 18.3% of the informants in Raya and Agame responded the opposite.

Regarding the above issue, we can say, based on the data, that males mostly the youngsters deviate out of the normative language use in Raya and Agame. They are free to use taboo and slang expressions compared to their females. The males are observed to directly use taboo expressions as they are without euphemizing them. Bakhtiar (2011) says, distinct linguistic approaches are demonstrated in men's and women's speech. Many researchers have dealt with gender specific languages. (Trudgill,1983; Jay,1992; Jay & Jonsche witz, 2008; Wardhaugh,1986). Generally, women have a habit to employ linguistic structures which are closer to the polite language variety and are more uncertain to employ taboo words in public. Therefore, they are mostly cutting out taboo related expressions and applying as some alternative euphemistic expressions to avoid possible risks to their own and the listener's face. Taboo words have impacted the expressions used by of both genders, and men usually have more freedom in employing taboo words, conversely, women have always been expected and trained to talk 'lady like'.

3. In your point of view, why most men prefer to use expressions which are out of the norm?
   A. Because it is important in their work
   B. Because it is easy to communicate
   C. To show their power

Table 4.7: Reasons of using expressions which are out of the norm

Suggestion	Raya females	Raya males	Total	Agame females	Agame males	Total
A	5	7	12	2	5	7
B	11	3	14	9	4	13
C	14	20	34	19	21	40
Total	30	30	60	30	30	60

Global Journal of Human-Social Science (G) Volume XIX Issue VI Version I Year 2019

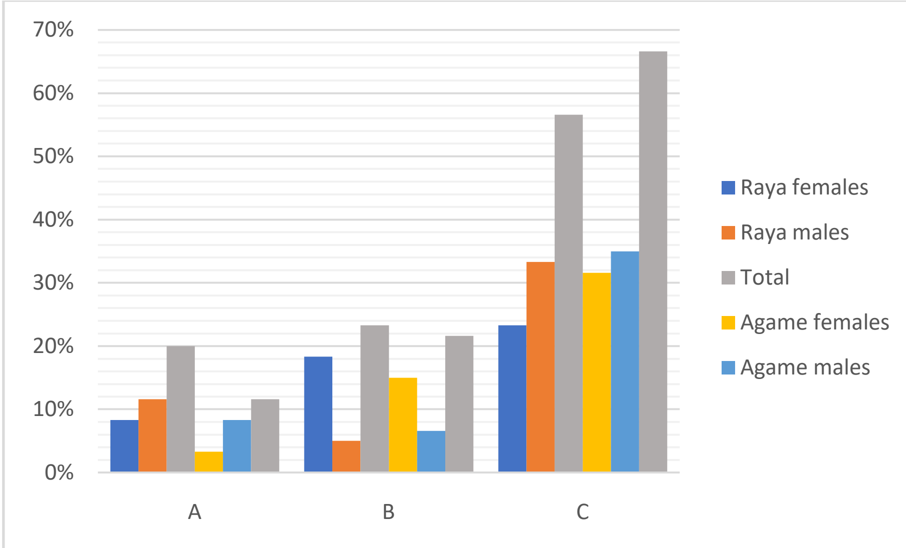


Figure 4.7: Reasons of using expressions which are out of the norm

As indicated in the above table, 56.6% and 66.6% informants in Raya and Agame respectively responded that males use language that indicates the supremacy of their gender over their counter parts. 23.3% and 21.6% of the respondents in Raya and Agame respectively say that the male's languages for its own sake. On the hand, 20% of the informants in Raya and 11.6% of the informants in Agame responded that the societies are the ones who play the leading role for males to use language that shows the masculine dominance in both of the speech communities.

4. From the following in which women differ from men?
   A. In using expressions
   B. In selecting of terms
   C. In constructing of sentences

Table 4.8: Women's and men's main differences

Suggestion	Raya females	Raya males	Total	Agame females	Agame males	Total
A	15	17	32	16	15	31
B	13	12	25	13	15	28
C	2	1	3	1	-	1
Total	30	30	60	30	30	60

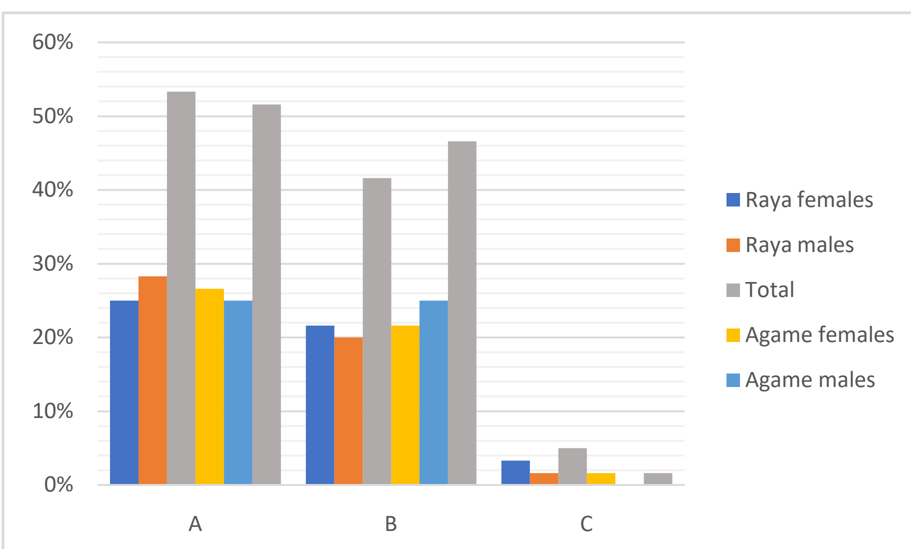


Figure 4.8: Women's and men's main differences

As it is seen in the above table, 53.3% 51.6% of the informants in Raya and Agame respectively responded that females are totally different from males in their language use, where as 41.6% and 46.6% informants in Raya and Agame respectively say that females are different in their diction (word choice) from males. On the contrary, 5% and 1% of the respondents in Raya and Agame say that females are different from males in their sentence construction (sentence choice).

Based on the above data, we can say that females in Raya and Agame think what to say and when to say before they start speaking. They choose the topic of their speech ahead of their speech. Moreover, they are observed to use polite expressions and sentence constructions.

5. According to your point of view, are there any differences between women and men in using taboo words?
   A. Yes
   B. No
   C. If your answer is yes, how?

Table 4.9: Differences in using taboo words between women and men

Suggestion	Raya females	Raya males	Total	Agame females	Agame males	Total
A	26	22	48	21	18	39
B	4	8	12	9	12	21
Total	30	30	60	30	30	60

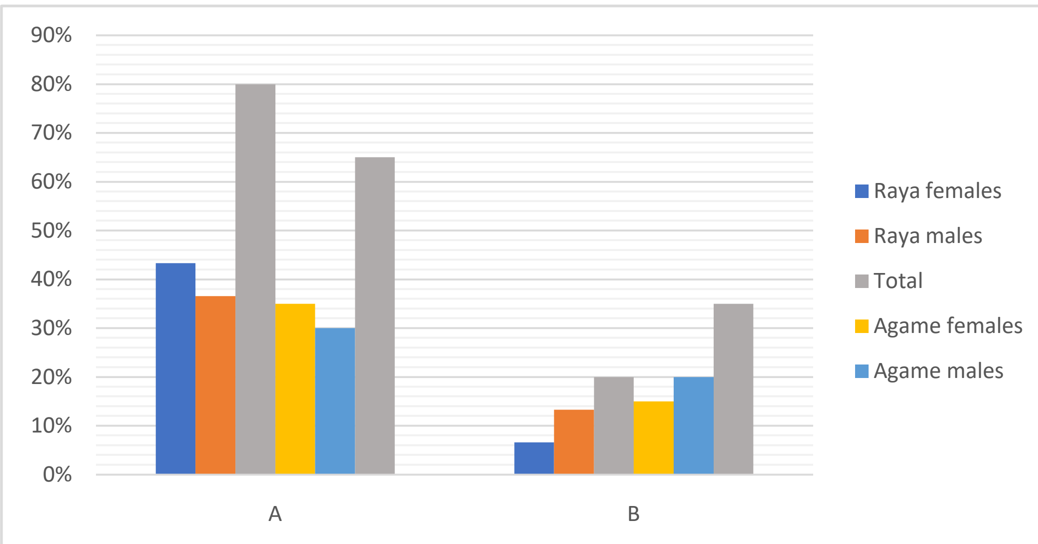


Figure 4.9: Differences in using taboo words between women and men

The above table indicates that 80% and 65% of the informants in Raya and Agame respectively responded that males dare to use vulgar language compared to their female counter parts. 20% and 35% of the respondents say the opposite.

As mentioned before, males in Raya and Agame are relatively free to use their language when we compare with their female counter parts. The freedom of their language use includes the use of vulgar language freely in males compared to females, especially when they talk to the people of their age. On the other hand, if females use some vulgar languages in Raya and Agame, they are subject to social criticism of the linguistic communities. According to Tannen (1990), there are different evidences that women and men are judged differently even if they use the same language. A linguistic strategy which is used by women reflects differences, shyness and lower self-confidence.

6. According to your point of view, who are expected to use more euphemistic expressions between women and men?
   A. Men
   B. Women
   C. Comments

Global Journal of Human-Social Science (G) Volume XIX Issue VI Version I Year 2019

Table 4.10: Women and men and the use euphemistic expressions

Suggestion	Raya females	Raya males	Total	Agame females	Agame males	Total
A	7	11	18	2	1	3
B	23	19	42	28	29	57
Total	30	30	60	30	30	60

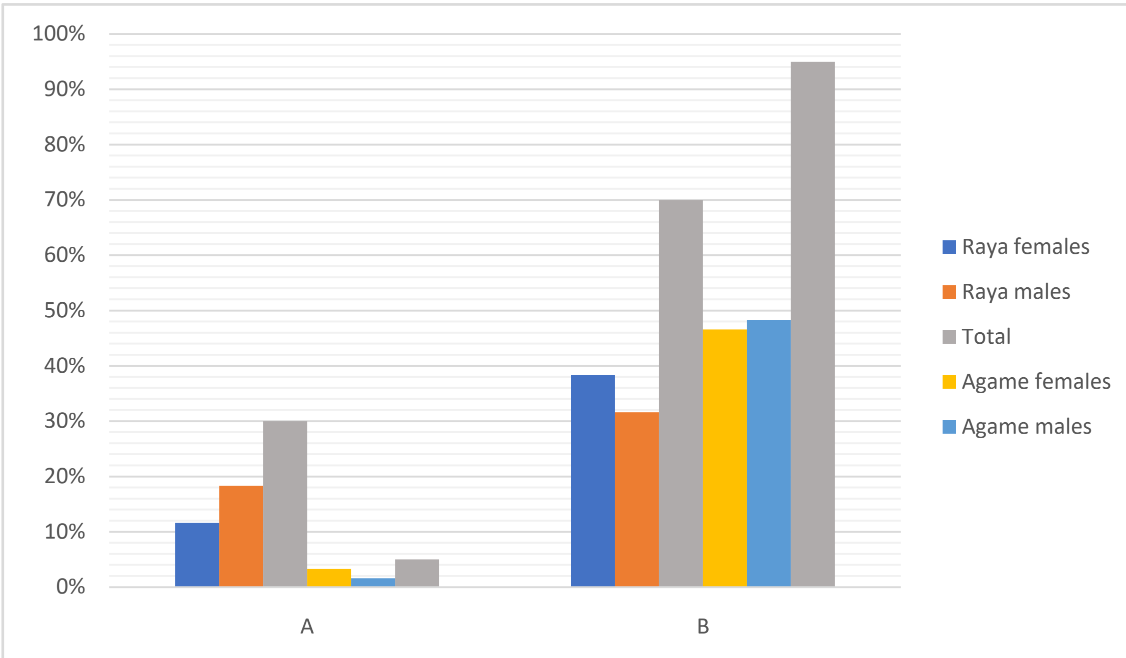


Figure 4.10: Women and men and the use of euphemistic expressions

70% and 95% of the informants in Raya and Agame respectively responded that females are observed to use polite languages in their speech communities as indicated in the above table. 30% and 5% of the informants in Raya and Agame respectively, on the other hand, responded in the opposite.

In Raya and Agame speech communities, females who are polite in their language use are highly respected and accepted by their respective speech communities. In these speech communities, it is not only social factor that plays a role the way females use their languages. Culture and religion also influence language use in Raya and Agame speech communities. Females who strongly and impolitely utter their language are culturally at large and religiously in particular subject to criticisms. Therefore, females speak more slowly and more politely than males to get social, cultural, religious acceptance in Raya and Agame.

7. In your point of view, are there differences in expressions used by women and men when they are in the state of anger, happiness and fright?
   A. Yes
   B. No
   C. If your answer is yes, how?

Table 4.12: Expressions used by women and men to express emotions

Suggestion	Raya females	Raya males	Total	Agame females	Agame males	Total
A	17	20	37	16	18	34
B	13	10	23	14	12	26
Total	30	30	60	30	30	60

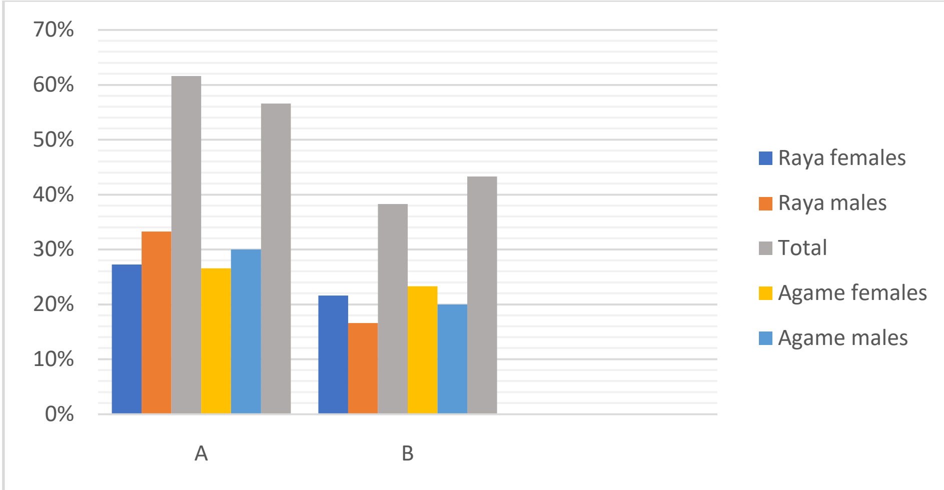


Figure 4.12: Expressions used by women and men to express emotions

As indicated above, 61.6% of the informants in Raya and 56.6% of the informants in Agame responded that females and males use different languages to express their happiness, anger and fear. 38.3% and 43.3% of the informants in Raya and Agame respectively responded that there is no difference between females and males in expressing of happiness, anger and fear.

As for the informants, it is common to see males boast in the names of their fathers, brothers, and friends. For example, they say 'wəddi …', son of…, 'ʔarki…', friend of…, 'ħaw…', brother of… Moreover, in Raya, males boast by using a loud sound of 'ħɨbbubbu', or they say 'ʔajjam bəl', which means 'take care!'. In this case, males of Raya and Agame are not observed to boast by the name of their mother or wives because it is believed to be a symbol of fear to boast by female gender for males in Raya and Agame.

Females in Raya on the other hand, are observed to say 'gwal ʔɨjjatu' (the daughter of my father), or ħafti … (the sister of…) to boast. Females in Agame, on the contrary, say 'nɨʔʃti gwal' (I the young girl), having functional meaning 'no one can beat me.' In both speech communities' females are observed to use the name of their God and names of saints to express their fear.

8. According to your point of view, which gender is expected to use taboo words?
   A. Men
   B. Women

Table 4.13: Gender and the use of taboo

Suggestion	Raya females	Raya males	Total	Agame females	Agame males	Total
A	23	21	44	25	27	52
B	7	9	16	5	3	8
Total	30	30	60	30	30	60

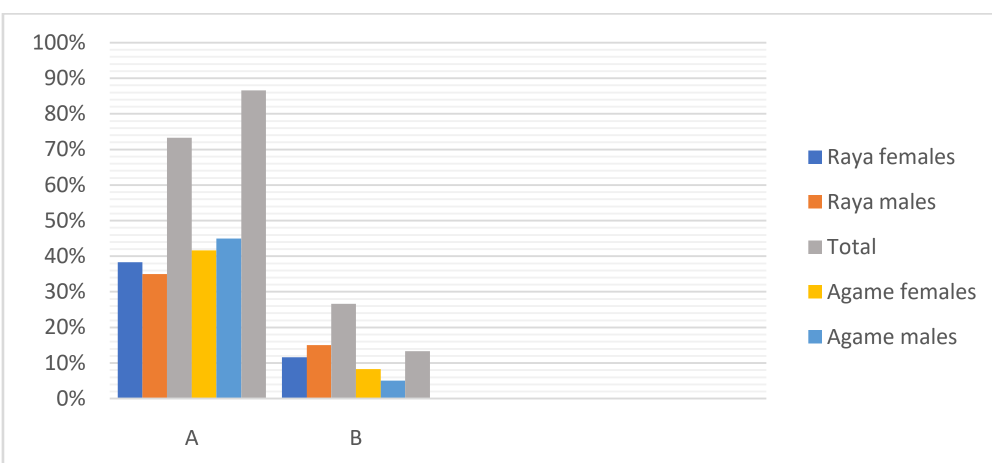


Figure 4.13: Gender and the use of taboo

As indicated in the above table, most of the informants (73% in Raya and 86% in Agame) responded that taboo expressions should be uttered by males, but not by females. 26.6% and 13.3% of the total informants in Raya and Agame respectively responded the reverse. The respondents say that it is better when males use taboo or vulgar languages in Raya and Agame. But if the females utter vulgar languages in Raya and Agame, they don't get social inclusion. They will rather be socially condemned. Generally, the speech communities of Raya and Agame prefer the vulgar languages not be used in some open linguistic contexts.

9. According to your point of view, are there any problems if women use all the expressions used by their men counter parts?
   A. Yes
   B. No
   C. Comment

Table 4.14: Problems occurred while women used expressions used by their men counter parts

Suggestion	Raya females	Raya males	Total	Agame females	Agame males	Total
A	14	12	26	12	10	22
B	16	18	34	18	20	38
Total	30	30	60	30	30	60

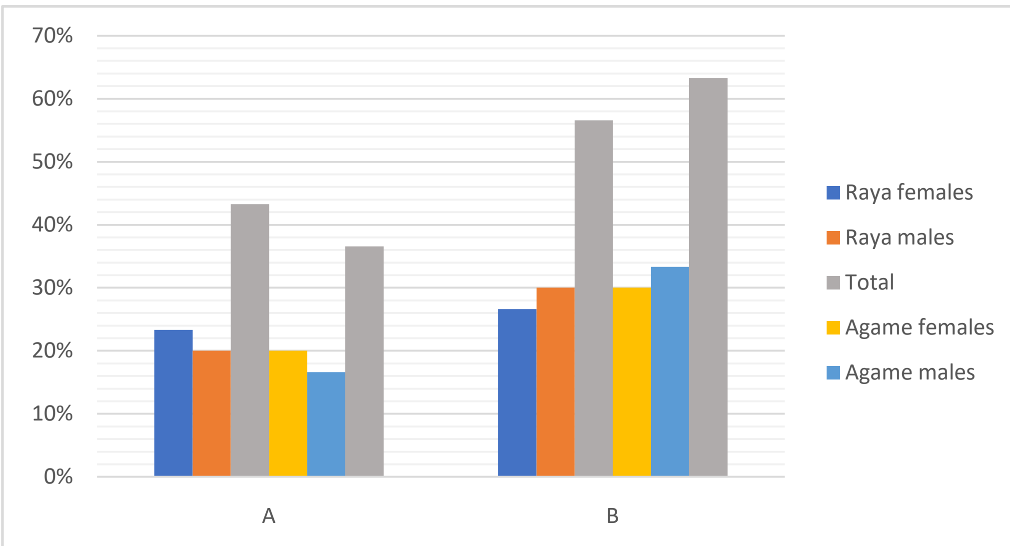


Figure 4.14: Problems occurred while women used expressions used by their men counter parts

The above table shows that 56.6% and 63.3% of the total informants in Raya and Agame respectively responded that all the languages used by males should also be used by females. On the other hand, 43.3% and 36.6% of the total informants in Raya and Agame responded that the languages males use should not be the same as that of the females.

Based on the informants' data, language is primarily used for communication. Therefore, there should not be any difference by saying 'the language of males' and 'the language of females'. That language is created by its respective speech community, so females must utilize it equally with their male counter parts as they are equally part of that linguistic community. What is allowed for males must be allowed for females as well. Moreover, what is condemned for females should be condemned for males as well. For example, if slag expressions are not accepted to be spoken by females, they should not also be accepted to spoken by their male counter parts. Of course, the change cannot come overnight. I would recommend until the attitude of the speech communities toward linguistic prejudice gets balanced males and females should stick to their respective gender based linguistic styles.

VI. Conclusion

This study was conducted to analyze and describe gender-based linguistic variations between male and female Tigrigna speakers of Raya and Agame in southern and eastern Tigray respectively. Similar to any other society, Raya and Agame speech communities possess a culture that manifests patriarchy. Language use is one of the ways this patriarchy is manifested through. In this connection the researcher has investigated how language use manifests gender disparity between the Raya and Agame Tigrigna speakers. In the light of dominance and difference theories, the researcher has tried to describe the language use difference between men and women in the targeted linguistic groups. This research aims to correlate the linguistic and the social structures relying on the qualitative and quantitative samples taken from the native speakers of Tigrigna in Raya and Agame. Moreover, by using basic research methods such as questionnaire including (open and close ended), interview that is unstructured and participatory observation, the researcher has collected the relevant data. The data was collected, transcribed and analyzed based on thematic descriptive analysis and quantitative approach. Based on this analysis, the findings were made and conclusions are drawn. The findings generally show that there is gender-based linguistic difference between male and female Tigrigna speakers in relation to naming in marriage, loudness of voice, intimacy expressions, taboo words, insult terms and swearing expressions. The results also show that the socio-cultural factors behind using language differently and the ideology of gendered language among the speech communities of Raya and Agame.

VII. Recommendations

Based on the above conclusions, the researcher would like to forward the following recommendations.

Regarding language use disparity based on gender, the society unfairly gives more value to men than to women. Hence to change this unfair language usage in the society, awareness raising programs should be carried out in Raya and Agame. Organizations such as Women's affairs office and others have to promote the concept of gender equality by preparing seminars, workshops and other media. Further researches are necessary to explore the issue of gender and language in Tigrigna and other Ethiopian language.

References Références Referencias

1. Bakhtiar, M (2011). Assessing the Offensiveness Level of Taboo Words in Persian. Vol, 4. The Journal of International Social Research.
2. Ball, M. (2005). Clinical Sociolinguistics. USA: Blackwell Publishing.
3. Coulmas, F. (1998). The Handbook of Sociolinguistics. Tokyo: Blackwell Publishing.
4. Hass, A. (1979).Male and Female Spoken Language Differences: Stereotypes and Evidence. *Vol, 86*(3). Pp. 616-626. *Psychological Bulletin.*
5. Haylay Gebreyohannes. (2009). Gender Differences in the Use of Linguistic Forms in the Speech of Men and Women: A Comparative Study of Selected Men and Tigrigna Novels by Women Authors. Addis Ababa: Addis Ababa University. (MA Thesis in Linguistics).
6. Hellinger, M and Bubmann, H. (1984). Gender Across Languages. Amsterdam/ Philadelphia: John Benjamins Publishing Company.
7. Hobbs, P. (2003). The Medium Is the Message: Politeness Strategies in Men's and Women's Voice Mail Messages. Journal of Pragmatics.Vol-35, Pp. 243-262.
8. Holmes, J and Meyerhoff, M. (2003). The Handbook of Language and Gender. USA: Blackwell Publishing.
9. James, D., & Clarke, S. (1993). Woman, men, and interruptions: A critical review. In D. Tannen (Ed.), Gender and conversational interaction (pp. 231–280). New York: Oxford University Press.
10. Jesperson, O. (1922). Language: It's Nature, Development and origin. New York: Origin Allen & Unwin. 32
11. Lakoff, R. (1975). Language and Woman's Place. New York: Harper and Row Mcquiston, D and Morris K. (2009). Gender Differences in Communication: Implication for Sale People. Journal of Selling.
12. Mills, S. (2003). Gender and Politeness. Cambridge: Cambridge University Press.
13. Prewitt, et al. (2011). The Gendering of Language: A Comparison of Gender Equality in Countries with Gendered, Natural Gender and Genderless Languages Springer Science.
14. Roza Tadesse. (2009). Gender-Biased Ideology of Tigrigna Speakers as Reflected in the Grammar of Tigrigna. Addis Ababa: Addis Ababa University. (MA Thesis in Linguistics).
15. Sunderland, J. (2006). Language and Gender: An Advanced Research Book. London and New York: Routledge.
16. Tannen, D. (1990). You Just Don't Understand. New York: Ballantine Books.
17. Wardhaugh, R. (1986). An Introduction to Sociolinguistics. Blackwell Publishing.
18. Zimmerman, D. H., and West, C. (1975). Sex roles, interruptions, and silences in conversations.
19. In B. Thorne & N. Henley (Eds.),. Language and gender: Differences in dominance. Pp. 105-129. Rowley, MA: Newbury.

Global Journal of human-social science: G
Linguistics & Education
Volume 19 Issue 6 Version 1.0 Year 2019
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Indigenous Authorship in Fifteen Years of Letters

By Suzane Lima Costa & Rafael Xucuru Kariri

Federal University of Bahia

Abstract- There are many studies that analyze letters about indigenous peoples for a critical understanding of Brazil's political and literary history. In these analyzes, the epistles are treated as valuable archives for the creative processes of their authors, testimonies of notorious identity and political situations or historical/biographical documents foundational to understand our history. However, there is a significant gap in these researches and approaches when the indigenous becomes the sender of the letters, the author of this type of text, that is, when the biography, testimony or historical document was produced by the indigenous himself. In 2013, we prepared the project The Letters of Indigenous Peoples to Brazil to discuss this gap and to create the first virtual and physical archive of these correspondences - fundamental for the presentation of another view from Brazil, narrated and created by authorship of indigenous peoples. In this article we will analyze the specificities of some of these correspondences, discussing the letter as a support used by the natives for a conversation with Brazil, Brazil itself as the recipient of these correspondences and the ways of constructing collective authorship among the natives.

Keywords: *letters; Indigenouspeoples; authorship.*

GJHSS-G Classification: *FOR Code: 139999*

INDIGENOUSAUTHORSHIPINFIFTEENYEARSOFLETTERS

Strictly as per the compliance and regulations of:

Indigenous Authorship in Fifteen Years of Letters

Suzane Lima Costa [α] & Rafael Xucuru Kariri [σ]

Abstract- There are many studies that analyze letters about indigenous peoples for a critical understanding of Brazil's political and literary history. In these analyzes, the epistles are treated as valuable archives for the creative processes of their authors, testimonies of notorious identity and political situations or historical/biographical documents foundational to understand our history. However, there is a significant gap in these researches and approaches when the indigenous becomes the sender of the letters, the author of this type of text, that is, when the biography, testimony or historical document was produced by the indigenous himself. In 2013, we prepared the project The Letters of Indigenous Peoples to Brazil to discuss this gap and to create the first virtual and physical archive of these correspondences - fundamental for the presentation of another view from Brazil, narrated and created by authorship of indigenous peoples. In this article we will analyze the specificities of some of these correspondences, discussing the letter as a support used by the natives for a conversation with Brazil, Brazil itself as the recipient of these correspondences and the ways of constructing collective authorship among the natives.

Keywords: letters; Indigenouspeoples; authorship.

I. Introduction

For over a decade indigenous peoples have written letters to Brazil. Letters about their dead, their political and identity issues, their lands, their enemies, letters about their lives (COSTA, 2018). Today we have an inventory of 664 letters, signed both collectively and individually by indigenous peoples. Letters that were produced in the last fifteen years and made available on websites of non-governmental organizations and in social media platforms, besides the letters in collections belonging to the FUNAI and in other archives. The other in these letters is Brazil, the recipient of the correspondence. The Indians address their writings to presidents, the judiciary or to Brazilians. Brazil is the vocative present in the Indian's desire to talk, but 'absent' in the answer, in the potential interlocution pact that, often, epistolary writing requires. But why writing letters as a way to a conversation with Brazil? What is the content of the indigenous epistolary dialogues? What is it about making Brazil the recipient of these letters?

These questions are part of a larger set of thoughts that we have cultivated since the beginning of 2012, with the development of the research project "The Letters of the Indigenous Peoples to Brazil". At the end of 2013, we began to research the compositions of this type of writing and developed the research subproject entitled "Indigenous Autobiographies in thirty years of letters" [1] .The intention was to circulate the correspondence and to discuss the issue of authorship and the formation of the indigenous autobiographical space. To our surprise, we found a high number of letters written annually by the Indians, mostly in Portuguese, that were spread on websites of non-governmental organizations and social media networks during the period 2000-2015. We realized that these letters had a particular temporal agency, as they followed the way the natives understood and responded to legal and historical imperatives that the Brazilian State imprinted on their bodies. Not to mention that there was also a constant defense of the indigenous identity and territory, which reverberated in writings that called for the recognition of a differentiated citizenship for the peoples.

In addition to the issues raised during the first stage of the gathering of the letters, we were also particularly struck by the collective authorship of the indigenous peoples, registered in the signatures and compositions of more than three hundred letters. In these letters, we see in prominence, varying only the name of each ethnic group, the collective signature of the people, and in the body of the text the argument that the indigenous people is the true author of the writing. This puts in evidence not only the process of creation of these texts, but also the collaborative praxis developed among the Indians themselves for their preparation. Albert Braz, in his article "Collaborative Authorship and Indigenous Literatures", discusses the issue of author collaboration in indigenous literature, emphasizing that one of the defining characteristics of this literature is the incidence of the indeterminacy of a single writer (BRAZ, 2011). Long before Braz, in the late 1980s, Arnold Krupat (1989) discusses the same issue in *For Those Who Came After*: A Study of Native American Autobiography, analyzing who would be allowed to attach a single author name to the indigenous voice that always had in the anonymity, and in the no ownership condition, the base and foundation of its literature.

Author α: Federal University of Bahia, Salvador (BA), Brazil. e-mail: suzanelimacosta@gmail.com

Author σ: Ministry of Education / Federal University of Bahia, Salvador (BA), Brazil. e-mail: rafael.silva_19@hotmail.com

[1] Project funded by CNPq, with the main goal of assembling the archive of indigenous peoples' letters, which are now circulating with broad repercussion on social networks and news portals inside and outside Brazil, as well as letters outside the virtual space sent by indigenous leaders to international organizations and to the Federal Government of Brazil, from the enactment of indigenous rights in the 1988 Constitution until 2015.

More recent thoughts on the indigenous authorship, such as those elaborated by Jane Stanford (2016), in her book *Colonial Literature and the Native Author*: Indigeneity and Empire, extend the discussion presented by Krupat (1989) by asking what happens when the romanticized subject of colonial literature becomes author of the writing work that has always been considered characteristic of the language of the colonizer. Stanford questions whether a new type of writing is produced or if the indigenous author repeats the same models as the colonizer.

In order to deal with these issues recurring all along the research process, we decided to organize the correspondence produced by the Indians as follow: 1) Letters to the 500 years (correspondence that comprise the mark of the 500 years of Brazil and that were addressed to President Fernando Henrique Cardoso); 2) Letters to Presidents Luiz Inacio Lula da Silva and Dilma Rousseff (correspondence that mark the arrival of the Workers' Party to the Presidency of Brazil); 3) Letters to the dead and denunciation letters (correspondence that denounces crimes against indigenous peoples, suicides among indigenous people occurred in the processes land 'retake'); 4) The letters of the indigenous women (correspondence in which women repudiate the action of the State and of the farmers); 5) Letters of recognition or letters about the land (correspondence that communicate the self-demarcation of the indigenous territories). In this article, we will analyse the specificities of some of these correspondences. We will discuss the reason for the use of the letter as support for the conversation with Brazil, Brazil itself as the recipient of these letters and the ways of collective authorship construction among the indigenous.

II. Why Writing Letters to Brazil?

Barthes said that a letter is an encounter of knowledges between two subjects, a knowledge that acts simultaneously in who writes and in who reads (Barthes, 2008). For Foucault (2004), a letter is the very exercise of otherness, for the writer is made present to the one with whom they wish to speak. For Lejeune (2008), a letter is, by definition, a sharing that involves several people and has several aspects: "it is an object (that is exchanged), an act (that can be published)" (LEJEUNE, 2008, p. 252), that is, a way of talking closely - although the subjects of the conversation are in different temporalities. In this process of sharing, the two subjects of the indigenous letters are a collective of actors. The senders sign it as plural - the people - and who receives the letter does it for a collective - Brazil. The two collectives of this way of conversation also have their ways of writing and of making themselves absent / present in the dialogical practice.

This dialogism, somehow, has always been present in the history of Brazil, from the Tupi correspondences of the "Camaroes" in the seventeenth century to the letter of Sonia Guajajara launching her pre-candidacy for Presidency in the twenty-first century. These writings are the result of complex schooling processes that some indigenous ethnic groups have undergone throughout our history - processes that, given the due differences of temporalities, are now part of the indigenous own political organization. The letters written by these peoples are an extension of some of these modes of organization. Therefore, to present the collective authorship of indigenous peoples, it is fundamental to understand the ways in which these authors write in their groups, collectives and associations.

Some of these organizations began with indigenous assemblies in the 1970s, supported by allies of the indigenous movement[2]. These gatherings were attended by indigenous ethnic groups from different regions of the country who met to discuss the state of their traditional territories and the policy of forced integration to non-indigenous society promoted by the Military Government[3]. After the 1988 Constitution, these meetings began to be organized at local, regional and national level, by indigenous leaders, teachers, women, elders and writers, gathered to deal with situations recurrently experienced by communities: the struggle for land, the assassination of leaders and the denunciation of other abuses and violence.

The outputs of these discussions found in the object / act letter its ideal format of diffusion and sharing. In 2014, we attended some of these meetings and recorded the ways in which from the ability to translate orality to literacy, dialogues, decisions and discussions were agreed upon and produced collectively by members of the community. At the end of each collective meeting a letter was written and forwarded to the recipient, collectivized or singled out as 'Brazil'. At those moments, the letter-object was becoming a letter-performative act of presence and agency before the Other - the recipient of the correspondence - and before the sender himself who produced it.

Usually, indigenous correspondence is produced in Portuguese and contains a summary of the group's discussion, including an introduction about the place, a description of indigenous ethnic peoples present at the time of writing, the purpose and the

[2] Partnership with anthropologists, indigenists, linguists and other members of civil societyorganizations. It is worth mentioning the partnership with the Indigenous Missionary Council (CIMI), linked to the Catholic Church.

[3] The official project foresaw that indigenous people, as a group that was evolutionarily inferior to the ideal civilized model, should "evolve" into the general Brazilian status by means of forced integration, using instruments such as the imposition of the use of the Portuguese language, expulsion from the traditional lands and labour market insertion.

issues raised for the conversation. Sometimes this sequence is interspersed by personal stories, situations experienced with other indigenous and non-indigenous actors, and by mythical images and metaphors to explain their feelings to the interlocutor. We perceived that each people elaborates a different way of promoting this translatability, one of the most recurrent being the choice of one or more translators, generally younger natives, who had the necessary literacies to reproduce in writing the demands presented orally by the group.

The contours of this translatability demand an understanding of the role of the translator in the process of elaborating / assembling the collective letters. This is because the translator is also an editor of the text, but not with complete freedom to elaborate it, since his work is under the evaluation of the other Indians present in the discussion. Thus, words, expressions, images and metaphors undergo a continuous process of negotiation during the transcription, besides the fact that, at the end of the writing, it is necessary that the translator presents orally the letter for the acceptance of the other natives. On the other hand, it is the translator who execute the process of performative production of the text, he is the performer of the act of writing. The Indians do not simply choose the Indian who has schooling or who dominates the writing regulations, besides these attributes, it is necessary to have the body that transits between the knowledge of themselves, their village, their culture and the knowledge of the other with whom they are willing to talk.

In defining the translator, when referring to indigenous oral traditions, Lynn Mario de Souza (2006) draws a slight differentiation between the acts of writing and transcribing, noting that several elements of oral performativity do not appear in the written forms of some practices of transcription of indigenous narratives. Thus, Souzastates, "the performativity of the oral tradition (...) is totally lost, making what was born as an oral process or performance becomes a mere written product" (SOUZA, 2006: 204). Souza is referring to the translations of oral practices of cultures with no written languages, in which storytellers choose some performative practices to present the narrative to an audience. "So, the authors who say they are simply writing (registering on paper) indigenous narratives as they were told are actually leaving out all the complexity and dynamics of the performative process of orally narrating" (SOUZA, 2006, p. 203)

Unlike the translator's practice on these oral literatures, the letter translator is a 'transcriador' of the writing process; a plural 'transcriador', not only because they are not alone in the act of writing, but because they must be present in the active listening of the other voices that dictate and interact orally with the text at the same moment of its construction. The 'transcriador' is not alien to the demands of the community, on the contrary, shares the same collective desire of the group, is its own extension, and therefore translates the artifices of the oral performativity of its belonging to the letter. In this performance, the authorship is at the intersections of orality to writing, in the possible condition of their non-separation. Perhaps for this reason it is possible to say that the natives who write letters perform this writing all the time, precisely to guarantee the authorial validity of the text.

We have selected two excerpts from epistles that exemplify this type of performance and which illustrate how a letter can be a collective act of resistance. The first of them was taken from the letter written in 2014 by the Munduruku of the Village Sawré Muybu that was sent to Brazilians to say why they decided to undertake the processes of demarcation of their lands themselves:

Indigenous Village Sawré Muybu – Itaituba/PA, November 17, 2014 de novembro de 2014.

Brazil, Our ancestors told us that the anteater is calm and quiet, stays at its place, does not mess with anyone, but when it feels threatened it kills with a hug and its nails.

We are like this. Quiet, calm, like the anteater. It is the government that is taking away our peace, it is the government that is messing with our mother earth - our wife (MUNDURUKU, 2014).

To be the anteater is to place oneself as a participant in the representation that is being presented, not to affirm a representation of itself - a Munduruku identity - as a value of its own authorship, but to produce a re-presentation, which calls into question their own body, because it relies on everything that exists as represent able. And if this is true, the performance also rehearses a critique to the notions of representation and of the subject of the writing.

Another example of this is in the letter written on January 31, 2011 by the Kaiowá to congratulate President Dilma on her election and once again ask for the returning of their ancestral territory, their Tekohá:

Dourados, January 31, 2011.

President Dilma

How nice that you have assumed the presidency of Brazil. You are the first mother who assumes this responsibility and power. But we Guarani Kaiowá wish to remind you that for us the first mother is the mother earth, of which we are part and who sustained us for thousands of years. President Dilma, they stole our mother. They mistreated her, bled her veins, tore her skin, broke her bones. (...) President Dilma, the issue of our land was supposed to have been resolved decades ago. But all governments washed their hands and were letting the situation worsen. (KAIOWA, 2011).

Here it is the recipient who is exposed to a radical extension / distinction of herself - not to a representation. The set of being mother, land and being Brazil itself is what builds the paradoxical sense of this dialogism constituted to express the absence of the recipient, in the same proportion in which it makes it present in the temporality and in the context of the narrative. Whois writing performs its own condition of sender, not to guarantee the possibility of the encounter, but to say, even as a final alternative to the willingness to converse, that who is there is much more the person than the character of the writing. With a little correction: the person does not have a noun - it is an ethnic people, a village, a community.

The collective authorship of the letters also presents a way of understanding that "we are all many when we write, even alone, even our own life" (LEJEUNE, 2008, 118). The principle of authorship between indigenous people allows such collaborative practices and, as Lejeune himself advocated, allows not to legitimize the idea of a divided self, but to express "the articulation of the phases of a writing work that presupposes different attitudes and links who writes both to the field of texts already written and to the demand that he has chosen to satisfy "(LEJEUNE, 2008, 118).

III. The Individual Recipient / Interlocutor Brazil

A significant part of the collective letters written by natives were elaborated in the aforementioned meetings as authorial manifestos of the people to demand of Brazil and the Brazilians acknowledgement and responses to the situations of abandonment, violence and death suffered by indigenous in their villages. The constant addressing of letters to Brazil directed our research to the selection of this recipient as the first methodological principle for the creation of the virtual archive of the letters of the indigenous peoples. An emblematic letter of this selection was written by the Mehinaku and Xavante ethnic peoples on April 22, 2000 and addressed to the Presidents of Brazil and Portugal, Fernando Henrique Cardoso and Jorge Sampaio respectively:

We are here with all truth of our tradition.

No rancour, no anger. But we're not celebrating anything either.

This is not our celebration.

Despite all the distance and difficulty, we came because we have to talk to you.

We are here to make a new contact. Our ancestors, our grandparents accepted the "gifts" that you left to bewitch our people and thought it was an attitude of true friendship. They believed that by accepting the presents you would respect us, that we would be protected. But this story repeats itself. The attraction fronts continue to use this same tactic to attract and deceive our relatives who do not even know that Brazil exists. (XAVANTE; MEHINAKU, 2000).

Writing to a Brazil that is not even known to exist to make a new contact is to rely on the letter not as a text that forces correspondence, reciprocity, but as an act that mobilizes those who write towards their own self-care. This is because the exchange itself is not the main action that defines the purpose of the letter for the natives, but rather the need to create meanings for their relationship with their interlocutor, even in the absence of answers. Liz Stanley tells us about this necessity when defining the 'letter intention' as an essential characteristic of the genre letter, because it says of "the intention to communicate [...] to another person who is 'not there', because removed in time / space from the writer, and doing so with the hope or expectation of a response " (STANLEY, 2015, p. 03).[4]

In writing a letter as self-care and / or willingness to say, a correspondence can be addressed to a whole society, people or community, who can also be the senders of a letter, although for that, respectively, one has to personalised the receiver as the president, or if the place of the translator is performed in the name of the People. On the other hand, although a continuum of reciprocity exists even in those who only intend to communicate, the letters are still social practices that involve a specific type of encounter between who writes them and who reads them.

This is what we observed in our second selection of letters to Brazil sent by the Yanomami, Terena and other indigenous peoples to presidents Luiz Inácio Lula da Silva and Dilma Rousseff:

Watoriki, January8, 2003.

Mr. President:

We, Yanomami, are happy because you were elected president. You promised to improve Brazil, so we, Yanomami, are also expecting this.[...]

Although you have not sent us a letter, we want you to be aware of our thoughts and support us. When you were a candidate, we sent you a first document and we have not received a response[5], we hope now you can respond. (YANOMAMI, 2003).

Porto Alegre RS, January 28, 2005.

Lula, the omission defeats the hope!

We, Indigenous Peoples of Brazil, participants in the Puxirum of Arts and Knowledges Indigenous

[4]The intention to communicate [...] to another person who is 'not there' because removed in time/ space from the writer and doing so with the hope or expectation of a response.

[5] Letter dated September 16, 2002: "Very well, now we, Yanomami, want to hear your words. You leaders of the Whites write a letter to us Yanomami leaders, because we also want to hear your words. We look forward to your letter here [in the forest] " (YANOMAMI, 2002).

people at the 5th World Social Forum[6] raised our voice to denounce the continuity of the process of forced colonization that has been reproduced today in our country. We are tired of sending documents and knocking on the doors of government offices and not receiving any answers to solve the serious problems we face (INDIGENOUS PEOPLES OF BRAZIL, 2005).

Honourable Ms. Mother of the Brazilian Nation - Dilma Rousseff,

We, Terena mothers from Mato Grosso do Sul, relatives of the murdered indigenous Oziel Gabriel[7] and mothers of other Terena Warriors, who at this historical moment risk their lives in the retake of our lands, feeling powerless in the face of the gravity of the situation and fearing new deaths among our children, poor and rich, Indians and non-Indians; but we are watching our children being massacred by the public force commanded by this same mother of the nation. Instead of protecting us, she closes her eyes so as not to see our suffering and covers her ears so as not to hear our cries of pain and mourning, refusing to solve the issue and not even sympathizing with the indigenous cause or becoming sensible to the slaughter of our people in our state. What kind of mother is this that hugs the strong and kills the weak? (TERENA MOTHERS, 2013).

Considering that the Yanomami explicitly request the continuity of the dialogue, or that the different indigenous peoples gathered at the World Social Forum continue to write letters with no answers from their interlocutors, or that the Terena mothers narrate the murders of their children and appeal to the conversation, we could say that the notion of correspondence among the Indians surpasses the very idea of interlocution that we constructed throughout this article. The Brazil-recipient, represented by its Presidents, is absent in responding and solving the problems presented, but he is the actor of an unanswered reciprocity, because the absence of responses does not interfere in the process of continuing the conversation, since the epistolary intention will always be present. This idea is at the basis of Sarah Poustie's argument that the letter does not lose its characteristics when it does not express an intention of exchange or possibility of reciprocity. For the author, “The paradox here is that, by referring to unsent letters in sent letters, they are in effect sent and reciprocity, exchange and communication concerning them follows.” (POUSTIE, 2010, p. 27)

However, the lack of response is a stimulus to writing of more letters, as is made clear by the indigenous peoples gathered at the World Social Forum, stating that the lack of resolution to the problems presented in the correspondence with the Government has become the motivation for the writing of a letter denouncing the colonization processes. Thus, the absence of the Brazil recipient does not mean the absence of the characteristics of a letter or a discouragement to writing; on the contrary, the Indians exploit the recipient's silence as a metaphor for their relationship with the Brazilian society, which makes the letters of the indigenous promoters of new configurations for the epistolary genre.

IV. Indigenous Epistles and the Contours of the Research

Epistolary writing has always been present in the history of Brazilian literature. From the earliest colonial writings to the contemporary ways of writing letters, the conversations between writer and recipient present us biographical pacts, and temporal and intellectual landscapes of our own history.

In Brazil, many studies analyse letters produced about indigenous peoples for a critical understanding of our political and literary history. In these analyses, the epistles are treated as valuable archives of the creative processes of their authors, testimonies of notorious political situations and / or as historical / biographical documents fundamental to the understanding of our history. However, there is a significant gap in these studies and approaches when the Indian becomes the writer of the letters, the author of this type of text, that is, when the biography, testimony or historical document was produced by the Indian himself. There is even doubt about the authorship of the text and the immediate association with the idea that it would not be possible for natives in Brazil to write letters (or any other type of text), especially when writing is directly linked to the 'Brazil' prior to the “New Republic”.

However, this genre of writing has been among natives since the seventeenth century with the introduction of alphabetic writing by the European colonization. Some of these letters were translated in 1912 by the historian Pedro Souto Maior (MAIOR, 1913), others are still untranslated and available in the Archives of the Royal Library (Koninklijke Bibliotheek) of the Netherlands in The Hague (Nationale Bibliotheek van Nederland), as is the case of letters from the indigenous Antonio Paraopeba, Pedro Poty and Felipe Camarão. These correspondences find in the contemporaneity of the correspondences produced by Marcos Terena, Gabriel Gentil, Azilene Kaingang and Sônia Guajajara, Brazil in another version of its own history, safeguarding the due temporal distance.

In the new stage of the project The Letters of the Indigenous Peoples to Brazil, we decided to invest in the selection and analysis of the individual letters written

[6] The World Social Forum is an alter-globalization event organized by social movements, with the main goal of developing alternatives for a global social transformation whose motto *is another world is possible*. The fifth Forum was hosted in the city of Porto Alegre, Rio Grande do Sul.

[7] Oziel Gabriel, 36, was shot dead during a land repossession action of the Buriti farm in Sidrolândia, state of Mato Grosso do Sul.

in different periods of the Brazilian history in order to analyse the ways in which different indigenous leaders, by biographing their own lives, tell another story of Brazil. In order to do so, we decided to search for indigenous letters in three important periods of our literary and political history: 1630-1680 (before Brazil), 1888-1930 (in the nation Brazil) and between 2015-2018 (in current Brazil).

From this new focus, we intend to create a file of these letters on a digital platform - a space for other studies on epistolary writing in Brazil, as well as for the diffusion of another version of Brazil narrated and created by indigenous peoples. This platform will contribute to the dissemination of a previously undisclosed literary and historical material that can be freely accessed by public school teachers, university researchers, linguists and historians belonging to national and international research and teaching institutions.

References Références Referencias

1. BARTHES, R. (2008). *O prazer do texto*. 4. ed. Tradução J. Guinsburgl. São Paulo: Perspectiva.
2. BRAZ, A. (2011). Collaborative Authorship and Indigenous Literatures. CLC Web: *Comparative Literatureand Culture*. West Lafayette, v.13, n.2, p. 2-10.
3. COSTA, S. L. As cartas dos Povos Indígenas ao Brasil. *Memoria Americana: Caudernos de etnohistoria*. Buenos Aires, UBA, 2018, Vol. 26, n.1, p. 94-104.
4. FOUCAULT, M. (2004). Escrita de si. In: Ética, sexualidade, política. Tradução Elisa Monteiro, Inês Autran Dourado Barbosa. Rio de janeiro: Forense Universitária.
5. KAIOWA. (2011). *Carta do Povo Kaiowá e Guarani à Dilma Vana Rousseff, Presidenta do Brasil entre os anos de 2011 a 2016*. Disponível em: <http://www.ihu.unisinos.br/noticias/40380-carta-do-povo-kaiowa-e-guarani-a-Presidenta-dilma-rousseff->.Acesso em: 7 set. 2016.
6. KRUPAT, A. (1989).*For Those Who Come After*: a study of native american auto biography, University of California Press.
7. LEJEUNE, P. (2008). *O pacto autobiográfico*: de Rousseau à internet. Trad. Jovita G. Noronha e Maria Inês C. Guedes. 1. ed. Belo Horizonte: UFMG, 2008.
8. MÃES TERENA. (2013). *Carta das mães Terena à mãe da nação Dilma Roussef*. Disponível em: <http://odescortinardaamazonia.blogspot.com.br/2013/06/carta-das-maes-terena-de-mato-grosso-do.html>. Acesso em: 9 set. 2016.
9. MAIOR, P. S. (1913). *Fastos Pernambucanos*. Rio de Janeiro: Imprensa Nacional.
10. MUNDURUKU. (2014). *I carta da autodemarcação do território Daje Kapap Eypi*. Disponível em: <https://autodemarcacaonotapajos.wordpress.com/category/cartas/page/2/>. Acesso em: 03 out. 2016.
11. POUSTIE, S. (2010). Re-Theorising Letters and 'Letterness', *Olive Schreiner Letters Project Working Paperson Letters, Letterness & Epistolary Networks*, v. 1, p. 1-50.
12. POVOS INDÍGENAS DO BRASIL. (2005). *Lula, a omissão vence a esperança!* Disponível em: <http://www.cimi.org.br/site/pt-br/?system=news&action=read&id=969>. Acesso em: 28 ago. 2016.
13. SOUZA, L. M. T. M. (2006). Uma outra história, a escrita indígena no Brasil. In: RICARDO, B.; RICAROD, F. (Orgs.). *Povos indígenas no Brasil*: 2001 - 2005. São Paulo: Instituto Socioambiental.
14. STAFFORD, J. (2016). *Colonial Literature and the Native Author:* indigeneity and empire. Gewerbe strasse: PalgraveMacmillan.
15. STANLEY, L. (2015). The Death of the Letter? EpistolaryIntent, Letterness and the Many Ends of Letter-Writing. *SAGE journals*, v. 9, n. 2, p. 240-255.
16. XAVANTE; MEHINAKU (2000). *Carta entregue ao então Presidente Fernando Henrique Cardoso*. Disponível em: <http://brazil.indymedia.org/ content/2004/01/272987.shtml>. Acesso em: 16 ago. 2016.
17. YANOMAMI. (2003). *Yanomami do Demini dirigem-se ao novo governo*. Carta enviada ao Presidente Luís Inácio Lula da Silva. Disponível em: <http://www.proyanomami.org.br/v0904/index.asp?pag=noticia&id=1442>. Acesso em: 15 jul. 2017.
18. YANOMAMI. (2003). *Carta dos Yanomami aos Presidenciáveis*. Disponível em: <http://www.proyanomami.org.br/v0904/index.asp?pag=noticia&id=1389>. Acesso em: 12 out. 2017.

Global Journal of human-social science: G
Linguistics & Education
Volume 19 Issue 6 Version 1.0 Year 2019
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460X & Print ISSN: 0975-587X

The Assessment of the Performance of Public Basic Schools and Private Basic Schools, Ghana

By Sampson Atuahene, Kong Yusheng, Geoffery Bentum-Micah & Patrick Owusu-Ansah

Jiangsu University

Abstract- The findings of the study gave evidence that there were disparities in the academic performance of pupils in public and private basic schools in the Berekum Municipality. From the study it was established that both internal and external factors in the classroom and outside the classroom were responsible for the disparities of academic performance in schools. These factors included the fact that public schools did not have the needed teaching and learning resources in order to operate fully in the teaching and learning process.

Keywords: teacher, performance, public, private, school.

GJHSS-G Classification: FOR Code: 330199

THEASSESSMENTOFTHEPERFORMANCEOFPUBLICBASICSCHOOLSANDPRIVATEBASICSCHOOLSGHANA

Strictly as per the compliance and regulations of:

The Assessment of the Performance of Public Basic Schools and Private Basic Schools, Ghana

Sampson Atuahene [α], Kong Yusheng [σ], Geoffery Bentum-Micah [ρ] & Patrick Owusu-Ansah [Ѡ]

Abstract- The findings of the study gave evidence that there were disparities in the academic performance of pupils in public and private basic schools in the Berekum Municipality. From the study it was established that both internal and external factors in the classroom and outside the classroom were responsible for the disparities of academic performance in schools. These factors included the fact that public schools did not have the needed teaching and learning resources in order to operate fully in the teaching and learning process.

Keywords: teacher, performance, public, private, school.

I. Introduction

a) Background of the Study

Education plays a vital role in every country's development as it is the tool for the liberation of the minds of people as well as the facilitation of social integration and economic development. The education system constitutes the principal mechanism for the development of essential body of knowledge, skills, attitudes and values. The quality of life of the citizens of a nation depends largely on the quality of education given, hence it has become mandatory to have the best quality education for its citizens to fit into the ever-changing society we find ourselves (Morley, 2003).

Formal education is an important part of the skill acquisition process and development of the stock of human capital. It contributes to the process of molding attitudinal skills and developing technical skills. Education increases the ability to understand and critique new ideas. It facilitates the adoption and/or modification of technology (Oduro, 2000).

For the last decades the world has seen new forms of international cooperation forming around the pledge for Education for All (EFA) initiatives. In spite of the fact that this initiative is a well mentioned move to resolve the world's education challenges, others have called for a rather regional and national approach to solving educational challenges, particularly in Africa (Barakat, Bengtsson, Muttarak, & Kebede, 2016).

(Okyerefo, Fiaveh, & Lamptey, 2011),argue that, students' enrolment rates in Ghana have seen steady increases as a result of efforts (such as the School Feeding Programe, the Capitation Grant, and the GET Fund) by various governments when compared to the early 1980s.

(Ashie, 2015) reports that, Ghana's educational structure can be traced through the inception of the castle schools by colonial masters and mission schools by missionaries. Today Ghanaian schools are mostly public (government assisted) or private. There are also a few mission schools administrated by the Catholic, Presbyterian, and Anglican. Ghana education has yielded good results in the past and has produced lots of great men to the world, Ghana in particular. One notable person is Kofi Annang, a former UN Secretary General.

Ghana allocates a substantial portion of its national budget for education expecting the educational system to equip students with knowledge, skills, and abilities that will enable them to contribute to national development. Recognizing the inherent in an educated citizenry, Ghana, in 1996, implemented a Free Compulsory Universal Basic Education (FCUBE) policy, two objectives being that all appropriate age children enroll in school and to obtain quality education at the basic level by 2005. Basic education in Ghana includes the first nine years of school. The first six years comprise primary education followed by the three years of Junior High School, (Akyeampong & Lewin, 2002)

As reported by the West African Council on BECE (Basic Education Certificate Examination), in recent times Ghana's education system is on a decline. Politicians and policy makers have failed to find a solution to this huge failure rate which was revealed to be 50% of the students fail (Ashie, 2015).

Public schools are said to be schools which are owned and run by the government, while private schools are owned and managed by individuals, organizations and religious bodies. In view of the fact that these two categories of schools use the same Ghana Education Service (GES) stipulated curriculum, one would wonder why there are disparities in their academic achievement during external examinations. There is public outcry

Author α: School of Finance and Economics, Jiangsu University, Zhenjiang, China. e-mail: 5103181207@stmail.ujs.edu.cn
Author σ: Professor, Research Institute of Industrial Economics, Jiangsu University, Zhenjiang, China. e-mail: yskong@ujs.edu.cn
Author ρ: PHD Candidate, School of Management, Jiangsu University, Zhenjiang, China. e-mail: paamicah@outlook.com
Author Ѡ: School Food Sciences, Jiangsu University, Zhenjiang, China. e-mail: Samxin8@gmail.com

against the abysmal performance in public schools as against their counterparts in private schools. Due to poor performance in public basic schools, some parents go to all lengths to get their wards enrolled in private schools, even though they have to pay large amounts of money as fees in these schools.

Despite governmental policies and initiatives regarding the betterment of publicly owned basic schools, for the past years, Ghana has witnessed disparity between pupils in the public and private basic schools, as far as academic performance is concerned. (Assessment) in Ankamah and Hope (2011), argue that academic achievement as measured by Basic Education Certificate Examination (BECE) of pupils in private basic schools exceed that of those in public schools. Like in other countries, Ghana's public-schools take holders' question whether the investment in education yields an appropriate return. Ironically, many of Ghana's private schools employ teachers who are not professionally trained while public schools are staffed mostly with a of certified professional teachers (EARC, 2003).

Clearly there is a general observation that academic standards and performance in public basic schools have fallen as compared to private basic schools. The tragedy is that pupils' academic performance in private schools is better than that of the public schools, where the bulk of pupils receive their education (Mensah, 1995). The statistics shown in Table 1 and published by the Ministry of Education (M.O.E) support the observations made by certain stakeholders of education about the disparity of performance in private and basic education. This was cited in Opare's (1999) work.

Table 1: Criterion Referenced Test Result for Private and Public Schools in Ghana; 1994, 1996, 1997

Year	Type of school	Subject	Mean score	Percentage %
1994	Public	English	31.0	3.3
		Maths	27.7	1.5
	Private	English	58.8	51.4
		Maths	47.3	31.7
1996	Public	English	33.0	5.5
		Maths	28.8	1.8
	Private	English	61.0	56.5
		Maths	47.0	31.0
1997	Public	English	33.9	6.2
		Maths	29.9	2.7
	Private	English	67.4	68.7
		Maths	51.7	40.0

Source: Ghana Ministry of Education /PREP: Criterion Referenced Test Reports 1994, 1996, 1997 (1999).

Even though credit is being given to the private schools for their better performance, one should not lose sight of the fact that public schools are doing well also. When we take another look at Table 1, we realize that there was a steady growth in the performance of public schools. Between the years 1994- 1997, percentage reaching mastery level moved from 3.3 to 6.2 in English while that of mathematics moved upwards from 1.5 to 2.7. There is the argument that performance is still very poor compared with that of private schools, but we cannot rule out the fact that the seemingly little change is very significant in educational terms.

The causes of low academic performance in schools have been attributed to a number of factors. Prominent among them are the teacher professional qualification, teacher motivation, proper supervision, the availability of teaching and learning resources in the schools, and the use of instructional time.

b) *Problem Statement*

Since the introduction of the 1987 educational reforms, it has been the desire of governments to increase access, participation, quality and effective management in schools. In the area of the provision of quality education, untrained teachers (pupil teachers) have been given the opportunity to go for professional training which will in effect improve the quality of teaching and learning in our public schools. The issue of poor performance of pupils in the public schools as against that of private schools is of great concern to everyone.

c) *Purpose of the Study*

Given Ghana's public and private basic school student achievement disparity, this study is aimed at ascertaining the main issues causing the disparity of academic performance between the publicly owned basic schools and privately-owned basic schools in the Berekum Municipality.

d) *Specific Objectives*

The specific objectives of the study are stated as follows:

1. To ascertain how the public and basic school head-teachers carry out their supervisory roles.
2. To identify the source of motivation, if any, for teachers in the public and private basic schools.

3. To identify the resources available for teaching and learning in both private and public basic schools in the selected schools in Berekum Municipality
4. To identify the type of teaching methods used by teachers in both private and public basic schools.

e) Research Questions

The study will be guided by the following questions:

1. How different do head teachers carry out their supervisory roles in both private and public basic schools in the Berekum Municipality?
2. What kinds of teacher motivation are there in the public basic schools as compared to that of private schools in the Berekum Municipality?
3. What resources are available for teaching and learning in both private and public basic schools in the Berekum Municipality?
4. What type of teaching method do the public and private basic teachers use in the selected schools?

f) Significance of the Study

The research into assessing the disparities in academic performance is very significant. A time has come when quality academic performance cannot be compromised, be it in a public or private school. The research will make modest contributions towards improving student performance at the basic level in both public and private schools.

The study has added to existing literature on the factors that affect academic performance and how these factors can be improved. The research to this end would be primarily significant to teachers, heads of schools, parents, policy makers and all stakeholders in the education sector. From the perspective of policy makers, it has enriched their sense of focus as to how best they can formulate and implement educational policies. Parents would also find this research useful, because it would help them make informed choices as to where to educate their wards and the quality of education their wards would be receiving.

II. Literature Review

a) Introduction

Knowledge and technology are increasingly becoming the basis of competitive advantage influences the extent to which knowledge and technology can be utilized and created to enhance productivity and increase the well-being of citizens (Oduro, 2000). Lall (1992) defines human capital as "not just the skills generated by formal education and training, but also those created by on-the-job training and the experience of technological activity and the legacy of inherited skills, attitudes and ability(Lall, 1992). Oduro (2000), argues that a not significant proportion of the knowledge base and skills of the work force in Ghana is tradition bound. If the competitiveness of Ghana in the world economy is to improve, the knowledge base, techniques of production and skills of the work force must be broadened beyond the confines of inherited skills, attitudes and abilities. Formal education is an important part of the skill acquisition process and development of the stock of human capital. It contributes to the process of moulding attitudinal skills and developing technical skills. Education increases the ability to understand and critique new ideas. It facilitates the adoption and/or modification of technology. For example, in agriculture if modern farming practices are to be adopted and effectively implemented, farmers must be able to read instructions on how to use the new inputs.

Oduro (2000), further postulates that, additional financial resources are but one of the many needs of the basic education sector in Ghana. A review of the curriculum, teaching methods and practices, teacher supervision and incentives for teachers is required in order to achieve an efficient use of the sector's resources. The lack of a positive link between government education spending and performance of the sector shows quite clearly that pumping resources into the sector is not sufficient to solve the problems the sector faces. What is critical is how the resources going into the sector are managed, monitored and utilized.

b) Importance of Basic Education

Many empirical studies have proven the importance of education to national development and human capital among others. Data from the third household survey conducted in Ghana in 1991/92 shows that the incidence of poverty amongst households declines the more educated is the household head. This suggests that education can be the route out of poverty. Education provides opportunities for involvement in activities with high returns.

Basic education is essential not only for human development-that is, empowering each individual with the necessary knowledge and capabilities to be able to choose by that person's own predilection her own future and make an appropriate way of life for herself as a member of society. It is also crucial for the development of developing countries from the viewpoint of fostering human resources for nation-building, as the story about the "spirit of the one hundred sacks of rice" seeks to convey. Basic education is also vital for cultivating understanding and acceptance of other peoples and cultures and for building a foundation for international cooperation (www.mofa.go.jp).

A United States article lists the following as the importance of basic education

- Education spurs economic growth at home and abroad
- Education promotes democracy and stability
- Education saves lives and improves family well-being

- Education is one of the most effective preventative weapons against HIV/AIDS.

c) Teacher Quality and Academic Performance

Teachers stand out as keys to realizing the high standards which are increasingly emphasized in schools and school systems across the country. Despite the general agreement about the importance of high-quality teachers, researchers, practitioners, policy makers, and the public have been unable to reach a consensus about what specific qualities and characteristics make a good teacher. There is the array of policy statements regarding teacher preparation that have been set forth in the face of volumes of inconclusive and inconsistent evidence about what teacher attributes really contributed to desired educational outcomes (Rice, 1987)

According to the Commission of the European Communities, teachers played a vital role in helping people develop their talents and fulfill their potential for personal growth and well-being, and in helping them acquire the complex range of knowledge and skills that they would need as citizens and as workers. It is school teachers who mediate between a rapidly evolving world and the pupils who are about to enter it. The profession of teaching is becoming more and more complex, and the demands placed upon teachers are increasing with the ever-changing world. Teacher quality matters. In fact, (Cavalluzzo, 2004) in citing Rice (1987) was of the view that, it was the most important school-related factor influencing student achievement.

(Hanushek, 1997) estimated that the difference between having a good teacher and having a bad teacher did exceed one grade-level equivalent in annual achievement growth. (Sanders & Sanders, 2013) argued that the single most important factor affecting student achievement is teachers, and the effects of teachers on student achievement are both additive and cumulative. Further, they contend that lower achieving students are the most likely to benefit from increases in teacher effectiveness. In sum, these multiple sources of evidence, however different in nature, all conclude that quality teachers are a critical determinant of student achievement.

d) Availability of Resources for use in Schools

The availability, provision and the use of teaching and learning materials go a long way to improve quality teaching which enhances academic performance, (Ankomah & Hope, 2011) stated that "resources that promoted teaching and learning were highly regarded in private schools". He inferred that the above statement may be the cause of high academic performance in this type of school.

(Adedeji & Owoeye, 2002) found a significant relationship between the use of recommended textbooks, and academic performance of pupils. According to (Adedeji & Owoeye, 2002) the availability of physical and material resources was very important for the success of any worthwhile educational endeavour. These researches made it known that resources such as classrooms, furniture as well as teaching and learning materials (TLMs) were imperative to educational achievements, if they were made available and in their right quantities and qualities.

(Adedeji & Owoeye, 2002) noted that the major contributing factor to academic performance is the facilities the school has. (Eshiet, 1987) also came out with his findings which confirmed earlier finding that, adequate provision of instructional resources could be the live wire to positive performance in science related subjects. (Adedeji & Owoeye, 2002) came out with the finding that, physical structure was significantly related to academic performance and therefore there should be a serious effort to acquire and maintain these resources for better performance.

In a related research (Opare, 1999) also came up with this assertion that the provision of the needed human and material resources went a long way to enhance academic performance. He did this research by comparing the performance of public and private basic schools. One of his findings was that the schools which were well equipped in terms of resources did better than those which did not have the necessary resources for teaching and learning. For (Atakpa & Ankomah, 1998) effective teaching and learning greatly lied on the competence of its human resources as well as material resources which were needed for the impartation of knowledge.

e) Concept of Supervision

Society could benefit from spending public resources on education that produced results, in other words certificates that reflect a certain level of students with knowledge and competencies. Supervision comes in two main forms; they are the external and internal supervision. For the purpose of this study concentration was on internal supervision which was done by head teachers and teachers.

Supervision was seen by many as a means of helping to direct activities of individuals towards goal attainment. In education, supervision is seen as a means of directing instructions towards achieving educational goal (Atakpa & Ankomah, 1998). Many interpretations had been given to the role supervision plays in our education. While some saw it as a fault-finding machine, others were of the view that supervision helped to develop an individual professionally. But in all of these interpretations, one thing stood clear, that was, no matter the aim of supervision, its main focus was to ensure the growth and development in the teaching and learning process. To this, (Moorer, 1975) asserted that supervision probed into the various actions and inactions that enforced the improvement of conditions that promoted learning. He went on to say that supervision was primarily linked to activities which improved the learning and growth of both the teacher and pupils. Supervision was culled from the stronger word 'inspection'.

To (Atakpa & Ankomah, 1998) supervision was a means of ensuring that teaching and learning is improved. Hence the teaching and learning process required effective school management to provide the required conditions for quality student achievement and performance. The supervision process was regarded by (Glickman, 1990) as the link between a person and the attainment of organizational goals. This has been illustrated with this simple diagram below:

Supervisor → Supervision → teacher → instruction → attainment of organizational goal

f) Teacher Motivation

Teacher motivation is one of the fundamental issues to be considered in the education setting. According to (Bishay, 1996) studies show that improvement in teacher motivation has benefits for students as well as teachers; however, there is no consensus about the precise benefits. Teachers with strong positive attitudes about teaching had students whose self-esteem was high. Students seem to recognize the effectiveness of teachers who are satisfied with their teaching performance. Association exists because teachers serve as more than just educators; they are role models. The benefits of teacher satisfaction for both teachers and pupils' points to the importance of studying how teachers feel about work.

Even though teacher motivation is a major issue to be considered, it seems little attention is given by policy makers. (Bennell & Akyeampong, 2007) argue that it is certainly true that nearly all national education strategies and reforms now focus on improving teacher competence and the working environment, and the promotion of greater school autonomy, all of which can improve teacher motivation. But many reform programmes also seek to change fundamentally teaching practices and increase the workload of teachers while, at the same time, ignoring or giving insufficient attention to very low pay and other conditions of service. The authors further postulate that, teachers in many countries in Sub-Saharan Africa are being asked to change radically teaching practices at a time when the majority of them are increasingly de-motivated. Top-down policy formulation and implementation with limited participation by teachers exacerbates the already very limited degree of self-determination that can be exercised by teachers and the end result are that many teachers feel that they are being coerced. Not surprisingly, therefore, teachers resist (both actively and passively) these reform efforts. There appear to be mounting concerns that unacceptably high proportions of teachers working in public school systems in many low-income developing countries are poorly motivated due to a combination of low morale and job satisfaction, poor incentives, and inadequate controls and other behavioural sanctions.

g) Methods of teaching

Instructional methods (Teaching methods are standard procedures) in which teachers or instructors use to present a lesson to enable students to acquire expected knowledge in the subject of interest. All teaching methods should be designed to increase knowledge, build positive attitude and values, place emphasis on problem-solving, dispel myths, increase skills and provide support for students to develop the concept for utilizing facts and information to help guard against knowledge from becoming "inert ideas". There are various methods of teaching, but for the purpose of the study, emphasis will be laid only on the activity and lecture method of teaching.

i. *Activity Method*

The genesis of activity method can be traced from Piaget stages of cognitive development in children. According to Piaget, children by nature have unique ways of behaving with objects in the environment.

Children unique behaviors include imitation, curiosity about objects and events, creativity, assume leadership roles during play, collection of objects and classification according to shapes, size, colour, etc.

Activity method is a method of teaching where the child is placed at the centre of the teaching and learning process and is made to manipulate with materials to discover concept or facts on their own.

According to (Limbu, 2012). Activity method is a technique adopted by a teacher to emphasize his or her method of teaching through activity in which the students participate rigorously and bring about efficient learning experiences. It is a child-centered approach. It is a method in which the child is actively involved in participating mentally and physically. Learning by doing is the main focus in this method. Learning by doing is imperative in successful learning since it is well proved that more the senses are stimulated, more a person learns and longer he/she retains.

In this method, the child is made to interact with learning materials in the classroom or outside the classroom with little or no involvement of teachers' interference. Learners are assisted to learn through all their five senses.

ii. *Lecture Method*

The word *lecture* comes from the Latin word *lectus*, from the 14th century, which translates roughly into "to read." The term *lecture*, then, in Latin, means "that which is read." It wasn't until the 16th century that the word was used to describe oral instruction given by a teacher in front of an audience of learners.

Today, lecturing is a teaching method that involves, primarily, an oral presentation given by an instructor to a body of students. Many lectures are accompanied by some sort of visual aid, such as a slideshow, a word document, an image, or a film. Some teachers may even use a whiteboard or a chalkboard to emphasize important points in their lecture, but a lecture doesn't require any of these things in order to qualify as a lecture. As long as there is an authoritative figure (in any given context) at the front of a room, delivering a speech to a crowd of listeners, this is a lecture. The lecture method is convenient and usually makes the most sense, especially with larger classroom sizes. This is why lecturing is the standard for most college courses, when there can be several hundred students in the classroom at once; lecturing lets professors address the most people at once, in the most general manner, while still conveying the information that he or she feels is most important, according to the lesson plan (Paris & Alim, 2014).

h) Empirical Studies

(Ankomah & Hope, 2011), conducted a research in the comparison of public and basic heads. According to their findings, student achievement in public basic schools, as measured by Basic Education Certificate Examinations and Criterion Reference Tests, is lower than that of students in private basic schools. Several factors, including the availability of teaching and learning resources and teacher motivation have been invoked to explain the achievement disparity. Supervision has received limited attention as a factor that contributes to the gap. Their research examined basic school head teachers' supervisory practices to determine whether there is a relationship to the achievement disparity. An independent t-test conducted on private and public-school teachers' response data from the instructional supervision subsection revealed variability in basic school heads exercise of supervision.

(Yusuf & Afolabi, 2010) conducted a research in Nigeria concerning the comparison of public and private school product's performance in mathematics and English language from educational technological perspective. His study examined the influence of a specified primary school education experience on the academic performance of junior secondary students in Methodist Grammar School, Bodija, Ibadan. The private primary schools used were those where instructional materials were used to teach pupils before entry into secondary school. The study involved 100 students of the school with 50 having come in from public primary schools and the other 50 from private primary school where teaching materials are used. The instrument for the study was the teacher made test in English and Mathematics. The data collected were subjected to t-test statistical analysis at 0.05 significant level. The result of the study revealed that students who had private school background outperformed their counterparts who attended public primary schools in English and Mathematics.

(Asiedu, 2002), made a comparative study of public and private schools in the provision of quality education at the basic level in urban centres in Ghana. According to his study, private schools with little or no assistance from the state performed better academically than the public schools between 1996 and 2000. The study compared the private schools with the public schools with the view of finding the factors that contribute to the poor academic performances in public schools. The educational process was analyzed as a system composed of educational inputs, process, and output. Eight public and five private schools selected from two urban centres namely Sunyani and Berekum in the Brong Ahafo Region were compared. The results of the study indicated that parents' investments and support in their children's education were higher in the private schools than the public schools. The study also found that the parents' investments and support were influenced by the socio-economic background of parents namely income, education, occupation and status. The physical infrastructure of the public schools especially the buildings and classrooms had deteriorated due to neglect and lack of maintenance. Teaching and learning materials in the public schools were inadequate because they depended on government free supplies. The private schools, on the other hand, had adequate textbooks and stationery as well as the teaching materials and equipment.

III. Methodology

a) Study Area

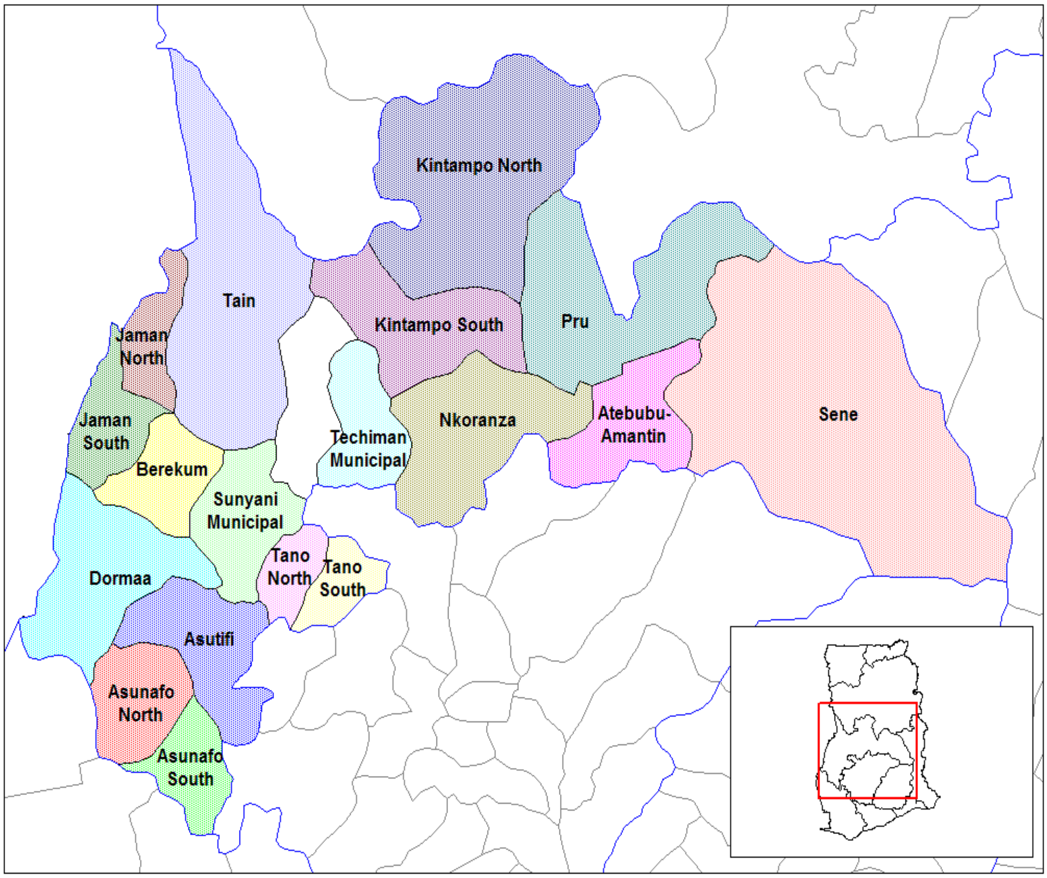


Figure 3.1: A Map Showing Berekum and other Places in Brong-Ahafo Region of Ghana.

Berekum Municipality is one of the nineteen administrative districts in the Brong Ahafo region of Ghana. The total surface area is 1,094.2square kilometers and has an estimated population of 108,125 based on the 2000 population census of Ghana.

Berekum is a Municipal located at the western part of Ghana in the Brong-Ahafo Region. It lies between latitude 7'15' South and 8.00' North and longitudes 2'25' East and 2'50' West. The Municipality shares boundaries with Wenchi Municipal and Jaman District to the Northeast and Northwest respectively, Dormaa Municipal to the South and Sunyani Municipal to the East. Berekum, the Municipal capital is 32km and 437km North West of Sunyani, its regional capital and Accra, the national capital respectively. Its total area constitutes about 0.7 percent of the entire 233, 588km^2 of Ghana, (1,635km^2). The district's close proximity to Cote d' Ivoire is another remarkable feature which promotes economic and commercial activities between the District and Cote d' Ivoire.

Berekum is linked by a first-class road to Sunyani, Dormaa Ahenkro and Drobo. Some of the roads to the villages are not tarred.

Unlike parts of the country, the topographical attributes of Berekum indicate a fairly flat land with remarkable variations in height. An undulating landform can be found in the south interspersed with a few isolated low hills to the North and Northeast.

Berekum, Jinijini, Senase, Kato, Koraso, Fetentaa, Mpatasie, Biadan, Jamedede, Botokrom, Nsapor, Kutre No. 1, Ayimom, Domfete, Namasua, Akroforo, Adom, Abisaase, Benkase, Kuture No. 2., Ayinasu, Nanasuano are some of the towns and villages which make up the Berekum Municipal Assembly.

The proportion for the school-going age cohorts as determined from the Municipal Directorate of Education (2005/2006) will increase by 10% as a result of the massive investment in the Educational Sector by Central Government eg. HIPC Initiatives, the GET Fund, The School Feeding Programme, The Capitation Grant, anticipated support from Non-Governmental Organizations (NGOs.), support from the District Assembly etc. This implies that a number of School Classrooms, Teachers, Teachers Quarters, Books and other facilities will have to be planned and provided to cater for the increased number of school children.

b) Research Design and Population

The study involved an examination of head-teachers', teachers', and pupils' view on issues that result in disparity of the performance between the public and private basic schools. The researcher selected a number of schools within the Berekum Municipality, and used the descriptive research design.

The population involved all head-teachers, teachers and pupils in the selected schools. Four schools were selected for the study, two public schools: Papase Methodist Basic school and Senase Methodist Basic school, and two private schools: Christ Apostolic Prepartory/JHS and Lincoln preparatory/JHS, all in the Berekum Municipality. The study looked at a total of 4 head-teachers, 20 teachers and 200 pupils from the selected schools.

c) Sample and Sampling Procedure

The researcher used random sampling to select teachers the twenty (20) teachers, five (5) from each school and the same sampling was used to select the two hundred (200) pupils; twenty (20) from each school. The selection of head-teachers was the purposive sampling method since each school has one head.

d) Data Collection Procedure and Analysis

The data for the study were obtained from the questionnaire the researcher administered. The questionnaires were given to the sample of the study (4 head-teachers, 20 teachers and 200 pupils).

The head-teachers and teacher were allowed to complete the questionnaires at their leisure time. There was a personal contact in the administration of the questionnaires to the students. Data that was obtained from respondents were edited, coded, scored and subject to statistical analysis using Excel and Statistical Product and Service Solution (SPSS).

IV. Results and Discussion

Analysis was done using frequencies, percentages and mean scores. The actual respondents who responded to the questions were 214 out of 224 respondents targeted. This represents about 95.5% of the sampled population.

The main focus of the study was to identify factors which affected the academic performance of public and private basic schools in terms availability of teaching and learning materials, extent of supervision, the type of teaching method used and the level of motivation for teachers in these types of school.

a) Teacher Professional Qualification and Competence

This section dealt with the academic and professional qualification of teachers as well as certain competences expected of a teacher in the classroom.

i. *Academic Qualification of Teachers*

Education is seen by many as the tool that builds up the knowledge capacity of an individual. The higher person's attainment in education the more knowledge he or she is perceived to have. Table 2 shows the highest academic level teachers have attained in both public and private basic schools.

Table 2: Highest Academic Qualification of Teachers

Responses	Public		Private	
	Frequency	%	Frequency	%
SSCE/GCE O Level	1	10	6	60
GCE A Level	1	10	1	10
Diploma in Ed	7	70	2	20
Bachelor's Degree	1	10	1	10
Total	10	100	10	100

As illustrated in Table 2, majority of teachers in the public basic schools has teachers with relatively higher academic qualifications of7(70%) with Diploma in basic Education (Professionals) as compared with about 6(60%) of private basic school teachers with SSCE/WASSCE (nonprofessionals). From Table 2 it was realised that total percentages of 90 public and 90 private school teachers have had education below the first-degree level. Therefore, researchers such as (Darling-Hammond & Youngs, 2002) findings that the teacher's credential was a factor in determining students' achievements may not be applicable in this research. This was because, if the higher education one has the more knowledge he is perceived to have; then one will be baffled as to why students in the private schools were doing better than those in public basic schools. This established that the level of education of teachers may not always be a reason for better performance.

Table 3: Rank and Teaching Experience of Teachers

Category of school		Ranks							Teaching Experience in years							
	S		SS		PS		AD		0-9		10-19		20-29		30	
	F	%	F	%	F	%	F	%	F	%	F%		F	%	F	%
Public	1	10	4	40	5	50	-	-	4	40	3	30	3	30	1	10
Private	7	70	-	-	1	10	2	20	6	60	1	10	-	-	3	30

Key: S- Superintendent, S.S –Senior Superintendent, P.S-Principal superintendent, AD-Assistant Director.

The rank of an individual is closely associated with his or her level of education or experience on the job. All teachers in GES entered the service at a certain level and with a particular rank, for example a graduate from the university who had studied education entered GES with a starting rank of principal superintendent, while another person who had not studied education would enter the service at the rank of senior superintendent. While some individuals enter the service based on their level of education, others rise through the ranks based on the number of years they have worked in the service.

Responses from respondents in Table 2 indicated that majority of teachers in the public schools (50%) have reached the rank of principal superintendent while majority of teachers in the private schools (70%) have the least rank which is superintendent. None of the respondents in the public schools had reached the rank of assistant director but 20% of teachers in the private schools had reached the assistant director level. This may be due to the fact that, private schools are at liberty to hire teachers who have retired from active government service.

From Table 2 it was also realized that even though majority of respondents have had a working experience of 0-9 years in both public and private basic schools with percentages of 40% and 60% respectively, private school teachers had 30% of their teachers having a working experience of 30 years and above as against only 10% in public schools. Since experience has been seen to be closely related to the ranks a person may have, this research conflicted with (Darling-Hammond & Youngs, 2002). This was because they were of the view that the credential of the teacher was one of the most important determinants of a child's education. The findings of this research were not in agreement because even though teachers in private schools seem to have more job experience over their public counterparts that may not be entirely the case, this is because teachers in public schools also go on transfers and may acquire different ways of teaching and learning which would in effect bring change in the way they may teach. From the findings in Table 4 it may be said that academic achievement cannot be limited to the teachers rank or experience alone.

Table 4: Classroom Activities Performed by the Teacher

Items	R.			Public							Private		
		S.A	A	D	S.D	M	Rm	S.A	A	D	S.D	M	Rm
Teacher marks	H	62	39	-	-	3.6	S.A	29	71	-	-	3.3	A
exercises	T	38	62	-	-	3.4	A	33	67	-	-	3.3	A
	S	49	41	5	5	3.3	A	46	46	8	-	3.4	A
Teacher marks	H	23	77	-	-	3.2	A	14	86	-	-	3.1	A
corrections	T	56	44	-	-	3.6	S.A	22	78	-	-	3.2	A
	S	45	54	1	-	3.4	A	21	60	17	2	3.0	A
Assignments are	H	16	69	15	-	3.0	A	43	57	-	-	3.4	A
given at the end	T	41	47	12	-	3.2	A	39	39	22	-	3.2	A
of every topic	S	26	59	12	3	3.0	A	31	43	26	-	3.1	A
Teacher is	H	23	77	-	-	3.2	A	43	57	-	-	3.4	A
punctual to	T	79	21	-	-	3.8	S.A	72	28	-	-	3.7	A
school	S	54	41	3	2	3.5	S.A	54	41	4	-	3.5	A
Teacher gives	H	62	38	-	-	3.6	S.A	43	57	-	-	3.43.	A
notes for revision	T	65	35	-	-	3.6	S.A	50	50	-	-	53.6	S.A
	S	68	26	4	2	3.6	S.A	61	36	1	2		S.A

Global Journal of Human-Social Science (G) Volume XIX Issue VI Version I Year 2019

Table 4: Continued

Teacher speak	H	-	-	-	-	-	-	-	-	-	-	-	-
clearly	T	71	29	-	-	3.7	S.A	50	50	-	-	3.5	S.A
	S	68	32	-	-	3.7	S.A	63	34	3	-	3.6	S.A
Teacher presents	H	54	46	-	-	3.5	S.A	43	57	-	-	3.4	A
lesson	T	53	47	-	-	3.5	S.A	56	44	-	-	3.6	S.A
systematical	S	50	48	2	-	3.5	S.A	37	59	3	1	3.3	A
Teacher writes	H	46	54	-	-	3.5	S.A	43	57	-	-	3.4	A
clearly	T	59	41	-	-	3.6	S.A	39	55	-	6	3.3	A
	S	60	31	7	2	3.5	S.A	39	50	11	-	3.2	A
Teacher uses	H	15	69	16	-	3.0	A	57	43	-	-	3.6	S.A
TLM to teach in	T	18	79	3	-	3.1	A	5	89	6	-	3.0	A
the classroom	S	30	65	4	1	3.2	A	29	58	13	-	3.2	A

Key: S.A-Strongly Agree, A-Agree, D-Disagree, S.D-Strongly Disagree, H-Head teacher, T-Teacher, S-student, M- Mean, Rm-remarks. Interpretation of mean-strongly Disagree (SD) 0.1.4, Disagree (D), 1.5-2.4, Agree (A) -2.5-3.4 Strongly Agree (S.D) 3.5-4.4.R-Respondents

Some of the activities that were asked included whether teachers marked assignments, corrections, gave notes, presented lessons systematically, were punctual to class, gave assignments after every lesson, write and speak clearly in class and finally if teaching and learning materials were used to teach in the classrooms.

From the mean scores recorded on Table 3 it was seen that some respondents from both public and private schools either agreed or strongly agreed to the individual items. It came out from the Table that 5% of students in public schools as against 8% of students in private schools disagreed with the fact that teachers marked exercises and returned them on time, while 5% of students in the public strongly disagreed with this same item. In the public only 1% of students disagreed with teachers marking corrections as against 17% of students in the private school, and 2% strongly disagreed to this same item. These denoted that teachers in the public schools were marking correction more than teachers in the private schools. One of the items that had all categories of respondents disagreeing to was whether teachers gave assignments at the end of every topic. To this 15% head teachers, 12% teachers and 12% students in the public schools disagreed, while 3% of students in this same school strongly disagreed. Also 22% of teachers and 26% of students in the private schools disagreed with this same item. More students in the public schools disagreed that their teachers were punctual to class and also disagreed that teachers gave notes for students' revision. Even though all teachers and students in public schools either strongly agreed or agreed that teachers speak clearly in class, 8% of students in the private school disagreed with this. More students in private schools thought that their teachers were not presenting lesson systematically as well.

Sixteen percent of head teachers, 3% teachers and 4% students in the public schools were not in agreement that teachers used teaching and learning materials while 6% of teachers and 13% of students in the private schools agreed with their public counterparts' response. When the percentages of responses from the public schools were combined it was more than the combination of the private schools. This suggested that teaching and learning materials are used in the private schools more than the public schools.

Looking at the responses gathered on teacher quality and competence it was realized that the credentials of a person which directly affected his/her rank in G.E.S was not really what mattered if better achievement was to be realized but actually what teachers did in the classroom. The finding was in agreement with what (Xu and Gulosino 2006) stated that, what teachers did in the classroom was what actually mattered and not necessarily the credentials or ranks of the teacher(Hanushek, 1986). This research finding supported what (Xu & Gulosino, 2006) said, because teachers in the public schools had higher credentials than those in the private schools.

b) The Availability of Teaching and Learning Resources

For teaching and learning to be effective and meaningful there was the need for certain important teaching and learning materials to be provided so that parties involved in the teaching and learning process would be efficient. Typical was the fact that the needed text books should be provided so that teachers and pupils would have the means to make better references when the need be. Currently, the JHS programme has subjects which are quite technical and hence the need for schools to provide teachers and students with the needed laboratories and equipment for such subjects. For these reasons the researcher asked head teachers, teachers and students about the availability of some of these needed resources which enhanced teaching and learning and eventually the students' performance. Table 5 provided the responses.

Table 5: Available and adequate Teaching Learning Materials

The use of Teaching / Learning Materials

				Public						Private			
Items	R	U	N/A.	A/NA	A/A.	Mean	Rm	U.	N/A.	A/NA	A/A	Mean	Rm
Text books	H	-	-	23%	77%	3.8	A.A	-	-	43%	57%	3.6	A.A
	T	-	-	56%	44%	3.4	A.NA	-	-	6%	94%	3.9	A.A
	S	-	2%	60%	38%	3.4	A.NA	-	-	27%	73%	3.7	A.A
Library	H	-	23%	39%	38%	3.2	A.NA	-	-	29%	71%	3.7	A.A
	T	-	29%	47%	24%	2.9	A.NA	-	-	22%	78%	3.8	A.A
	S	3%	38%	38%	21%	2.8	A.NA	-	4%	32%	64%	3.6	A.A
Laboratory for	H	-	100%	-	-	2.0	N,A	-	43%	14%	43%	3.0	A.NA
Practical	T	3%	88%	9%	-	2.1	N.A	5%	50%	17%	28%	2.7	A.NA
	S	9%	88%	3%	-	1.9	N.A	3%	71%	10%	6%	2.4	N.A
Equipment for	H	8%	69%	23%	-	2.2	N.A	-	28%	43%	29%	3.0	A.NA
practical													
	T	3%	62%	35%	-	2.3	N.A	-	17%	50%	33%	3.2	A.NA
	S	5%	54%	35%	6%	2.4	N.A	2%	49%	29%	20%	2.7	A.NA

Table 5: Continued

						Public							
Items	R	U	N/A.	A/NA	A/A.	Mean	Rm	U.	N/A.	A/NA	A/A	Mean	Rm
	T	-	29%	59%	12%	2.8	A.NA	-	17%	61%	22%	3.1	A.N
													A
	S	3%	36%	50%	11%	2.7	A.NA	3%	29%	57%	11%	2.8	A.N
													A
Writing desks	H	-	-	-	100%	4.0	A.A	-	-	46%	54%	3.5	A.A
	T	-	3%	41%	56%	3.5	A.A	-	-	6%	94%	3.9	A.A
	S	3%	1%	26%	70%	3.6	A.A	4%	-	4%	92%	3.8	A.A

Key: R: Respondents. U-Uncertain, N/A: Not Available, A/NA: Available but not Adequate, A/A: Available and Adequate, Rm: Remark, H-Headmasters, T-Teachers, S: Students.

Respondents were asked about the availability or non-availability of resources such as text books, library, laboratories for practicals, equipment, illustration materials and writing desks. Majority of head teachers in the public schools agreed that textbooks were available and adequate. Teachers and students had mean scores which indicated that even though textbooks were available they were not adequate. In the private schools, headteachers teachers and students had 57%, 94% and 73% respectively, representing the majority who responded that text books in their schools were available and adequate.

Even though all the three categories of respondents in the public schools agreed that they had libraries in their schools, majority of them thought that they were not adequate, while of headteachers, teachers and students in the private schools responded that they had library facilities which were adequate. Respondents in the public schools had 100% of headteachers, 88% of teachers and 88% of students responding that they did not have laboratories for studies at all. 3% of teachers and 9% of students were uncertain about the availability of laboratories while 9% teachers and 3% students said that they had laboratories but they were not adequate.

On the whole the general remarks as referred from the mean stated that all categories of respondents shared the view that laboratories were nonexistent in public schools. Headteachers and teachers in private schools even though had a great percentage of respondents saying they did not have laboratories for practical's, their responses showed that the laboratories were available not adequate. On the other hand, students in different view of Seventy-one percent were of the view that laboratories were not available at all in their schools.

For the fact that laboratories were not available in these schools one would expect that at least, the equipment for practical would be available so that teachers and students would have access to them even if they were used in the classroom, but this was not the case in the public schools, because they still answered in the negative. Meaning all three categories of respondents had majority of them being of the view that equipment for practical's were not available in the

Global Journal of Human-Social Science (G) Volume XIX Issue VI Version I Year 2019

schools at all. In the private schools headteachers and teachers maintained that they had equipment but they were not adequate. This time students also shared this same view. This meant that even though students in private schools disagreed that there were laboratories in their schools, they admitted that equipment for studies were available. All three categories of respondents in both the public and private schools had majority of their respondents agreeing to the fact that the schools had illustration materials available in their schools, but for all respondents, these materials were not adequate.

When asked as to whether there were enough writing desks in both categories of schools, responses given showed clearly that both respondents in public and private schools had adequate writing desks. Indeed 100% of headteachers in public schools agreed that writing desks were adequate and available.

c) The Level of Supervision of Instruction in Schools

The act of supervision cuts across every step of the school management structure and every manager was a supervisor because he or she oversaw to it that objectives of the school were met. He did this by ensuring that all parties involved were contributing their quota to teaching and learning. In the school setting, the headteacher and teachers provided supervisory roles, just as their colleagues who were circuit officers at the education offices. Circuit supervisors operated externally while headteachers and teachers operated internally.

Effective supervision required close monitoring of teachers' behaviour in the classroom. Indeed the most important task performed by the heads of schools is the provision of purposeful and planned supervision of the school. The supervisor in this context was expected to provide resources and promote formal and informal interactions that would have positive and constructive bearing on the curriculum, teaching, learning and professional development.

Table 6: Headteachers' Supervision of Instruction

				Public							Private		
Items	R	N	Q.O	O	V.O	Mean	Rm	N	Q.O	O	V.O	Mean	Rm
Headteacher	H	-	-	23%	77%	3.8	V.O	-	-	57%	43%	3.4	O
Inspects	T	3%	-	18%	79%	3.7	V.O	-	6%	22%	72%	3.7	V.O
Lesson notes													
Headteacher	H	-	15%	8%	77%	3.6	V.O	-	-	14%	86%	3.9	V.O
Inspects	T	3%	3%	18%	76%	3.7	V.O	6%	-	44%	50%	3.4	V.O
Lesson plans													
Headteacher	H	-	15%	8%	77%	3.6	V.O	-	-	29%	71%	3.7	V.O
Inspects	T	3%	6%	6%	85%	3.7	V.O	6%	-	28%	66%	3.6	V.O
Schemes of work													
Headteacher	H	-	-	38%	62%	3.6	V.O	-	-	14%	86%	3.9	V.O
Inspects attendances	T	3%	3%	6%	88%	3.8	V.O	-	-	39%	61%	3.6	V.O
of teachers.													

Key: R-Respondents, N-Not at all, Q.O.-Quite Often, O-Often, V.O-Very Often, Rm-Remarks. Interpretation of the mean, N.O- 0. 5-1.4, Q.O- 1.5-2.4, O- 2.5-3.4, V.O-3 .5-4.4

From the observation made, the mean interpretation of all the items on Table 5 revealed that both heads and teachers in public and private schools were of the view that heads played their supervisory roles very often, with regard to items such as, inspecting lesson notes, lesson plans, scheme of work and teacher attendance, with the exception of headteachers in the private schools who had majority of respondents responding that they inspected lesson notes often. No headteacher thought that they did not supervise any of these activities that teachers perform at all, but 3% of teachers in the public schools were of the view that heads did not inspect lesson notes, lesson plans, schemes of work and teacher attendances at all. Six percent of teachers in the private schools responded that heads did not inspect lesson plans at all, while another 6% said that heads did not inspect their schemes of work at all.

Using the responses gathered, it was realized that supervision on the scale of inspecting the teachers' preparation for teaching and learning was performed by heads of the two categories of school. The finding revealed that headteachers in both schools were carrying out supervision of the above listed items almost in the same manner and that both the public and private headteachers were doing the above items not differently from each other. Heads of schools were not the only individuals who carried out supervision in schools. Circuit supervisors, visited schools to supervise teachers work in the classrooms, to ascertain what pertained in the schools. That was seen as external supervision.

d) Teacher Motivation

In Ghana large proportions of primary schoolteachers have low levels of job satisfaction and are poorly motivated, hence many tens and millions of children are not being taught as they should be (Bennel and Acheampong 2007). Bennel and Acheampong (2007) went on to say that, the work and living environment of many teachers were poor and these lowered their self-esteem as well as demotivating them. Schools in many countries lack basic needs like, water, housing and electricity, staffrooms and even toilets. In the case of Ghana though housing facilities are woefully inadequate, there has been an increase from 5% in 1988 to 30% in 2003.

Maslow (1954) believed that motivation in any form may be classified as intrinsic or extrinsic. Intrinsic motivation was that which gave an individual inner satisfaction, a feeling that could be seen only when expressed outwardly by the individual who felt satisfied, while extrinsic motivation was by Maslow (1954) considered to be material gains given to an individual and which could be seen and appreciated by all, it is in effect tangible.

Headteachers, teachers and students were asked about some intrinsic motivations they believe teachers received in both types of schools. Intrinsic motivations such as good headteacher-teacher relationship, good performance by students, in-service training and the provision of the needed text books were asked, extrinsic motivation such as material and monetary bonuses, accommodation and transportation were also sought from respondents. Table 7 illustrates responses gathered.

Table 7: Motivation for Teachers

				Public						Private			
Items	R	SA	A	D	S.D	M	Rm	S.A	A	D	S.D	M	Rm
Provision of	H	23%	46%	31%	-	2.9	A	29%	42%	29%	-	3.0	A
adequate TLM	T	15%	41%	35%	9%	2.6	A	22%	61%	11%	6%	3.0	A
	S	39%	43%	11%	7%	3.1	A	35%	53%	9%	3%	3.2	A
Teachers having	H	23%	69%	8%	-	3.2	A	29%	71%	-	-	3.3	A
good working	T	32%	65%	-	3%	3.3	A	17%	61%	17%	5%	2.9	A
Relationship													
Students attaining	H	-	61%	39%	-	2.6	A	57%	43%	-	-	3.6	S.A
good grades	T	20%	56%	24%	-	3.0	A	61%	39%	-	-	3.6	S.A
Provision of in-	H	8%	38%	46%	8%	2.5	A	-	43%	57%	-	2.4	D
service training	T	9%	53%	29%	9%	3.4	A	22%	33%	33%	11%	2.7	A
Provision of	H	-	15%	23%	62%	1.5	D	-	-	71%	29%	1.7	D
accommodation	T	17%	9%	9%	65%	1.8	D	5%	17%	39%	39%	1.9	D
Facilities	S	33%	31%	12%	24%	2.7	A	7%	13%	34%	46%	1.8	D
Teacher receiving	H	7%	31%	31%	31%	2.1%	D	-	71%	-	29%	2.4	D
monetary bonus	T	8%	27%	21%	44%	2.0	D	22%	28%	17%	33%	2.4	D

Table 7: Continued

		Public								Private			
Items	Reps	SA	A	D	S.D	M	R	S.A	A	D	S.D	M	R
Teachers retrieving	H	8%	15%	46%	31%	2.0	D	-	57%	14%	29%	2.4	D
material gifts	T	6%	27%	29%	38%	2.0	D	11%	33%	28%	28%	2.3	D
Provision of transport	H	8%	15%	38%	39%	1.9	D	42%	29%	-	29%	2.9	A
	T	12%	12%	5%	71%	1.6	D	21%	21%	21%	37%	2.3	D
	S	21%	11%	17%	51%	2.0	D	27%	14%	19%	40%	2.3	D

Key: S.A-Strongly Agree, A-Agree, D-Disagree, S.D-Strongly Disagree, H-Headteacher, T-Teacher, S-student, M- Mean, Rm-remarks. Interpretation of mean-strongly Disagree (SD) 0.1.4, Disagree (D), 1.5-2.4, Agree (A) -2.5-3.4 Strongly Agree (S.D) 3.5-4.4.R-Respondents

Maslow (1954) suggested that among the two forms of motivation, intrinsic motivation was most desired and that gave much satisfaction than extrinsic motivation. Arends (1991) agreed with Maslow and said that teachers were better motivated by the performance of their pupils. This he said made them prepare good methodologies and even better instructions for their pupils. True motivation was said to be intrinsic because even though material things were not gained, teachers were satisfied that their efforts have yielded positive results.

Looking at Maslow's hierarchy of needs, one would say that he contradicts himself taking his statement on intrinsic motivation, because if the basic needs were not met, higher order motivations like self-actualization would also not be met. This was because man's needs for survival made the quest for extrinsic motivation very important in a teacher's life, therefore both intrinsic and extrinsic motivation were equally important for man's survival.

Based on the results in Table 7, it was noted that most of the intrinsic motivators were having positive results, because from responses gathered, both headteachers and teachers agreed to the fact that they had good working relationship with each other. Students in both types of schools were seen to be performing better in their examinations. Indeed, heads and teachers in the private schools strongly agreed that their students' excellent performances during the B.E.C.E. examinations gave them the strength to move on, even when conditions were and still are not totally desirable. Respondents in the public schools agreed to the above statement because, they were of the view that their students were performing better with each passing year and that gave them the hope that things would be better as time went on.

Bennel and Acheampong (2007) came out with finding that private school teachers particularly those in the private schools were usually better motivated than their colleagues in government schools as a result of higher pay, better working and living conditions, and more effective management. Bennel and Acheampong's (2007) findings were not entirely the case in this research. This was because apart from salaries of teachers in the private schools which came out to be better, all the other items on motivation that the researcher sought after were seen to be very low or non-existent in both types of school. Even though headteachers in the private schools agreed that their staff members were provided with transportation services, teachers in these schools disagreed with their headteachers on this same item. This was because many of them said, they had to board the school bus as and when students had to be transported to or from school and most of them were not living on the routes where the buses used, hence did not actually have access to this service.

The findings of this research on motivation was that even though there were not much, differences in the motivation patterns of teachers in both public and private schools, teachers in private school were relatively better motivated because, they had better student performance and had some means of transportation than their public counterparts.

V. Conclusions

The findings of the study gave evidence that there were disparities in the academic performance of pupils in public and private basic schools in the Berekum Municipality. From the study it was established that both internal and external factors in the classroom and outside the classroom were responsible for the disparities of academic performance in schools. These factors included the fact that public schools did not have the needed teaching and learning resources in order to operate fully in the teaching and learning process.

Teachers in the public schools were also seen to be more qualified professionally than their private counterparts. Private schools were also seen to be better resourced than the public schools due to the fact that monies came directly to the management of the school, hence they were able to apportion these monies in obtaining the resources needed, unlike the public schools who had to wait for money and directives from the government.

Supervision in both public and private school was effective, but supervision was still being done at the inspection level and not really a process where professional development was enhanced. Finally, teachers in the private schools were also better motivated than their public counterparts, this was because, most of them were better paid, had means of transportation due to the provision of school buses, and had students performing well. Teachers in the public schools were demotivated and this sometimes resulted in drastic measures such as strike actions.

VI. Recommendations

1. Government and GES should as a matter of urgency provide schools with the needed teaching and learning resources, in order to facilitate the teaching and learning process. On the other hand, teachers can improvise these resources which are not readily available. For example, when real objects are not available, teachers can make it a point to draw the objects on cardboards or blackboards for better teaching and learning.
2. Teachers should collaboratively work with their colleagues in fostering professional growth through mentoring relationships.
3. Teachers should assist in the development and implementation of school improvement plans.
4. G. E. S. should improve school management through improved training of headteachers and other teachers with substantive management responsibility in order for them to function more effectively in their respective positions.
5. Circuit supervisors should be adequately motivated and given the necessary input materials in order to carry out their duties effectively especially in the private schools.

6 Heads and owners (proprietors) of private schools should make it their major concern to give their staff in-service training from time to time as well as sponsor their teachers for further studies.

7 The government should provide teachers with basic amenities such as housing, water and electricity especially in hard – to staff communities to attract qualified teachers to such areas.
8 Governments and politicians should reduce the level of political influence on educational policy and its implementations.
9 Policy makers should give teachers more representation in key – decision –making matters and policies about education.

References Références Referencias

1. Adedeji, S., & Owoeye, J. (2002). Teacher quality and resource situation as determinants of students academic achievement in Ogun State secondary schools. Journal of Educational Management, 4, 36-45.
2. Akyeampong, K., & Lewin, K. M. (2002). From student teachers to newly qualified teachers in Ghana: insights into becoming a teacher. International Journal of Educational Development, 22(3-4), 339-352.
3. Ankomah, Y. A., & Hope, W. C. (2011). A comparison of public and private basic school heads. Volume 11 Number 1 June 2011, 42.
4. Ashie, L. (2015). An Analysis of Globalization as a Catalyst for International Terrorism. University of Ghana.
5. Asiedu, S. (2002). A comparative study of public and private schools in the provision of quality education at the basic level in urban centres in Ghana.
6. Assessment, E. Research Centre (EARC) (2003). Teacher time-on-task.
7. Atakpa, S., & Ankomah, Y. (1998). Baseline study on the state of school management in Ghana. Journal of Educational Management, 1(1), 1-20.
8. Barakat, B., Bengtsson, S., Muttarak, R., & Kebede, E. (2016). Modelling SDG scenarios for Educational Attainment and Development. CESDEG: Education for all Global Monitoring Report (EFA-GMR).
9. Bennell, P., & Akyeampong, K. (2007). Teacher motivation in sub-Saharan Africa and south Asia: DfID London.
10. Bishay, A. (1996). Teacher motivation and job satisfaction: A study employing the experience sampling method. Journal of undergraduate Sciences, 3(3), 147-155.
11. Cavalluzzo, L. (2004). Organizational models for online education: District, state, or charter school. Policy and Planning Series, 109.
12. Darling-Hammond, L., & Youngs, P. (2002). Defining “highly qualified teachers”: What does “scientifically-based research” actually tell us? Educational researcher, 31(9), 13-25.
13. Eshiet, I. (1987). Remedy for students poor performance in science involvement of local scientific experience in curriculum implementation to motivate learning. Journal of STAN, 125(2), 23-27.
14. Glickman, C. D. (1990). Pushing school reform to a new edge: The seven ironies of school empowerment. Phi Delta Kappan, 72(1), 68-75.
15. Hanushek, E. A. (1986). The economics of schooling: Production and efficiency in public schools. Journal of economic literature, 24(3), 1141-1177.
16. Hanushek, E. A. (1997). Assessing the effects of school resources on student performance: An update. Educational evaluation and policy analysis, 19(2), 141-164.
17. Lall, S. (1992). Technological capabilities and industrialization. World development, 20(2), 165-186.
18. Limbu, M. (2012). Teaching writing in the cloud: Networked writing communities in the culturally and linguistically diverse classrooms. Journal of Global Literacies, Technologies, and Emerging Pedagogies, 1(1), 1-20.
19. Mensah, K. (1995). Promoting quality education in basic schools. Daily graphic (13796), 5.
20. Moorer, J. A. (1975). On the loudness of complex, time-variant tones: Department of Music, Stanford University.
21. Morley, L. (2003). Quality and power in higher education: McGraw-Hill Education (UK).
22. Oduro, A. D. (2000). Basic education in Ghana in the post-reform period. Accra: Centre for Policy Analysis.
23. Okyerefo, M. P. K., Fiaveh, D. Y., & Lamptey, S. N. L. (2011). Factors prompting pupils academic performance in privately owned Junior High Schools in Accra, Ghana. International journal of sociology and anthropology, 3(8), 280-289.
24. Opare, J. (1999). Academic achievement in private and public schools: management makes the difference. Journal of Educational Management, 2(1), 1-12.
25. Paris, D., & Alim, H. S. (2014). What are we seeking to sustain through culturally sustaining pedagogy? A loving critique forward. Harvard Educational Review, 84(1), 85-100.
26. Rice, P. G. (1987). The demand for post-compulsory education in the UK and the effects of educational maintenance allowances. Economica, 465-475.
27. Sanders, A. F., & Sanders, A. (2013). Elements of human performance: Reaction processes and attention in human skill: Psychology Press.
28. Xu, Z., & Gulosino, C. A. (2006). How does teacher quality matter? The effect of teacher–parent partnership on early childhood performance in public and private schools. Education Economics, 14(3), 345-367.

Global Journal of Human-Social Science (G) Volume XIX Issue VI Version I Year 2019

29. Yusuf, M. O., & Afolabi, A. O. (2010). Effects of Computer Assisted Instruction (CAI) on Secondary School Students' Performance in Biology. Turkish Online Journal of Educational Technology-TOJET, 9(1), 62-69.

http://www.mofa.go.jp/policy/environment/wssd/2002/type2/1-1-6.htm

Global Journal of human-social science: G
Linguistics & Education
Volume 19 Issue 6 Version 1.0 Year 2019
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460X & Print ISSN: 0975-587X

The Dilemma of the Translation Concept in Islamic Sources

By Solehah Yaacob

International Islamic University Malaysia

Abstract- Epistemology is a theory of knowledge, especially with regards to its methods, validity, and scope; it is an investigation of what distinguishes that which needs to be justified as belief or opinion. In explaining the monotheistic law, the religious perspective looks at the Quranic epistemology as a theory of knowledge which is an absolutely primordial and ineluctable precept of the oneness of God as the prior premise. In explaining knowledge formation based on emergent, events the contemporary Islamic scholars have failed to incorporate substantively the Quranic methodology worldview in the form of epistemological analytics and its function. How to understand Quranic epistemology? The prerequisite is an understanding of the Arabic language, including syntax, morphology, rhetoric, and the ability to recite the Quran. Without these, Islamization of knowledge would regards as academic rhetoric. This research critically discusses issues on some blockages facing the Islamization agenda.

Keywords: traditional books (turath), quranic exegesis, arabic language, philosophy, academic rhetoric.

GJHSS-G Classification: FOR Code: 200323

THEDILEMMAOFTHETRANSLATIONCONCEPTINISLAMICSOURCES

Strictly as per the compliance and regulations of:

The Dilemma of the Translation Concept in Islamic Sources

Solehah Yaacob[1]

Abstract- Epistemology is a theory of knowledge, especially with regards to its methods, validity, and scope; it is an investigation of what distinguishes that which needs to be justified as belief or opinion. In explaining the monotheistic law, the religious perspective looks at the Quranic epistemology as a theory of knowledge which is an absolutely primordial and ineluctable precept of the oneness of God as the prior premise. In explaining knowledge formation based on emergent, events the contemporary Islamic scholars have failed to incorporate substantively the Quranic methodology worldview in the form of epistemological analytics and its function. How to understand Quranic epistemology? The prerequisite is an understanding of the Arabic language, including syntax, morphology, rhetoric, and the ability to recite the Quran. Without these, Islamization of knowledge would regards as academic rhetoric. This research critically discusses issues on some blockages facing the Islamization agenda[1].

Keywords: traditional books (turath), quranic exegesis, arabic language, philosophy, academic rhetoric.

I. Introduction

Epistemology is a theory of knowledge especially with regards to its methods, validity, and scope; it is an investigation of what distinguishes that which needs to be justified as the belief from opinion[2]. In explaining the monotheistic law, the religious perspective looks at the *tawhidi* epistemology as a theory of knowledge of the oneness of God. Which is to describe that the knowledge formation based on emergent situations are now interpretable by the *tawhidi* epistemology. However, contemporary Islamic scholars have failed to incorporate a substantive study of the *tawhidi* methodological worldview in the form of epistemological analytics and its function. Such as Faruqi in his *Tawhid* book leaving the book to speculate rather than provide the substantive analytics and foundational issues with applications which also promotes the Islamization of knowledge at the university level without demanding the Quranic epistemological originality to establish the Islamization of knowledge[3]. This epistemology – without a doubt – has created an Islamic culture and not Islamic knowledge. What is the difference between Islamization of knowledge and Islamization of culture? The Islamization deals with theory to propagate the concept while the Islamic culture is a model to be propagated. In other words, without a fundamental theory in the Islamization of knowledge, research on the theory is lacking, and it becomes an issue to be speculated. It is undeniable that it has the potential to produce a positive impact on society. However, this positive aspect becomes a nightmare when a superficial understanding of the Islamic culture and propagation leads to a misunderstanding of Islamic epistemologies.

II. The Problem of Translation Sources

The translation is a vital instrument to disseminate knowledge and serve as a platform in the academic world. The translated knowledge was transferred into different ways either via writing or verbal communication[4]. Both are recognized modes in the academic world. However, the ideal form of writing is in the form of `book`. Could you imagine how you would feel if the book you are reading supposedly to tell the truth contains concealed untruth or inadvertent error? The transfer of information from one form to another must be based on sincerity for the sake of promoting the truth. But, there will be an anxiety if a translator discussed the issue without having the ability in expressing ideas. Insufficient ability to transfer true knowledge to the next generations is disastrous and tragic resulting in half-cooked knowledge in the academic world. The role of translators is an important aspect in knowledge transfer. The traditional books in Islam or the Islamic sources were well written in Arabic classic. Unfortunately, very few scholars now days can directly refer and read the original from this kind of sources. The inability to draw information directly from Classic Arabic sources has dire consequences as the translation may not be consistent with the sources. This is not to deny the prominent role and contribution of translation sources in transferring the classical knowledge. Without the translation, many sources either in Arabic classic or standard or any other sources such

Author: e-mail: solehah71@gmail.com

[1] Professor of Philosophy of Arabic Grammar in Department of Arabic Language & Literature, Kulliyyah of Islamic Revealed Knowledge & Human Sciences, International Islamic University Malaysia.

[2] The New Oxford Dictionary of English, 1999, p.620.

[3] M.A.Choudry, *Tauhidi Epistemology and Its Implications, Economics, Finance, Sciences and Society*, UK: Cambridge School Publications, 2014, p.128.

[4] Solehah Yaacob, Linguistic Argumentation and Logic: An Alternative Method Approach in Arabic Grammar. Argument: Biannual Philosophical Journal, 3(2), 2013, pp. 409-410.

as Greek and Latin would not be able to reach the new generations. However, a translation must be at an acceptable level to be useful. The flaw in translation stems from the inability to make appropriate accommodation from the language used and the loyalty to the contents of the text. Language and content are two different issues. It could probably be that language used in the translation is excellent but, unfortunately, the content is unsatisfactory and unreliable exemplified by the translation of a book `*Sirah an-Nabawiyyah*` by Ibn Ishaq[5] into English by Alfred Guillaume on the topic `The life of Muhammad`[6]. The language used is excellent, but the translator has twisted the fact stating that such as in the first section so chosen as mentioned by Abdul Latif Tibawi[7] on 'The Beginning of Christianity in Najran,'[8] in the paragraph, آخر ملوك حمير is translated as 'the last of Yamani Kings,' which in this context refers to Faymiyun, and not to both him and his admirer Salih, is translated as 'they buried him,'[9] which should be 'he buried him.' For the phrase في بعض الشام 'somewhere in Syria' but Professor Guillaume has translated 'through Syria'; for بعض أرض العرب he has translated 'the land of the Arabs', and for سيارة من العرب he has simply translated 'a caravan.'[10] In another section 'The Affair of the Bani Qaynuqa.'[11] The word 'affair' is used wrongly 'attack'[12] in the table of contents. Dr. Tibawi suggested the word *muḥāṣara* 'siege'; which is more accurate than 'attack'. The mistranslation also mentioned in quoting al-Zuhri,[13] the expression used by Ibn Ishaq is *za'ama al-Zuhri* وزعم الزهري عن سعيد بن المسيب which means in this context 'al-Zuhri said on the authority of Sa'id b. Musayyab.' However, Professor Guillaume translated 'al-Zuhri alleged as from Sa'id …'[14] he dogmatically states in footnote that 'the verb implies grave doubt as to the speaker's veracity.'[15]

Another case in point was the translation of a book written by *al-Anbari* `*al-Insof Fi Masa`ila al-Khilaf*`[16] by Gotham Weil into German[17]. There is a factual error in his introduction where his translation gave the impression that the basic idea in `*al-Insof Fi Masa`ila al-Khilaf*` stated that the Kufan School was not established by the Kufans. His evidence was that all the controversial issues among the grammarians especially between Kisaai, Fara`, Khalil and Sibawayh were traced to their famous teacher Yunus Bin Habib the Basran. His arguments on the evidence mentioned by al-Anbari in the book indicated that the Kufans followed the Basrans. In fact, he only mentioned not more than four times out of one hundreds twenty-one cases! In other cases, the critiques on the Arab genealogy were flawed. The Arabs can be divided into three major groups; namely the 'lost Arabs' (*al-'arab al-ba'idah*), second the 'true Arabs' (*al-'arab al-`aribah*), and third the Arabized Arabs (*al-'arab al-musta`rabah*). Evidence of these divisions are recorded in Ibn Ishaq's and Ibn Hisham's *Biography of the Prophet (al-Sirah an-Nabawiyyah)*[18] and Tabari's *History of the Communities and Kingdoms* (*Ta'rikh al-Umam wa al-Muluk*)[19]. Most of the evidence were narrated by prominent scholars, collectors, and biographers such as 'Abd al-Salam al-Jumahi[20], Ibn Nadim[21], Ibn Ishaq[22], Hassan bin Thabit[23] and etc. However, the Orientalist claims that other scholars such as 'Abd al-Salam al-Jumahi (a critic of early poetry) disagreed with Ibn Ishaq that poems by Ad and Thamud proved the existence of the Arabs as a people before the time of Prophet Ibrahim (a.s). The biographer Ibn Nadim considered the verses cited by Ibn Ishaq as fraudulent and not genuine[24]. It is a well-established fact that the corpus of ancient Arabic poetry had suffered a lot at the hands of forgers, plagiarists, misguided philologists, and dishonest narrators. For instance, a number of poems were falsely ascribed to Hassan bin Thabit, Prophet`s poet. In fact, early modern Western scholarship has studied the history of the Arab people prior to Islam, as evidenced by Caussin de Perceval's *Historie des Arabes avant l`Islamisme* (1848) which took its interested readers back to the forebears of the Muslim tribes in Arabia[25]. Another interesting work on Arab antiquity is Muller's *Realencyklopadie der Altertumswissenschaften* (1896). Even though the information contained therein has to be considered outdated, it remains a useful source for the study of the classical texts on Arabia[26]. An attempt at compiling a

[5] See Ibn Ishaq, *al- Sirah an-Nabawiyah, edit. Ahmad Farid al-Mazidi, Beirut: Dar al-Kutub al-'Ilmiyah,* 2004.
[6] Alfred Guillame, *The life of Muhammad*, Oxford: Oxford University Press, 1982.
[7] http://icraa.org/the-life-of-muhammad-a-critique-of-guillaumes-english-translation/
[8] Alfred Guillame, *The life of Muhammad*, pp. 14-16.
[9] Ibid, p.15.
[10] Ibid, pp.15-16.
[11] Ibid, pp. 363-364.
[12] http://icraa.org/the-life-of-muhammad-a-critique-of-guillaumes-english-translation/
[13] Alfred Guillame, *The life of Muhammad*, p. 183.
[14] Ibid, p. 183.
[15] Ibid, p. 183 in footnote no. 4.
[16] See the introduction of *al-Insof Fi Masaila al-Khilaf* by al-Anbari, 2002.
[17] The first translation of *al-Insof Fi Masa`ila al-Khilaf*`into Germany Leiden Publisher 1913. See Introduction in *al-Insof Fi Masa`ila al-Khilaf*, p, 11. Also see Shawqi Daif, al-Madaris an-Nahwiyyah, pp.155-159.
[18] See Ibn Hisham's *Biography of the Prophet (al-Sirah an-Nabawiyah)* Ibn Hisham, 1996. *al-Sirah an-Nabawiyah,* edit. Umar Abd Salam Tadmor, Beirut: Darul al-Kitab al-Arabi.
[19] See At-Tabari, *Tarikh al-Umam wa al- Muluk,* Cairo: Dar al-Fikr, 1979.
[20] See 'Abd al-Salam al-Jumahi, *ÙabaqÉt as-ShuÑara'*, edit. Al-Lujnah al-Jami`yah, Beirut: Dar an-Nahdah al-Arabiyah, 1968.
[21] See Ibn Nadim, *Al-Fihrist*. Tunis: Dar al- al-Ma`arif, 1994.
[22] See Ibn Ishaq, *al-Sirah an-Nabawiyah,* edit. Ahmad Farid al-Mazidi, Beirut: Dar al-Kutub al-'Ilmiyah, 2004.
[23] See Hassan bin Thabit, Hassan Thabit, *Diwan Hassan Thabit, edit. Wailid `Urfat, Beirut: Dar as-Saìr,* 1974.
[24] Solehah Yaacob, The Origin of Arab: A Critical Evaluation of The Sources, Vol 58, no 2, 2014, p. 95.
[25] Jan Retso, *The Arabs in Antiquity*, London: Routledge Curzon, 2003, p.105.
[26] Ibid, p.107.

complete survey of Arabs before Islam was written by D.O`Leary (1927) which is noteworthy for its inclusion of the city cultures which existed in ancient Yemen [27]. Montgomery (1934) wrote his history of Arabia from an exclusive Old Testamentary viewpoint[28]. Unfortunately, the study of pre-Islamic Arabia conducted by West scholars has suffered much from the point of its desired objectivity as it was done within such a narrow framework. This situation had occurred because the orientalist had researched well in the field but they were not detached from their needs and intentions. Regrettably, it did not fully reflect the Muslim World.

III. The Major Sources in Islam

The collection of Islamic sources under subject classification was scrutinized by Muhammad Ujaj al-Khatib [29]. These collections and divisions could be considered as the most pristine knowledge from its fundamental sources: Qur`an, Tafsir, Qur`anic Sciences and Qur`anic Studies, Hadith and its Sciences, Biography of the Prophet, Theology and Schools, Jurisprudence, Principles of jurisprudence and history of legislation, Islamic history and translations, Civilization of Islam, Current issues in Muslim World, Arabic Language and Linguistic, University Publication on Islamic studies, Dictionaries of countries (معاجم البلدان) and Bio-Bibliographical References. From these branches of Islamic sciences divisions, we found a massive source covering various angles of knowledge in different perspectives and outlooks. From these viewpoints, millions of books either printed or electronic sources have been produced. It is undeniable that the sources are monumental. The west has to accept that much of the vast knowledge of World Civilization owes its origin from the brilliance and unrelenting efforts of Muslim Scholars. The sources indicate that the titles are not only of single books but in a lot of cases the volumes are enormous. Islamic sciences stand as one of the major references to world knowledge. However, without some excellent strategies in mastering Arabic, the sources in the Islamic sciences would not emerge in its full stature and work produced by the Muslim World would be undervalued.

IV. The Relationship Between Islamization of Knowledge and the Major Islamic Sources

The greatest task confronting the Muslim Ummah is to establish the Islamic curriculum. The present dualism in Muslim education is marked by bifurcation into Islamic and secular system. Both of these systems must be integrated with the philosophy from established Islamic sources providing as the main platform. The Islamic institution comprises elementary, secondary, college, and universities must focus on *Tawhid* by introducing the Quranic way of life without ignoring the contemporary subjects. The notion that Islamic schools merely serve for the teaching of memorization of *Qur'an* and teaching religious subjects such as Hadith, Fiqh, Tawhid, etc is a misconception that should be corrected. Hence, the stereotyped style of teaching in religious studies should be modified creatively. To uphold a more refined system, the contemporary study of Islamic civilization is a vital project[30].

The Islamic Institution should be well preserved and prepared for micro teaching of blue print on Kitab Turath (traditional books) without ignoring the modern system that could be merged. How to prepare for the best teaching of Kitab Turat`s blue print? The understanding of `term of epistemology` must be focused on derivation of the term itself. There must be a major consideration with regard to persistent changing of morpho system in the sentence of Islamic sources. It must be regarded as an important aspect to look into. The great Islamic scholars not only having the general principles of knowledge as their benchmark but the ability to expand the ideas via critical thinking supported by their strong of Islamic identity. The morpho could not be separated from syntax. Both of the language concepts has to be merged together to become one. The inner process of critical thinking involves all faculty of the mind such as brain, vein, brocas`s area, wernick`s area, axon, dendrite, filaments, synapse, and etc. The cognition is processed through the inborn rules hypothesize through the representation of the world in the mind by serial processing of abstract and fixed symbols [31]. Chomsky believes that this process presupposes the inborn existence of mind through the cognitive process which has been influenced by the surroundings [32]. The brain contains thousands of neurons connected in parallel which inter neural nets. Each neuron is constituted of a body and two kinds of filaments responsible for the net formation; they are the axioms which are electrical transmitters connecting a neuron body to synapse and other neurons[33]. When an axon reaches a dendrite, there is a space in which chemical reactions are processed. Synapse reactions are responsible for learning. As a result of the above case, the synthesis of philosophical grammar and structural linguistics which introduced by mentalist begin

[27] Ibid, p.106.
[28] Ibid, p. 106.
[29] Muhammad Ujaj al-Khatib, *Lamahat Fi al-Maktabati wa al-Bahsi wa al-Masadir,* 1969, pp. 123-364.

[30] Al Faruqi, Islamization of Knowledge, IIIT 1982, p. 11.
[31] Marcelino Poersch, *A new paradigm for learning language: Connectionist Artificial Inteligence*, Linguagem & Ensino, Vol. 8, No. 1, 2005 (161-183)pp. 165-168.
[32] Solehah Yaacob, *Mentalist vs Behaviorist: Chomsky`s Linguistic Theory*, GJAT, Vol. 6, Issue 1, ISSN: 2016, (pp. 7-9).
[33] ma.ultranet/Biologypages/neurons.html.

Global Journal of Human-Social Science (G) Volume XIX Issue VI Version I Year 2019

to refute the behavioral sciences which are not `sciences of mind` which avoiding the metaphysics issues but only `discovery the procedures` apparently. Language is the `mirror of mind` which construct the data with innate property[34]. The intellectual process of connection with the subject and predicate, either direct or indirect, has to deal with the phrase structure arrangement of Immediate Constituents (IC) so called the concept of cohesion by al-Jurjānī [35] (1960), the concept is relying on meaning construction understanding as to the determining factor in the quality of a text to a linguist dimension by considering it not in isolation but always as realized within a coherent text composition or cohesive unit, so he defines this principle in purely linguistic terms[36], as mentioned: "The purpose of cohesive speech is not the sequence of words, but the meaning significance has to be harmonized as what the mind supposes it to be" [37]. Then, let us analyze some Quranic verses in Arabic NOT the translation; the example is *māliki yawmi-ddīn* 'The Only Owner and the Only Ruling Judge of the Day of Recompense' [38]. Three of the recitations save the structure of the word *mālik* 'owner', and determine the semantic changes according to the difference between the syntactical governors. The first recitation is in the genitive case as a qualificative of the majesty noun *Allāh* 'God' in a previous verse [39], so it is pronounced *māliki* as a governee of the particle of genitive *li* 'to' which is the governor of the majesty noun *Allāh* because grammarians say: "The governor of the qualificative is the governor of the qualified"[40], thus, the meaning, in this case, is to qualify God as The Only Owner and the Only Ruling Judge of the Day of Recompense, and the governor is oral. Another recitation is in the nominative case *māliku* as a predicate of an eliminated primate, so the governor here is moral i.e., the meaning of primacy, as a popular syntactical opinion among grammarians[41], and the meaning is to inform that God is The Only Owner and the Only Ruling Judge of the Day of Recompense. The pronounced *mālika* in the accusative case is the third recitation. The word *mālik* in this case, is a called, and its governor is oral; it is the eliminated particle of calling *yā*, thus, the speech in this case relates to the next verse[42] to give the meaning of calling God to tell that He Alone we worship, and He Alone we ask for help for each and everything[43].

Above, the governees examples are nouns, but in the second example, the governee is verb, as mentioned in verse: *lillāhi mā fissamāwāti wa mā fil'ardi wa'in tubdō mā fī anfusikum aw tukhfōhu yuhāsibkum bihillāhu fayaghfiru liman yashāᶜu wa yuᶜathibu man yashāᶜu wallahu alā kulli shaᶜin Qadīr* 'To God belongs all that is in the Heavens and all that is on the earth, and whether you disclose what is in your own selves or conceal it, God will call you to account for it. Then He forgives whom He wills and punishes whom He wills, and God can do all things'[44]. There are three recitations of both of the two verbs: *yaghfir* 'forgives' and *yuᶜathib* 'punishes', with attention to the second verb *yuᶜathib* is attracted to the first verb *yaghfir*, so the governor of the first verb is the governor of the second verb in each recitation. The famous recitation is by nominating the two verbs, the verb *yaghfiru* is nominated for the meaning of resumption, and the governor is moral; it is the denudation of accusative and apocopative particles. Semantically, this nominative recitation means that the forgiveness and punishment are not parts of the accounting by God, i.e., forgiveness, punishment, and accounting are different acts of God. Also the accusative recitation *yaghfira* gives the meaning of nominative recitation, but here the governor of the first verb is oral, it is the eliminated particle of accusative *an*. The third recitation is the apocopate case *yaghfir* as governees of the particle of conditional *in*, because it is attracted to the answer of the condition *yuhāsib* 'accounts', so the governor here is oral, and semantically, the meaning is that the forgiveness and punishment are parts of the accounting by God, i.e. the forgiveness and punishment are the accounting of God[45].

The above explicitly demonstrates that syntax influences the relation between the words of a given phrase, and this explanation is specifically focused on analysing the function of case endings in a sentence in Arabic. Without strong grounding in syntax, morphology and semantic the philosophy of linguistic could not elaborate on the intricacies involved and the interpretation would only be in the form of `general principle of the knowledge`. And we notice that relying on this kind of surface interpretation without the benefit of deep structure analysis would result in generalization

[34] Solehah Yaacob, Alternative Paradigm For Language Acquisition, publication in Open Journal of Modern Linguistics, Scientific Research Publication, 4(3), 2014a, pp. 1-2.
[35] Al-Jurjani, A. Q., Dalail al-I`jaz. S. M. R. Redha (Ed.). Maktabah Muḥammad Ali Subaiḥ wa Awladuhu, Egypt, Cairo, 1960, p. 256.
[36] Veerstegh, K., Landmarks in Linguistic Thought 111. Routledge, England, London, 1997, p. 119.
[37] Al-Jurjani, A. Q., Dalail al-I`jaz, pp. 49-50.
[38] Al-Fātiha 4.
[39] Al-Fātiha 2: *Al-hamdu lillahi rabbil ᶜālamīn* 'All the praises and thanks be to God The Lord of al-ᶜālamīn: mankind, jinn and all the exists'.
[40] Ibn Al- Anbari. *Al-Insaf fī Masāᶜil Al-Khilāf,* Jawda Mabrōk & Ramadan Abduttawāb (eds.), Cairo: Library of
Al-Khānjī, 2002, Vol. 1, p. 44.
[41] Ibid, p.40.
[42] Al-Fātiha 5: *Iyyāka naᶜbudu wa iyyāka nastaᶜīnu* 'You Alone we worship, and You Alone we ask for help for each and everything'.
[43] Al-Khatīb, Abdullatīf, *MuᶜjamAal-Qirāᵓāt*, edn. 1. Damascus: Saᶜduddīn Press, 2002, Vo;. 1,
pp. 9-13.
[44] Al-Baqarah 284.
[45] Al-Khatīb, Abdullatīf, Vol. 1, pp. 429-430.

that would pose as serious impediment to the Islamization of knowledge enterprise.

V. Conclusion

This study may be seen as a revisiting to reveal a perspective in understanding the *Usul* or the blue print behind the origin of philosophy of knowledge. This kind of investigation or discovery demands abidance to a number of principles constituting the essence of Islam and providing a link between theory and method. We are of the conviction that without mastering Arabic the Islamic sources of knowledge would not be fully deployed as in order to transcend to its pristine essence systematic, appropriate and accurate knowledge disciplines are required. Thus, towards instilling the vision of Islam firmly blue print researches of Islamic Civilization is compulsory as drawing the essence of knowledge from the glorious and enormous Islamic sources requires serious efforts, zeal and sincerity.

References

1. ‘Abd al-Salam al-Jumahi, *Tabaqat as-Shu`ara`*, edit. Al-Lujnah al-Jam`iyah, Beirut: Dar an- Nahdah al-Arabiyah, 1968.
2. Al Faruqi, Islamization of Knowledge, IIIT 1982, p. 11.
3. Al-Anbari, *al-Insof Fi Masa`ila al-Khilaf*, Cairo: Library of Al-Khānjī, 2002.
4. Alfred Guillaume, *The life of Muhammad*, Oxford: Oxford University Press, 1982.
5. Al-Jurjani, A. Q., Dalail al-I`jaz. S. M. R. Redha (Ed.). Maktabah Muḥammad Ali Subaiḥ wa Awladuhu, Egypt, Cairo, 1960.
6. Al-Khatib, Abdullatif, *Mu`jam al-Qira`at*, edn. 1. Damascus: Sa`dudd`n Press, Vol. 1, 2002.
7. At-Tabari, *Tarikh al-Umam wa al-Muluk,* Cairo: Dar al-Fikr, 1979.
8. Hassan bin Thabit, Hassan Thabit, *Diwan Hassan Thabit*, edit. Walid Urfat, Beirut: Dar as- Sadir, 1974.
9. http://icraa.org/the-life-of-muhammad-a-critique-of-guillaumes-english-translation/
10. Ibn Al-Anbar`. *Al-Insaf fī Masa`il Al-Khilaf,* Cairo: Library of Al-Khanji, Vol. 1, 2002.
11. Ibn Hisham, *al-Sirah an-Nabawiyah,* edit. Umar Abd Salam Tadmor , Beirut: Dar al-Kitab al-Arabi, 1996.
12. Ibn Ishaq, *al-Sirah an-Nabawiyah*, edit. Ahmad Farid al-Mazidi, Beirut: Dar al-Kutub al-`Ilmiyah, 2004.
13. Ibn Nadim, *Al-Fihrist.* Tunis: Dar al- al-Ma‘arif, 1994.
14. Jan Retso, *The Arabs in Antiquity,* London: Routledge Curzon, 2003, p.105.
15. M. A. Choudry, *Tauhidi Epistemology and Its Implications, Economics, Finance, Sciences and Society,* UK: Cambridge School Publications, 2014, p.128.
16. ma.ultranet/Biologypages/neurons.html.
17. Marcelino Poersch, A new paradigm for learning language: Connectionist Artificial Inteligence, Linguagem & Ensino, Vol. 8, No. 1, 2005 (pp. 161-183).
18. Muhammad Ujaj al-Khatib, *Lamahat Fi al-Maktabati wa al-Bahsi wa al-Masadir,* 1969, pp. 123-364.
19. Shawqi Daif, al-Madaris an-Nahwiyyah, Cairo: Dar al-Ma`rifah, 1995.
20. Solehah Yaacob, Alternative Paradigm For Language Acquisition, publication in Open Journal of Modern Linguistics, Scientific Research Publication, 4(3), 2014a, (pp. 465-469).
21. Solehah Yaacob, Linguistic Argumentation and Logic: An Alternative Method Approach in Arabic Grammar. Argument: Biannual Philosophical Journal, 3(2), 2013, (pp. 407- 430).
22. Solehah Yaacob, Mentalist vs Behaviorist: Chomsky`s Linguistic Theory, GJAT, Vol. 6, Issue 1, ISSN: 2232-0474 | E-ISSN: 2232-0482, June 2016, (pp. 7-12). www.gjat.my
23. Solehah Yaacob, the Origin of Arab: A Critical Evaluation of the Sources, Vol 58, no 2, 2014, (pp. 95-127).
24. The New Oxford Dictionary of English, 1999, p.620.
25. Veerstegh, K., Landmarks in Linguistic Thought 111. Routledge, England, London, 1997, p. 119.

Global Journals Guidelines Handbook 2019

www.GlobalJournals.org

Fellows

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

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

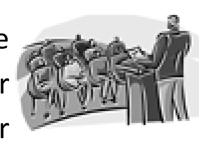
- The “FARSHS” is a dignified title which is accorded to a person’s name viz. Dr. John E. Hall,Ph.D., FARSS or William Walldroff, M.S., FARSHS.

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

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

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

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

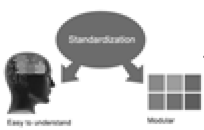


You may join as member of the Editorial Board of Global Journals Incorporation (USA) after successful completion of three years as Fellow and as Peer Reviewer. In addition, it is also desirable that you should organize seminar/symposium/conference at least once.

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

It is mandatory to read all terms and conditions carefully.

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

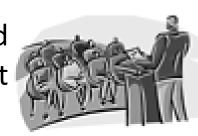
Global Journals Incorporation (USA) is accredited by Open Association of Research Society, U.S.A (OARS) and in turn, affiliates research institutions as "Institutional Fellow of Open Association of Research Society" (IFOARS).

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

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

The Institute will be entitled to following benefits:

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



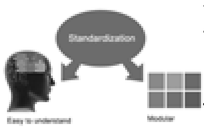
The Global Journals Incorporation (USA) at its discretion can also refer double blind peer reviewed paper at their end to the board for the verification and to get recommendation for final stage of acceptance of publication.

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

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

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

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.

Global RESEARCH RADIO

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

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

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

Other:

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

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

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

Note :

"

- 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.

.

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.

The Administration Rules

Administration Rules to Be Strictly Followed before Submitting Your Research Paper to Global Journals Inc.

Please read the following rules and regulations carefully before submitting your research paper to Global Journals Inc. to avoid rejection.

Segment draft and final research paper: You have to strictly follow the template of a research paper, failing which your paper may get rejected. You are expected to write each part of the paper wholly on your own. The peer reviewers need to identify your own perspective of the concepts in your own terms. Please do not extract straight from any other source, and do not rephrase someone else's analysis. Do not allow anyone else to proofread your manuscript.

Written material: You may discuss this with your guides and key sources. Do not copy anyone else's paper, even if this is only imitation, otherwise it will be rejected on the grounds of plagiarism, which is illegal. Various methods to avoid plagiarism are strictly applied by us to every paper, and, if found guilty, you may be blacklisted, which could affect your career adversely. To guard yourself and others from possible illegal use, please do not permit anyone to use or even read your paper and file.

Criterion for Grading a Research Paper (Compilation) by Global Journals

Please note that following table is only a Grading of "Paper Compilation" and not on "Performed/Stated Research" whose grading solely depends on Individual Assigned Peer Reviewer and Editorial Board Member. These can be available only on request and after decision of Paper. This report will be the property of Global Journals

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

Index

save our planet

Global Journal of Human Social Science

Visit us on the Web at www.GlobalJournals.org | www.SocialScienceResearch.org
or email us at helpdesk@globaljournals.org

ISSN 975587