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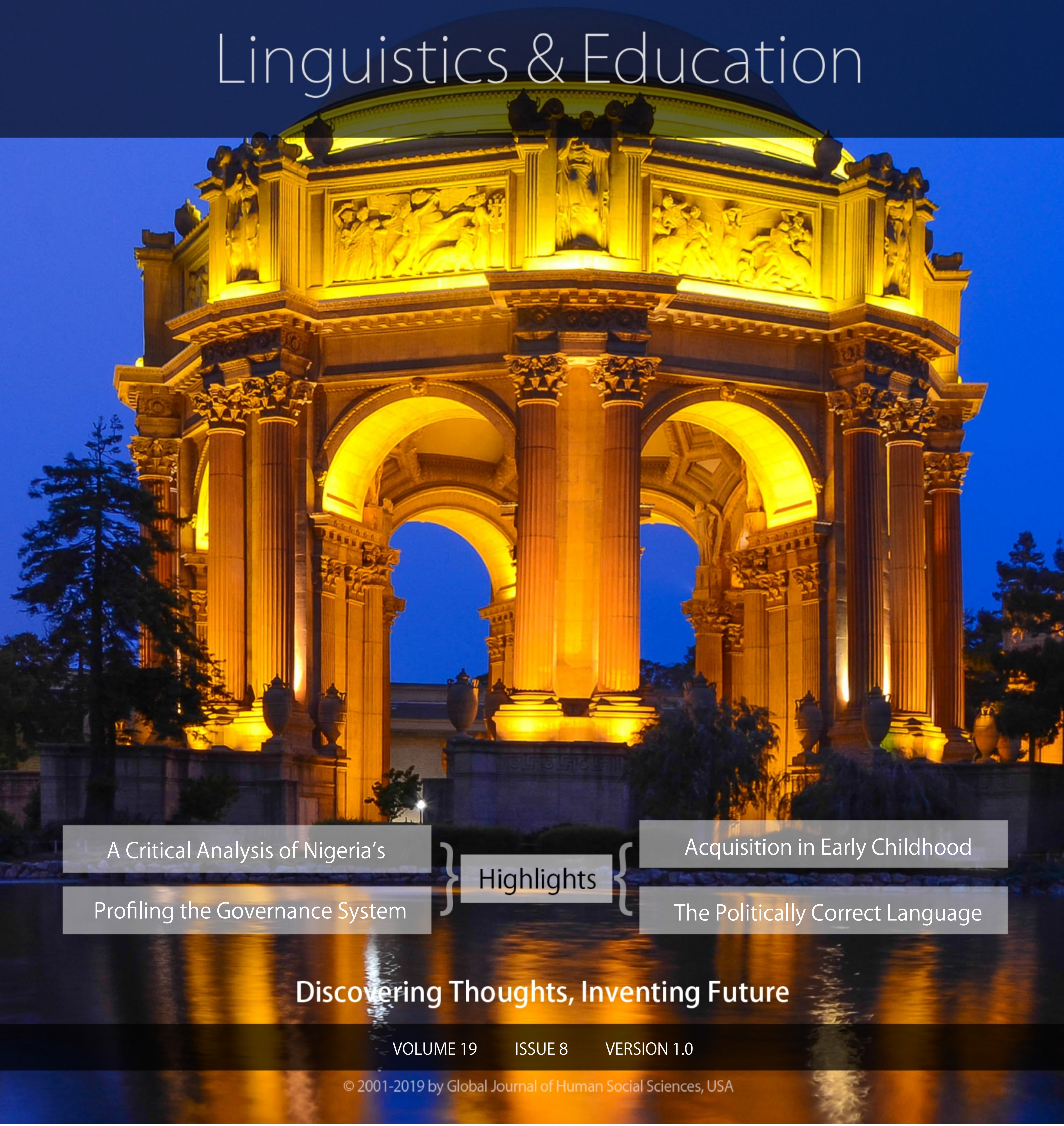

Highlights

- A Critical Analysis of Nigeria's
- Profiling the Governance System
- Acquisition in Early Childhood
- The Politically Correct Language

Discovering Thoughts, Inventing Future

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Euphemism as a Mechanism of the Internal Workings of the Politically Correct Language

By Reinaldo César Zanardi & Marcelo Silveira

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EUPHEMISMASAMECHANISMOFTHEINTERNALWORKINGSOFTHEPOLITICALLYCORRECTLANGUAGE

Euphemism as a Mechanism of the Internal Workings of the Politically Correct Language

Reinaldo César Zanardi[α] & Marcelo Silveira[σ]

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I. Introduction

The language, taken as a dialogic process, reveals interaction as an important precondition because through it involvement of partners with the text happens, be it written or spoken, each one with specific features. One of the fundamental characteristics of the interaction is, therefore, reciprocity, which creates common contexts and produces, in practice, meanings from the language and its structure.

Barthes (2000), in this line of reasoning, emphasizes that the language is, practically – at the same time –, a social institution and a system of values. The language, while social institution, is a collective agreement, the social part, in which an individual, alone, cannot modify it. As a system of values, a language "is made of a certain number of elements, each one is at the same time the equivalent of a given quantity of things and a term of a larger function, in which are found, in a differential order, other correlative values [...]" (Barthes, 1986, p. 14).

In a social perspective of language, Monteiro (2000, p. 16) emphasizes that its role of "establishing social contacts and the social role that it plays to convey information about the speaker, both constitute a proof that there is an intimate relationship between language and society".

Lefebvre (1966) corroborates this reasoning, for whom the language should not be separated from the society that originates it. "How to understand the Greek language without the Greek society, the Latin without Rome, and romanity, and latinity?" (Lefebvre, 1966, p. 28).

To Lefebvre (1966, p. 35), "the language can no longer conceive itself as a bag of words", nor can it be centered in the "concept of language-repertoire that is based on simplistic thesis that the whole world is ordered, before the vision the men have". This means that the world is not structured in stages and that people use language (as one of these stages have already structured) to be something in society.

> [...] the existence of language has nothing to do with hypothetical or speculative. It is social and practice. If, on the one hand, its internal structure allows you to better define the rationality, on the other hand, it has a reality. It is the real human, or at least an important part and perhaps characteristic (or essential) of such a reality (Lefebvre, 1966, p. 37).

This research is in the social perspective of language-speech relation and its objective is to present the euphemism as an internal mechanism of functioning of the politically correct language (PCL). This study is justified by the need to reflect on variants of prestige in three semantic fields: disability, blackness and homosexuality.

The corpus of this study considers the online acquis from the newspaper Folha de S.Paulo (São Paulo Newspaper), very important in Brazil. The Group Folha began his business career in 1921 with the Night News. In 1925, the morning edition of the newspaper was created: the Morning News. In 1949, a new daily newspaper was created: Afternoon News. In January 1960, the three titles were incorporated into one, becoming Folha de S.Paulo.

The newspaper Folha de S.Paulo, as a corpus, is justified for (i) its importance in Brazilian scenario, (ii) having one of the largest circulations among the printed newspapers of the country (the largest circulation in 2017, according to the Circulation Verification Institute (CVI), (iii) the reciprocal linguistic influence between newspaper and society. When the newspaper uses an official variant, it encourages society to use it, and when society consolidates a variant, the newspaper uses it.

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II. The Politically Correct

The politically correct is a recent social phenomenon whose origin can be dated, in Brazil, from the 1990s. While movement, this behavior has received foreign influence, mainly in the United States. It is in the context of the defense of civil rights that this phenomenon should be understood. The struggle for human rights in the United States was strengthened by ethnic prejudice and racial segregation present in North-American society.

As a result of claims, affirmative policies that aim to create opportunities especially for blacks in various sectors arise in the United States. These actions aim to correct racial inequalities, characteristic strengthened over the centuries, including the enslavement of African communities worldwide.

There is no consensus among researchers about the origin of the politically correct while behavior, but there are important clues in the few researches about the theme. The first record of the term politically correct is not associated with the current understanding. The term was used in 1793, in a decision of the Court of the USA in the case Chrisholm X Georgia. The conclusion comes from researcher Stodůlková (2007, p. 11), who that the term was used opinatedly without reference to its meaning in the context of the decision.

According to the author, even if the concept of politically correct has been consolidated more recently, some hypotheses refer the roots of the term, as it is designed in the present day, to the theorist and Russian politician Vladimir Lenin.

The establishment of PC is here seen as a decisive ideological criterion of Marxism-Leninism which was applied to a written discourse, as well as the spoken one. The criterion enforced restrictions on verbal spontaneity and skepticism and lead to the parties attempts to police free thinking. The character of such ideology is sometimes mentioned by critics of the PC in last two decades as resembling PC principles (Stodůlková, 2007, p. 11).

Stodůlková (2007) affirms that there is another argument for believing that the Marxist-Leninist stream is regarded as one of the pillars of the politically correct. It is the concept of Lenin's politicheskaya pravil'nost, in 1917. From the Russian, the author translates to English as political correctness. "Lenin's concept is an explicit reference to right/wrong, correct/incorrect from a political point of view" (Stodůlková, 2007, p. 12).

If, on the one hand, the politically correct, in its origin, is associated with the behavior, i.e., with the attitude while action, understood in a political dimension, on the other hand, it is important to note that this mechanism interferes directly in the language, after all the language in use is not disassociated from the behavior, be it individual, be it collective. Through language people express ideas, manifest, communicate, propagate ideologies, exchange experiences, finally talk and interact with each other. This proposal is supported by Lenin's concept politicheskaya pravil'nost, therefore it is a controversial issue that raises unconditional defense and aggressive attack.

The advocates of this modality believe that replacing the expressions would contribute to attenuate prejudice, whatever order (social class and origin, race or ethnicity, gender or sexual orientation, age, among others) and to promote respect and human rights. Now the opponents of the modality ensure that PCL restricts the ability of expression and promotes censorship to try to regulate linguistic variants of the universe of speakers.

In language development, it is worth highlighting the role of linguistic belief as a means of motivation for the use of variants which determine an attitude interfering in linguistic behavior. This is a mental procedure that is not necessarily conscious. This means that, if a speaker believes that a particular variant harms his interlocutor, he seeks, in its linguistic repertoire, another way tending to soften, smooth out the negative direction already consolidated in the previous variant.

On that subject, it is worth highlighting the role of euphemism in the production of politically correct variant. More than just a figure of speech, this feature seems to be a structuring element of variants of this modality. Moreno-Fernandez (2009, p. 197) does not deal with politically correct, but recognizes that euphemism has the role to dispel the unpleasant and what offends people.

According to the author, the causes of the euphemism are verified in various circumstances, as more formal or informal style; respectful treatment to other people; fear, admiration and respect; and to smooth out insults. Not by coincidence, the figure of speech euphemism is regarded as "any softened or understated way of expressing certain facts or ideas whose rawness can hurt" (Dubois, Giacomo, Guespin, Marcellesi, Marcellesi & Mevel, 2006).

The politically correct is not a system or rule, nor law to be fulfilled from legal devices. It is more for a rational and aware proposal of behaviors including linguistic ones that affect mainly vulnerable social groups such as homosexuals, blacks, persons with disabilities, indigenous people, children and teens, people experiencing homelessness, among others.

III. Variants for Person with Disabilities

Deficient and disabled came to be, over time, in Brazilian Portuguese, stigmatized variants and their linguistic usage is not recommended. In the first case, it is considered a stigmatized variant by government agencies for being a "generalizing, inadequate treatment [...] Having a disability does not make a person invalid or incapable" (Queiroz, 2004, p. 14). Already in the second case, the disabled (literally bearer of deficiency in Portuguese) presents stigma by PCL because it treats the disability not as characteristic of the individual, but as something portable. There is no portability for the deficiency.

In this sense, the recommended by PCL is person with disabilities. One can note that the use of person humanizes variant because it leads to someone with feelings and emotions, life experiences, desires, dreams and frustrations. This means to say that the variant meaning core is the person and not their disability, which can be considered as any other characteristic inherent to the human being.

Even in negative approaches, such as the physical violence, the variant person with disabilities presents positive valency[1], i.e., the use of this form has prestigious character. An example can be found in the report "A psychologist with paralysis says she suffers violence at home and outside home," 11/11/2013. The report discusses the history of a psychologist, Fatima (fictitious name), 56 years old, which suffers from various types of violence at home and outside home (Excerpt 1). Her physical disability is the result of an aneurysm.

Excerpt 1

> "As I was leaving for the public space, I was becoming more exposed to aggression, both caused by physical barriers and attitude barriers of people," says psychologist. [...] "Today I note that any reaction of a person with disabilities becomes, for others, synonymous with madness," says Fatima (Marques, 2013a).[2]

The linguistic form person is used in various circumstances to designate other deficiencies. The variant deaf person can be regarded as a euphemism for the deaf, besides deaf is a variant form of prestige, and not stigmatized. The term deaf is marked as correct by Andi (2003) and Queiroz (2004).

One can notice euphemism in the variant deaf person in another example. "According to the IBGE, the city of São Paulo has 516 thousand inhabitants with hearing disabilities, which involves deaf people who speak Libras [Brazilian Sign Language], deaf oralized (who make lip-reading), people with hearing difficulties [...]" (Marques, 2016).

If deaf is a variant of prestige advocated by the deaf community, why use a euphemism, as recorded in deaf people? Two causes can explain. Firstly, the form person from the variant person with disabilities influences the formation of new terms. Secondly, many do not know that deaf is considered politically correct and call for the euphemism to overreact. This way you can even have a pejorative bias.

The PCL is not a homogeneous or linear social phenomenon. It is fragmented and sometimes confused when one abuses the euphemism usage. In an attempt to establish the status, the exaggeration exchanging one term for another can lead to stigma, becoming more derogatory than the original variant.

Initially, the variant person with deafness might be understood as a euphemistic derogatory form to deaf. However, it is not what happens, since its context establishes levels for deafness, i.e., it highlights the hearing deficiency in its different degrees.

In a report on developments in a trade fair for people with disabilities, the text of a photography description informs that a "device allows people with mild and moderate deafness to spend four months without worrying about the equipment, which is inserted in the inner part of the ear" (Marques, 2013b).

When it comes to disability, the form person from person with disabilities influences the formation of other variants. The report "Fernando de Noronha makes changes to be accessible to tourists with disabilities, 06/02/2013," registers six occurrences for quadriplegic, which would be equivalent to deficient, since the meaning of the variant is consolidated by the deficiency. The report records, once, the occurrence of quadriplegic people (Excerpt 2).

Excerpt 2

> "When I entered that wonderful sea, the impression was that my body took on another shape and that I was someone else, with much more movement," says the Swiss Michael Peneveyle, 46. He is the director of the NGO Wheels of Freedom and one of the first quadriplegic people with restricted movements below the neck to swim in the waters of Sueste beach, in Fernando de Noronha (Pernambuco, Brazil), the quieter side of the archipelago and which is now fully accessible (Marques, 2013c).

If, on the one hand, quadriplegic person is a variant to refer to a person with permanent disability, since quadriplegia has no cure, on the other hand, there are situations in which the use of the form person can also refer to situations in which the disability is temporary. In Excerpt 3, people in wheel chairs suggests that this is not necessarily a wheelchair user, someone with permanent disability, but a situation of reduced mobility, as an old-aged person or someone recovering from surgical procedure.

Excerpt 3

> There, in the exclusive garage of secretary Fernando Grella Vieira and other members of the security summit, "preferential entry" for people in wheel chairs has been installed. Around the building, the sidewalks are narrow and do not have tactile floor yet, which guides the blind to entries (Woodville, 2014).

Once more, the variant person pulls the sense for itself, humanizing the condition of those who have movements restriction, leaving in the background the sense of permanent or temporary disability. One can, also, note that the use of the form person is associated

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to its own variant person with disabilities; regardless of its condition, it is a person, a person who has desires, dreams and projects.

IV. Variants for Black

The variant black, in Brazilian Portuguese, is a categorical variant and of prestige. It occurs in different situations, being used by militants of the black movement and out of militancy. It is recorded in facts and events both positive and negative, in the text of the reporter, in the headline produced by the editor and the declarations of the interviewees.

As a prestigious variant for black, let us take some headlines as examples: a) "Blacks occupy only 18% of elite positions, according to survey," 06/08/2015; b) "USP students protest in favor of quotas for blacks in universities," 04/30/2015; c) "Police postpones reconstitution of assault on black security guard in Carrefour from Osasco (SP)," 07/28/2010. The examples show that it is a prestigious variant, even if the context of occurrence has a negative valence because of the origin of the fact or event, such as the death of a black security guard.

If, on the one hand, the black variant is consolidated as a prestige variant of the PCL, on the other, it ends up being used as a stigmatized form to offend men or women. This shift of meaning can be seen in the report "Market customer in SP is called 'peripheral black' in row fight," 12/07/2017 (Excerpt 4).

Excerpt 4

> Tempers were still high when the man shouted, "you peripheral black, get out of here," among other curses. The retiree denies racial injury but admits aggression. [...] "I couldn't stand it and I punched him in the face. Unfortunately, I lost my mind," said the retiree. "But I didn't even call him black, because he is not black. He is brown. I'm not a racist. My partner, with whom I lived eight years, is black," he says (Zylberkan, 2017).

The euphemistic uses for the black variant are also detected associated with the form person. In Excerpt 5, the report addresses murder statistics when comparing black's and white's reality in Brazil.

Excerpt 5

> The possibility of a black person being murdered in Brazil is 87% higher than that of a white person. The datum is revealed in a survey by professors Gláucio Soares and Doriam Borges, from Cândido Mendes University, Rio de Janeiro (Monken, 2004).

The exaggerated use of euphemism in the context of blackness is evidenced by two very significant examples: someone with black complexion and a black-skinned person. These forms explicitly present the euphemism's mechanism for softening the meanings of the word itself. The report "Precinct chief says investigations into Eliza's Disappearance are advanced," 07/16/2010, refers to the case of goalkeeper Bruno, accused of killing Eliza Samudio.

In Excerpt 6, the precinct chief investigating the disappearance, in direct quotation, uses the variant someone with black complexion.

Excerpt 6

> "Asked about the divergences in the physical characteristics of the person he identified as the executor, he said that the person he referred to as Neném would be someone with black complexion, because he wanted to 'flummox' the press, because he knew the facts would be published. The fear of the performer frightens him and leads him back to a real horror movie," said the precinct chief [Ana Maria dos Santos] (Folha Online, 2010).

Excerpt 7 addresses the variant black-skinned person whose context is an interview with the maid Simone Andr Diniz. She was a victim of racial discrimination in responding to a job posting. The variant presents senses softened by the action of the euphemism.

Excerpt 7

> Folha - When you called, did you think you could change the opinion of the ad author?
>
> Simone - I thought it could have been a mistake. But that was not it. They really didn't want to. They didn't want a black-skinned person at all (Penteado, 2006).

In the field of blackness, there is an interesting linguistic phenomenon. The diminutive can be a linguistically euphemistic resource for bringing the interlocutors closer and even revealing a loving variant among friends, so it is considered prestigious in Brazil, besides our ipsis litteris translations shows the opposite: the use of the diminutive in different linguistic variants, such as blackie, niggerling and darky, respectively pretinho, neguinho and escurinho, since it seems there is no corresponding form in English: loving and euphemistic, depending on the context. However, analysis of the context of occurrence reveals stigma because its use is in the context of prejudice or discrimination, as in Excerpt 8, which demonstrates the use of niggerling people to offend.

Excerpt 8

> According to Luiz Guilherme Carvalho, partner of Belini Bakery, the woman complained about the amount paid for the snack (about R$ 8 Reais, around $2) and, when approached by the manager, black, triggered verbal aggressions. "She started screaming 'you are a lot of black thief, niggerling'. Everyone in the store has stopped. Our nutrition technique, also black, approached the client to try to calm her down, and the client said 'another black woman, naughty, wanting to rob me'," said the bakery partner (Folha Online, 2013).

The form blacky also appears in a pejorative context. In the report "Professor accused of racism by undergraduate accepts settlement in process," 6/1/2005, one undergraduate reports the prejudice suffered in the classroom when the teacher used prejudiced forms. "According to the student, in June

2004, during a class, the teacher used racist expressions like [...] 'little black dress', besides telling a joke" (Corrêa, 2005). In Portuguese, there are two main ways of using diminutive: by adding little before the noun or by adding suffix -inho.

The form darky does not consist of a variation for ethnicity and is not even related to the color of the skin as black and white. Football is in Brazil a means of social ascension for many young black people. This is the case of the soccer player Alex Barbosa de Azevedo Terra. In December 2001, Alex scored for Rio de Janeiro the first goal of his career. It was against Corinthians. Despite saying that he perceives racism in the labor market, the player stated that he never felt discriminated against by players (Excerpt 9).

Excerpt 9

> *Alex said he is "following up" on blacks' claims for better living conditions. [...] He says he has never felt discriminated against by other athletes and considers "affectionate" nicknames such as "darky". "In soccer we fight for equal. Just see that Pelé is black" (Folha Online, 2002a).*

Even if the player does not feel discriminated against as being called darky, it does not mean that the use of this form is not prejudiced. Again, it is the context in use that will determine the prestige or stigma of a linguistic variant.

V. Variants for Homosexual

Like disability and blackness, the field of homosexuality has also consolidated the use of the form people in prestige variants, for example, in homosexual people and LGBT people (Lesbian, Gay, Bisexual, Transgender). This corpus repeats the main meaning in the human being and not in sexuality, whatever the sexual orientation. This movement reaffirms the role of euphemism in the functioning of the PCL. The combination of the word homosexual with other lexical items softens the meaning for homosexuality.

In the report "'Sexual reorientation' in therapies has new judge approval; council will appeal," 12/15/2017, the decision of a magistrate who authorized psychologists to "serve gays and lesbians who seek change in sexual orientation in cases defined as 'egodistonic sexual orientation'" is discussed (Cancian, 2017). The Federal Council of Psychology spoke during the report, differing from the judge's decision (Excerpt 10).

Excerpt 10

> It is not a question of denying the suffering to which homosexual people are affected by LGBT phobia, however understanding that suffering is not in sexual orientations per se, but related to social conditions that give pejorative meaning to their expressions and experiences (Cancian, 2017).

The occurrence of LGBT people follows the same pattern as the euphemism found in other variants. The meaning in the use of people humanizes the linguistic form, highlighting the dignity of the human being (Excerpt 11).

Excerpt 11

> This year, from January to June, according to the NGO, there were 16 cases of murder of LGBT people in Bahia and 123 in Brazil. Last year, GGB reported 319 deaths from homophobia or a hate crime every 27 hours. Of this total, 33 (10.3%) were in Bahia, which was only behind São Paulo, with 55 (17%) (Guimarães, 2016).

Still with emphasis on people, the variant same-sex people reveals two important aspects: i) the humanization of the form people and ii) the erasure of homosexuality with the withdrawal of the form homosexual. The variant inscribes new meanings in use. "Authorization for same-sex civil marriages is driving Brazilian courts astray. Decisions have been taken in different ways in each state of the country" (Brisolla, 2012).

In the field of homosexuality, an interesting linguistic phenomenon occurs with the replacement of the form person by woman and man, in this case homosexual women and homosexual men. The replacement of the generic term person occurs because of gender (female and male) (Excerpts 12 and 13).

Excerpt 12

> Two homosexual women opened a new evangelical church, the Community Cidade de Refúgio (City of Refuge), in downtown São Paulo. [...] Located on São João Avenue, in the Santa Cecília neighborhood, the new church gathered 300 people on the first day (Folha Online, 2011).

Excerpt 13

> The court has authorized a couple of homosexual men to register a child as a daughter. The men's names, who live in Catanduva (385 km from SP), appear as parents of the girl on the birth certificate (Baptista, 2006).

The euphemism, as a mechanism of operation of the PCL, can also be verified in variants of the technical language. The highlight is the language of the legal field, within the scope of the law operators. The form homoaffective is widely used to refer to same-sex social rights, such as marriage, adoption, health insurance, death benefits, and inheritance. The term homoaffective, of affective-conjugal character, was coined by the judge of the state of Rio Grande do Sul Maria Berenice Dias, in her court decisions. Since then, the variant has been used in the legal universe (Excerpt 14).

Excerpt 14

> The rapporteur of the case stated in his decision that "it is reasonable to claim that it would be important [...] to prevent children from the necessary conviviality and care in the first months of life, on the grounds of a lack of constitutional or legal provision for the granting of a

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license in the case of adoption or custody granted to a homosexual couple" (Folha Online, 2012).

In addition to the field of Law, health also bets on euphemism to use politically correct variants. One variant stands out in the context of health professionals: men who have sex with men. The meaning used in this form is tied to the man who has sex with another man, but he does not define himself as homosexual. In Brazilian culture, men who make the role of "active" are commonly not labelled themselves homosexual. This label is reserved for the man who plays the role of "passive". The Excerpt 15 show part of the article dealing with AIDS cases among homosexuals and heterosexuals.

Excerpt 15

In 2001, 30.4% occurred among men who have sex with men and 27.4% among heterosexuals. In the country, until 2000, 42.5% of the records were transmitted among heterosexuals and 35% among men who have sex with men, according to the STD/AIDS National Coordination (Leite, 2003).

The same meaning path is made when it comes to the homosexual woman. "The fact that doctors are not sensitive should not make the visit unfeasible [...]. Women who have sex with women should make their sexual orientation clear and demand appropriate care" (Folha Online, 2002b).

VI. Conclusion

Politically correct language exists, and its linguistic variants are consolidated and in use, be it in people's everyday speech or in journalistic language and media. This process is not homogeneous, and the prestige of the variants changes according to the subjects and social actors.

In this context, euphemism reveals itself as the main mechanism of functioning of politically correct language, softening meanings considered negative and even resignifying linguistic forms. However, it is the linguistic use that determines the prestige of a variant in its production context.

It is worth noting that euphemism can also be stigmatizing, since the exaggeration of this mechanism even associated with the diminutive contributes to derogatory senses instead of softening the pejorative burden.

Finally, the use of many politically correct variants is associated with technical characteristics of the segment that integrates, for example, legal and health fields. This reveals that these segments seek linguistic variants that portray their audiences in order to respect them in their characteristics.

Politically correct language is not a law to be followed. However, this modality is consolidated and, although not established by legal frameworks, can be considered a linguistic norm in language-society relation. After all, the language variants in use, whether politically correct or not, reveal a lot about who uses them.

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[1] The concept of Valency was used, pioneeringly, by researchers of IUPERJ (University Research Institute of the State of Rio de Janeiro), today IESP (Institute of Social and Political Studies), from the State University of Rio de Janeiro (UERJ). Valency is applied to the media studies. Originally, the technique was developed for the analysis of press coverage on the presidential elections and the space dedicated to parties and candidates. Today, the technique can be applied to any topic of media coverage. In the methodology of the IUPERJ, valences were divided into positive, negative and neutral.

[2] All emphasis in excerpts and quotations are added by the authors, except for foreign words.

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Knowledge and Certificate based System: A Critical Analysis of Nigeria's Educational System

By Ajibade B.O.

Abstract- One of the factors that should have made Nigeria achieve better ratings in the Economic Index, Growth Index et cetera is the number of its educated population which is not comparable with any other African nation. However, little or nothing tangible has been achieved so far by the acclaimed largest black population in term of education. This signaled the need to look into the ailing educational system thus the analysis of the knowledge based and certificate based educational system. This paper attempts to analyse the nation's educational system and how it has affected the functionality of education in the country. The paper is purely a conceptual paper which review some literatures to draw some conclusion on the role the certificate based system has wreck havoc to the educational system. The paper further gave a model which analyse the current educational situation and another model which will serve as solution to the situation on ground. Recommendations on the ways forward for Nigeria on its educational system were made in the paper.

Keywords: education, educational system, knowledge-based, certificate-based, functionality, model.

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'Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits' – Wikipedia

I. Introduction

Nigeria boasting of having the largest total population and of the highest literate population in the African continent has not really lived up to the claims. Currently, Nigeria possesses the largest population of out-of-school learning youth in the world. Abdullahi, Danjuma; Abdullah, John (2014).

From different corners of the World, education is seen as a viable tool for socio-economic transformation. As a major ingredient for economic growth and development, education helps man to acquire knowledge which he needs to live an effective life in the society. The Webster dictionary (2015) defined knowledge as "information, understanding, or skill that one gets from experience or education". Implicitly, One of the undeniable functional value of education to man is the extent that it enables him perform desired activities that can engender economic growth. To corroborate this as quoted in Owoeye, Akindubi and Omofonwan (2016), explained that "economic diversification is educational in nature because the pedagogy for effective and efficient coordination of the concepts and inculcation of adequate skills, competence, values, and attitude is through education, (vocational and technical education)."

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Notably today, countries that are forces to reckon with in the world economies, especially fast emerging economies like India, China, Brazil etc. at a point in the history of their economic growth decided to redirect efforts into their knowledge base, especially the area of science and technology. In 1947 Jawaharlal Nehru was quoted to have prophesied to the Indian Science Congress that *"As soon as we get over our present troubles, there will be a flowering of science and other activities in India which will probably astonish the world".*

It is apt to ask ourselves that 'has the world been astonished by what India has done today? The answer to this question echoed in the reports of Times Magazine (2007) that 'the world's largest democracy is living up to the dreams of 1947'. As far as the Indian economy is concerned today, it had breached what was called the Hindu rate of growth (of about 3%), and today is growing about thrice as fast as what it was some 25 years ago. Indian businessmen are making waves around the world, acquiring foreign assets which some years back would have been inconceivable". This economic turnaround is believed to have been spurred by investment in their knowledge base, especially in the area of information and communication technology (ICT).

But where is Nigeria? Ajibade et Odebode (2018) provided the answer to that question and said "Nigeria with a labour force of about 109 million but 83 million are fully employed, 14 million are underemployed and 12 million are totally unemployed (equivalent to the combined population of Botswana, Djibouti, Gambia, Lesotho Namibia, Comoros, Cape Verde and Western Sahara)." The functionality of Nigeria's education system has been called into question of the employability of its' graduates at different levels whether self employed or employed (under private and public services).

From the definition by Wikipedia above, education is definitely for the acquisition of learning, knowledge, skills, values, habits not just for certification purpose.

II. Education in Nigeria

Education in Nigeria is overseen by the Ministry of Education. Local authorities take responsibility for implementing state-controlled policy regarding public

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education and state schools. The education system is divided into Kindergarten, Primary education, Secondary education and Tertiary education. Nigeria's central government has been dominated by instability since declaring independence from Britain, and, as a result, a unified set of education policies has not yet been successfully implemented. Regional differences in quality, curriculum, and funding characterize the education system in Nigeria. Abdullah et al (2014)

Over the years, it is necessary to compare the quality of education given by schools in Nigeria, schools in Nigeria can be classified into Private and Public Schools. The Private schools as the name implies are owned by individuals but authorized by the government after some accreditation requirements are met while public schools are schools owned and run by the governments at different strata i.e. Federal, State and Local.

The private schools came into existence due to the alleged failure of the government schools to give quality education. But these private schools are now today in the largest sphere of sub-standard schools popularly called “Mushroom schools”. Their existence has been further facilitated by lack of interest or readiness by the government to see to the quality of education in Nigeria.

This brings into question of what types of education are being ran in Nigerian classrooms? The Nigerian classroom has speedily lost its glory of bringing out higher quota of intellectual minds

III. Knowledge based System of Education

The knowledge based educational system as adopted by many leading countries of the world has proven to be a vital rescue hand for any nation on the path of failing educationally. The knowledge based education system which is seen as the system which places more emphasis on intellectualism in learners rather than emphasizing on the certificate outcome of a learning process. The knowledge based system set out to test the intellectual ability of the participants in an educational stage rather than their level of memorization.

The system is embedded with the three domains of learning which are the cognitive, affective and psychomotor domain, the three domains summarily put into the knowledge based system encourages the use of the senses to feel new knowledge, brain to process the input knowledge and the hands and other media of output to present the result of the two earlier processes.

This system though with some shortcomings has proven beyond doubt as the best system of learning science and technology. Products of science and technology can be achieved not only in the laboratory but also in the Society at large which is the true definition of an education for national development.

IV. The Knowledge based System and the Economy

The USA Department of Trade and Industry (DTI, 1998) define a knowledge driven growth as “one in which the generation and exploitation of knowledge has come to play a predominant part in the creation of wealth”. It also describes it as an economic system which is hinged on the most effective use and exploitation of all types of knowledge in all manner of economic activity” Charles Leadbeater (1999) posited that “the idea of the knowledge driven economy is not just a description of high tech industries. It describes a set of new sources of competitive advantage which can apply to all sectors, all companies and all regions, from agriculture and retailing to software and biotechnology even to other service industries” Little wonder therefore, why he reiterated that “the knowledge society is a large concept that covers every aspect of the contemporary economy where knowledge is at the heart of value added – from high tech manufacturing and ICTs through knowledge intensive services to the overtly creative industries. As such, in economic diversification strategies of emerging nations of the world, “the role of knowledge (as compared with natural resources, (physical capital and low skill labor) has taken on greater importance.

In relation with Nigerian scenario, a country willing to develop economically is suppose to forge a “Siamese twins” like relationship with knowledge but Nigeria is standing alone, Education is standing on its own while Science and technology are also standing alone.

One study regarding the involvement of the national government in education and literacy programs concluded that the high illiteracy rates in Nigeria were significantly related to the government's lack of commitment towards its standardized education policies. Abdullah et al (2014)

V. Certificate based System: the Nigerian Model

Many scholars have inputted enormous time into finding out the causes of Nigeria’s failure in achieving functional education but the initiative and effort has yielded little or no result in the recent past. The Certificate based system is that system of education that place utmost emphasis on certificate from an education over the knowledge gained from the process. This system which is supposed to be alien to any society trying to grow and develop through education is the major system at the center table of the Nigerian educational system.

Much expectations were placed on the 6-3-3-4 and the 9-3-4 as the 'messiahs' for the educational realm of Nigeria but with the introduction of the 6-3-3-4 system of education in Nigeria, the recipient of the education would spend six years in primary school, three years in junior secondary school, three years in senior secondary school, and four years in a tertiary institution. The six years spent in primary school and the three years spent in junior secondary school are merged to form the nine in the 9-3-4 system. Altogether, the students must spend a minimum period of six years in Secondary School. During this period, students are expected to spend three years in Junior Secondary School and three years in Senior Secondary School, at the end of all these different certifications are expected to be gotten at various levels, Primary School Leaving Certificate for the Primary Education which succeed the Kindergarten stage, Junior Secondary School comes with Basic Education Certificate Examination, the Senior School Leaving Certificate for the Senior Secondary level and the First Degree after the undergraduate years. The list is endless but the result hasn't really been helpful to the country.

The certificate based system in Nigeria has led many students into the hot race for temporary memorization and sometimes illegitimate means such as examination malpractice, result buying, impersonation and bribery but most of these are more rampant in the higher institutions of learning and sometimes in the secondary school levels.

Promotional examinations and other assessments are the major talk-points in the certificate based system, the caste system of grade serve as sieve among students of different intellectual level, A maximum of nine grades are assigned to each subject from: A1, B2, B3 (Equivalent to Distinctions Grade); C4, C5, C6 (Equivalent to Credit Grade); D7, E8 (Just Pass Grade); F9 (Fail Grade). Credit grades and above is considered academically adequate for entry into any University in Nigeria. In some study programs, many of the universities may require higher grades to get admission to certain highly placed courses.

VI. Effects of the Certificate based System on Nigeria's Educational Outcomes

As good as the system is to some aspects of the education system, the overlapping side effects are detrimental to the educational products of the system. The philosophy, curriculum, instruction, pedagogy and evaluation have really been impacted on by the system and in totality have shown on the view of stakeholders (Government being represented by the Ministries of education, curriculum planners, private and public, society, teachers and learners). Some of these effects are stated below:

- Much importance has been placed on the certifications after any educational stages.
- Low productivity of the educational outcomes in the system
- Total overhauling of the Nigeria's philosophy of education
- Low functionality of science and technology education in the country
- Encourages malpractices of different forms such as (result buying, bribery, impersonation, forging of certificates, ghost students etc)
- Churning out of certified but unqualified graduates into the labour market.

Also, the vocational education or vocational training programme which was reignited in the early 1980s, as a result of high unemployment rates for school graduates, the Nigerian government placed a new emphasis on making vocational programs available to students. Chuta (1986). The most significant plan for improvement was the Master Plan for 2001-2010 for the Development of the National Vocational Education system developed by the Federal Ministry of Education in 2000.

But, although with its own challenges for the successful enforcement of this system which includes a shortage of teachers, poor statistics on the labour market needs, and outdated curriculum and technology at vocational training centers; what has been the outcome of the whole policy and actions on vocational trainings on the unemployment and technological advancement of the country?

Many scholarly works have been done by erudite Nigerian scholars on the problem facing the educational system of the country but many have shied away from the major problem of the system which comes from the badly orientated teachers and students alike. Accusatory fingers have been pointed at the government in recent on the issue of poor funding or under funding, political interference, low teacher remuneration, lack of necessary learning facilities et cetera. All these challenges are true but if solved and the problem of orientation on what education is meant to be remain unsolved, then Nigeria is not ready to make impressive headways in the education sector.

VII. Conclusion

Sometimes, when measuring the functionality of education in a country, the system is placed under scrutiny to find out the how functional it is and to detect any loophole hindering the system.

The Nigerian educational system which favours' the perception that certification is the only reason to be educated without minding the level of real knowledge of the learning content. This has become really evident from peculiar cases of field workers such as a company that employed a graduate with honours but still had to incur some funds into re-education of a graduate of Electrical and Electronics from a polytechnic who cannot fix a switch, which means schools are producing 'half-completed' product.

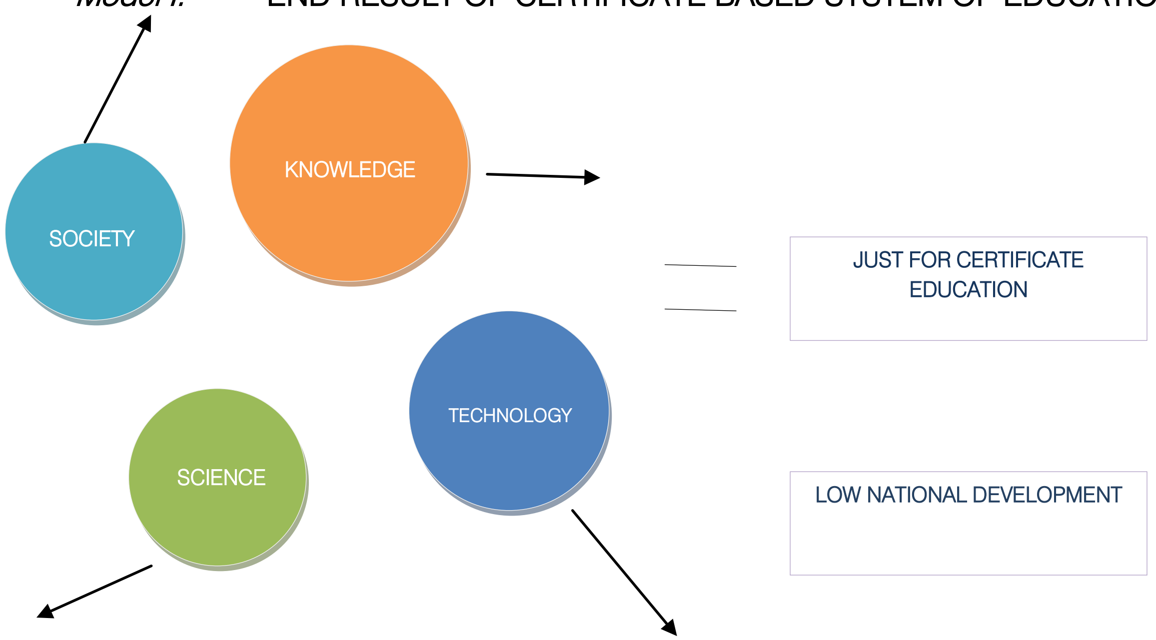
The two concepts of "schooling" and "education" has being misconceived by everyone even the administrators rightly forgetting that education is not just about going to the classroom, taking notes, cramming them and writing the examinations to be awarded the certificates but also how to grow intellectually and become a functional members of the immediate environment.

A retrace of steps back to what education is meant and suppose to be is the only viable solution to rescue Nigeria from the brink of unproductive graduates who are the product of the dysfunctional educational system which has been unconsciously chosen by the nations' education stakeholders.

The following recommendations should be considered by all stakeholders in the educational sector most especially the government at different levels:

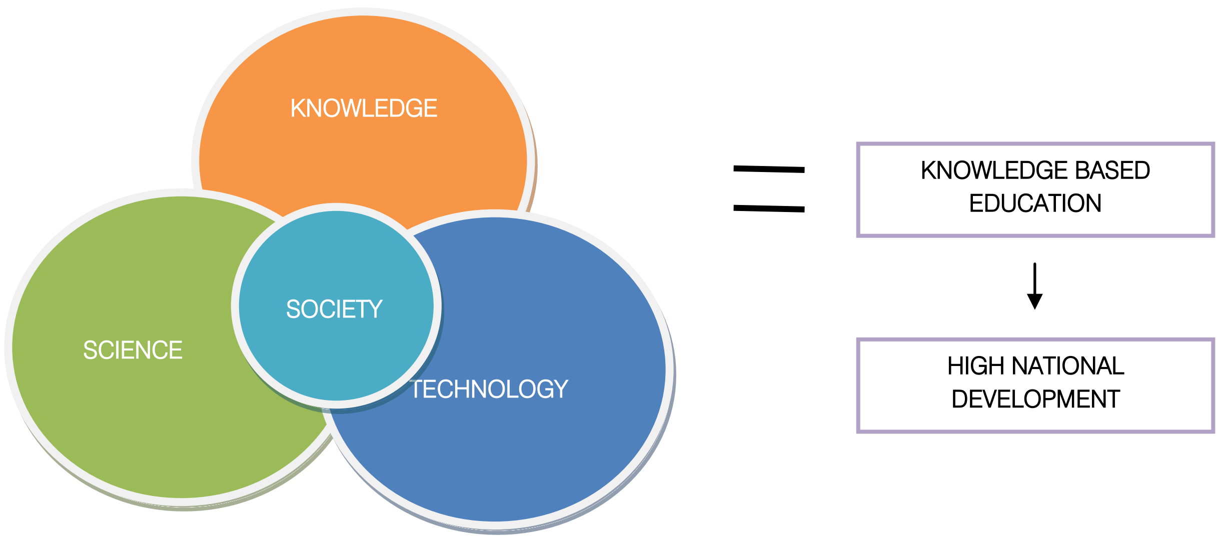
1. The Federal Government should as a matter of urgency declare a state of emergency on the education system of the country.
2. The Federal Government should also task the Ministry of Education and all stakeholders on the need for a result-driven educational revolution.
3. Re-orientation programmes should be created for teachers, students, parents and society to redirect their view from the general conception of education as just to get certificate but also all round human development.
4. Comparative steps should be taken to study countries that have become successful from the usage of the Knowledge Based System and work out strategies for closely monitored implementation in Nigeria.
5. All concerned bodies should harmonize education and economy as a symbiotic process which will lead to mend the torn relationship between knowledge of science, technology and Society.

Model I: END RESULT OF CERTIFICATE BASED SYSTEM OF EDUCATION



NO SYNERGY AMONG THE FOUR ELEMENTS WHICH FINALLY LED TO LOW NATIONAL DEVELOPMENT

Model II: PROJECTED END RESULT OF KNOWLEDGE BASED SYSTEM OF EDUCATION



THE SYNERGY AMONG THE FOUR ELEMENTS IS OBVIOUS WHICH SUBSEQUENTLY RESULT IN A HIGHER NATIONAL DEVELOPMENT

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Language Development and Acquisition in Early Childhood

By Salwa Alharbi

Abstract- The paper focuses on the process of language development and acquisition in early child-hood, and it gives a brief overview of the theories of language development. The paper then concludes with an explanation of the importance of overexposure for early second language acquisition and question whether language learning could turn into a language acquisition after the Chomskian ‘critical period.

Keywords: language, early childhood, acquisition, second language acquisition, critical period.

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I. Introduction

Human language development relates not just to physical growth but also to mental development (Berger, 1994). Therefore, its growth connotes the physical growth, otherwise, individuals would have a developmental disorder or developmental delay if their mental development is not in the same progression as their physical development (Berger, 1994). Thus, the study of language development, for the most part, can be compared to that of the physical organ and this has become apparent after the Chomskian revolution.

Noam Chomsky concluded that there is a language acquisition device in the human brain, an organ that grows and develops and matures around age 12 years old and then it starts to diminish and withers away, hence we have a 'critical period'(Beger, 1994). As such, this factor has to be taken into consideration in studying language development in children, hence there is a distinction between language acquisition and language learning. Acquisition, and it gave acquisition greater importance than learning. Most importantly, researchers favored language acquisition over learning noting that the early years played a significant role in an individual's ability to achieve high linguistic competence because a language learner, even if he/she reaches perfect competence in his/her L2, still has imperfections, at least in her phonological competence (Bochner and Jones, 2003; Spada and Lightbown, 2004; Yule, 1985).

II. Theoretical Background

According to behaviorist psychology, language is a behavior. The behaviorists followed the empirical method of John Locke, 1690), positing that the mind at birth is a blank slate that is impacted by impressions from experiencing the external world. Thus, an individual is virtually conditioned by his or her environment. From this perspective, we see that human cultures are geographically determined and language development is merely a child's imitation of his or her surroundings (Bochner and Jones, 2003).

However, the child produces the linguistic sounds of the environment in which he/she lives (which determines the behaviorist side). Also, children are creative with language. According to Bochner and Jones (2003), they adopt the sound patterns that are spoken in their community and form it to express certain concepts that can be seen as novel. The linguistics sounds are utilized to produce an unlimited number of sentences. Then, the child produces sentences that he/she has never heard before. Therefore, there must be something beyond the idea of environmental influence.

Bochner and Jones (2003) noted that the innatists may take a position on the opposite extreme and claimed that human being born with knowledge already inside of us. Plato, for example, referred to the doctrine of recollection; namely, in life we remember knowledge that we saw in previous lives. Hence, the mind's eye sees things in the same way that one realizes or recognizes the intricacies of a mathematical or geometrical problem. Descartes took us through his method of doubting that the knowledge of God is built into our being and thus ideas already exist in the brain (Bochner and Jones, 2003).

However, this may totally negate the influence of experience and how a person's experiences in life may directly affect one's judgment, and the so-called "wisdom". Additionally, sensory experience as well as intellectual reflection acts as the essence of the person's character. Here Noam Chomsky's theory ticks in. He did not negate the role of culture nor the human mind's innate capability. They work hand in hand to help bring the human being into full command of his/her linguistic capability (Yule, 1985).

According to Yule (1985), Chomsky (2006) claimed that the brain has a linguistic organ, like any other organ, that grows stronger with training. Chomsky referred to it as the 'language acquisition device'. By way of summation, according to the behaviorist (e.g., Skinner, 1957), children learn language through reinforcement and association, whereas Chomsky took the view that children have an inborn capacity for language understanding and use. And, although there is an innate universal linguistic structure (i.e., "universal grammar"), culture furnishes the child with the

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vocabulary and the particular language grammatical structures of that particular language.

The most distinctive print of a culture has been defined as its language. Language is a definitive means of its culture, it is the glasses through which the culture conceives of the world around it. Language is passed on from one generation to the next. Very early in life, individuals acquire a language form within a culture with other speakers, often while sitting on his or her mother's knees (Yule, 1985).

Acquisition of a child's first language begins at birth and continues to puberty (the 'critical period'). Spada and Lightbown (2004) noted that during the first three years of the child's life, the child gets exposed to the language in his/her environment. During that time child put his or her 'language faculty' into operation. Exposure means that the children are physically immersed in a particular linguistic environment where they can continually hear, interact and communicate in that particular language. Notably, interaction has a significant role in language acquisition.

Language is a social phenomenon, so it follows that linguistic development and maturity cannot be considered separately from development and maturity in a much broader sense, as an aspect of social and cultural maturity (Kress, 1985, p. 135).

Language is a social phenomenon. According to Spada and Lightbown (2004), children can also be exposed to the language through audio-visual media, but that exposure is without interaction, but, without using the language to express themselves, the children cannot acquire that particular language.

In the process of acquisition, children are not offered any instructions on how to speak the language, but rather they are actively constructing possible ways of using the language to which they are exposed, and testing what they come up with to see if it works. By this active process, the children build their own language that conforms with the language that the adults around them are using. Therefore, the child's mind is not a blank slate that gets filled by the environment, children's language is not a copy of what they hear around them and try to imitate. Clearly, a language consists of a limited number of sounds, but with those sounds we can produce a truly infinite number of utterances (Snow and Hoefnagel-Höhle, 1978). So, there are many sentences that children come up with that they never heard before. According to Snow and Hoefnagel-Höhle (1978), by the time a child enters school, he/she becomes a sophisticated language user. Even the muscles that control the articulation organs have been trained to function in a culturally specific way. At this time, the Chomskian acquisition device starts to wane, and at around age 12, in theory, a child cannot acquire another language – he/she only can learn a second/foreign language.

III. Literature Review

The ability to use language is innate. Children communicate first by using different languages, such as body language, sign language and oral language. Research has shown that children are active listeners starting in the womb. According to Berger (1994), "language skills begin to develop as babies communicate with noises and gestures and then practice babbling" (p. 169). Speaking ability is acquired in childhood. It happens without teaching. In fact, spontaneous use of language babble is so that children spontaneously before they can even utter words.

There is an innate predisposition for vocalization. This is the first stage of language where children babble and coo according to Tomasell and Bates (2001), just to exercise the articulatory organs in an experimentally random and playful manner. Exposure is an important part of getting a child to start using the language of his or her environment. Therefore, the child in this stage is an active listener and observer. The language that the parents use is the primary linguistic environment form which the child acquires her language. Additionally, Piaget believed that cognitive development comes before linguistic production. Therefore, the first words the child learns are those that directly relate to the child's sensory experience and connect the child to his or her exploration of the environment (Berger, 1994).

According to Lieven and Tomasello (2008), the second stage is when the child starts to babble in a pattern similar to the patterns of adult speech, this happens between the ages of six to nine months. Then, it is a matter of uttering sounds. At first, what predominates are nasal /m/, /n/ and /ng/ as well as the voiced stops /b/, /d/ and /g/. Notably, these are the sounds that babies use in their babbling stage. Moreover, the vowel /a/ is the first sound to be mastered since it is the sound the baby utters when crying, then babies tend to master the nasal stops since they are easy for babies to perceive.

Furthermore, Lieven and Tomasello (2008) noted that the one-word stage, where babies use only one word (including made-up words) to refer to random things and, at times, to substitute for a complete sentence. This stage is around age 1 when concrete words (e.g., 'car' and 'eat') emerge. For example, babies in this stage may imply "I am hungry" by saying "eat". A baby at this stage can obey simple commands, such as "no". At this stage, Prathanee et al. (2008) remarked that the child identifies family members and familiar objects by name, and imitates familiar noises like cars, planes and birds. Also, they are able to utter few words and look at a person who is talking and if reminded say "hi" or "bye". Babies in this stage are also able to use expressions like "Oh-oh," ask for something by using one word or pointing to it, and identify an object in a picture.

Moreover, according to Lieven and Tomasello (2008), by the age of 1 year and 8 months, the two-word stage begins, wherein the child begins to represent an entity with two words, albeit without morphological and syntactic markers. Nevertheless, we can notice that a word order is often used. For example, the utterance “dada chair” could mean “dad is sitting on the chair,” “that’s my dad’s chair” or “Dad, could you put me on the chair?”

In addition, Lieven and Tomasello (2008) added that the telegraphic stage occurs between the ages of 2–2½ years. In this stage, the child uses what is identifiable as a rudimentary sentence, or rather a word series without grammar. For example, a child may say to her mother “I good girl.” Grammar is an abstraction and children acquire the concrete terms first. Moreover, at this stage, it is noted that the child may only say about 50 words, but can actually understand many more. According to Tomasello and Bates (2001), the child will now echo single words that are spoken by someone else and talk to himself or herself and jabber expressively. The child may say names of toys and familiar objects, uses two- to three-word sentences like “Daddy bye-bye,” or “All gone.” In this stage, a child may hum or try to sing simple songs, and listen to short rhymes or finger plays. They may even point to their eyes, ears, or nose when asked and, they can usually use the words “bye,” “hi,” “please,” and “thank you” if prompted by an adult.

By age two, the child is able to produces most of the consonants (Lieven and Tomasello, 2008). Therefore, a child at this stage will render words using unique phonological processes, what Shipley (2004) characterized as occurrence of predictable phonological errors or deviations, when trying to imitate the adult’s sound system:

Voicing: “A voiceless sound is replaced by a voiced sound.” For example, /p/ is replaced by /b/, and /k/ is replaced by /g/, /t/ is replaced by /d/, or /f/ is replaced by /v/. For example, [pig]à[big], [car]à[gar].

Word-final devoicing: “A final voiced consonant in a word is replaced by a voiceless conso-nant. /d/ has been replaced by /t/, and /g/ has been replaced by /k/.” For example, [red]à[ret], [bag]à[bak].

Final consonant deletion: “The final consonant in the word is omitted”. For example, in [home], /m/ is left out.

Velar fronting: “A velar consonant is replaced with a consonant produced at the front of the mouth. Hence, /k/ is replaced by /t/, /g/ is replaced by /d/. For example, [kiss]à[tiss], [goat]à[doat].”

Palatal fronting: “The fricative consonants /sh/ is replaced by fricatives that are made fur-ther forward on the palate /s/.” For example, [shoes]à[soes].

Gliding of liquids: “The liquid consonants /l/ and /r/ are replaced by /w/ or 'y'”. For example, [run]à[wun].

Stopping: A “fricative consonant (/f/ /v/ /s/ /z/, 'sh', 'zh', 'th' or /h/), or an affricate con-sonant ('ch' or /j/) is replaced by a stop consonant (/p/ /b/ /t/ /d/ /k/ or /g/).” For ex-ample, [jump]à[dump].

“Phonological processes describe what children do in the normal developmental process of speech to simplify standard adult productions” (Shipley, 2004). The phonological process compares a child’s articulatory production to that of an adult. Therefore, the advantage of using this approach is the way in which it measures the development of the child according to his or her lifespan. This method primarily helps speech language pathologists to diagnose a child’s speech developmental delay (Shipley, 2004).

In addition to the child’s unique use of phonological aspects of language, in the morphological level of language, the child is also creative in linguistic use, confirming the innate linguistic capability advocated by Chomsky. According to the Chomskian (2006), view children learn the "superficial" grammar of a specific language because all human languages share a basic and a "deep structure" of universal grammatical rules that connotes to the innate capability of the human brain. Stages in the acquisition of a first language, according to Snow and Hoefnagel-Höhle (1978); Tomasello and Bates (2001), may be assessed by the originality and complexity of a child's utterances. Therefore, children first start by over-generalizing the rules. For this stage, the child starts processing the rules of language. Production of words including [feets] or [foots] instead of [feet], over-generalizing the rule for making plurals or [goed] instead of [went], over-generalizing the past tense form according to its regular conjugation. This shows a process of development to full competence of the language use leading them to understand the exceptions to the rules.

IV. Conclusion

In conclusion, acquiring language is a natural way of speaking it. It is a process where the language grows organically in the child’s mind rather than artificially constructing it in the process of learning (Berger, 1994). Thus, the difference between acquisition and learning is the same difference between a tree that grows naturally in its natural habitat and a building that is clearly manmade and imposed into an environment. Therefore, childhood is the optimum age to acquire a language (Berger, 1994; Lieven and Tomasello, 2008; Yule, 1985). As it is practically observed, a person who acquires a language is always more fluent than one who learns it. Second language acquisition is what the learner is aiming for, but acquiring the language after the critical period is a very difficult and conscious endeavor because there is constant interference from

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the first language, with which the learner is more competent and comfortable than the target language (Snow and Hoefnagel-Höhle, 1978). Since one's language acquisition device is very active in the early years of life, childhood years are the best time to acquire languages. A person will not have only first and second (foreign) languages, he/she would have more than one first language since they are all acquired at the same time (Yule, 1985).

Children of immigrants to the United States acquire both the first language and second language (English) through early exposure. They receive a good dose of exposure to their native language in their familial environment. Similarly, they receive a good dose of expo-sure to English in school and in communicative situations with their English-speaking classmates and friends. Linguists refer to a child's exposure to a different linguistic environment as submersion, which implies that one or two children are learning a foreign language, the first language for the rest of the class, by over-exposing them to it.

Unlike the process of acquisition, where the child spontaneously and gradually develops his or her linguistic competence, the learning process involves a student consciously trying to accumulate knowledge of vocabulary and grammar in a controlled environment, i.e., the classroom. Mostly, they tend not to develop the same level of proficiency in the new language as those who acquire it. This is due to the interference of their first language. In fact, there are students who achieve great experience in reading and writing that surpasses the ability of native speakers, but not in speaking, which is the phonological aspect of a language (Yule, 1985).

Taking into consideration the theory of language acquisition along with the idea of the critical period of language acquisition, one could see that it is impossible for the language learner to achieve true fluency. The question, though, is whether Chomsky is completely correct about this language acquisition device and its early death or if there is a way to offset its death so that language learning can indeed be a process of language acquisition.

There is no disagreement about the effectiveness of early language acquisition, but what if the language learner has a positive attitude towards the culture in question. Positive attitudes produce motivations in the students. "The overall findings show that positive attitudes and motivation are related to success in second language learning, [and conse-quently acquiring a second identity]" (Spada and Lightbown, 2004). There are two kinds of motivations at issue in this process:

1. Curiosity: A desire to understand a group of people and their way of life; a desire or interest to know why a group of people do things differently from us, or why they believe in so many things that we have never considered.
2. Empathy: Upon repeated exposure, one might come to the conclusion that this group of people has a more sensible handle on things than we do.

While the first type of motivation leads to language learning for more immediate or practical goals, the second type leads to more successful language learning. It leads to personal growth and cultural enrichment. With the second kind of motivation, the learner goes through less cultural shock because he/she already possesses some background knowledge about the target culture. He/she is going to have an uncanny love for the target culture. This leads students to try identifying with the target culture and thereby pushes them to assimilate with the target culture.

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Recruitment and Selection Practices in Higher Institutions of Learning in Nigeria

By Hillary O. Odor, Josephine N. Martins-Emesom & Casmir O. Bakwuye

Abstract- Recruitment and selection have become essential tools in organizations because individuals with appropriate qualifications need to be attracted in sufficient numbers and on a timely basis. It is indeed surprising that despite the innovations that have been brought about by the 21st century technological transformation in the structure and practice of the recruitment and selection some countries are still caged with their moribund practice of traditional system of recruitment which are not only ineffective but inefficient in all ramifications. The objective of this paper therefore, is to examine the recruitment and selection process and procedures in Nigeria with special reference to institutions of higher learning. This is an opinion paper which made use of secondary data and on point assessment of information from the critical sector. The study revealed that the recruitment and selection process in Nigerian higher institutions is clouded in subjectivity and not based on objective criteria, which makes the whole activity inefficient and ineffective.

Keywords: recruitment, selection, employment consultants, recruitment policies.

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RECRUITMENTANDSELECTIONPRACTICESINHIGHERINSTITUTIONSOFLEARNINGINNIGERIA

Strictly as per the compliance and regulations of:

Recruitment and Selection Practices in Higher Institutions of Learning in Nigeria

Hillary O. Odor [α], Josephine N. Martins-Emesom [σ] & Casmir O. Bakwuye [ρ]

Abstract- Recruitment and selection have become essential tools in organizations because individuals with appropriate qualifications need to be attracted in sufficient numbers and on a timely basis. It is indeed surprising that despite the innovations that have been brought about by the 21st century technological transformation in the structure and practice of the recruitment and selection some countries are still caged with their moribund practice of traditional system of recruitment which are not only ineffective but inefficient in all ramifications. The objective of this paper therefore, is to examine the recruitment and selection process and procedures in Nigeria with special reference to institutions of higher learning. This is an opinion paper which made use of secondary data and on point assessment of information from the critical sector. The study revealed that the recruitment and selection process in Nigerian higher institutions is clouded in subjectivity and not based on objective criteria, which makes the whole activity inefficient and ineffective. This can be attributed to a lot of reasons having to do with not attracting a large pool of qualified applicants at the first instance, recruitment of personnel based on quota system, bribery and corruption, tribalism and nepotism and a host of other factors. The authors therefore recommend that there should be a reversal of this trend by first of all, making the application process less cumbersome so that highly qualified candidates will be motivated to apply for vacant positions. Secondly there should be some form of objective criteria in the selection process instead of basing everything on subjectivity. Thirdly, recruitment should be based on manpower needs assessment and requirement. Finally, there should be transparency in the whole process of recruitment and selection rather than behind the scene recruitment and selection. When all these are done, there will be a robust recruitment and selection process that will ensure finding the right people that will not be difficult to lead and manage in a way that maximizes their levels of engagement.

Keywords: recruitment, selection, employment consultants, recruitment policies.

I. Introduction

It is totally uneconomical for a job applicant to send 30 copies of an application letter, 30 copies of West African School certificate, 30 copies of first degree certificate, 30 copies of masters' degree certificate, 30 copies of PhD certificate, if gotten, and most often than not, 30 copies of birth certificate to a job advertiser by post. The post could be through speed post or through the normal snail speed post. The former is more expensive, but it gets to the destination faster than the normal snail speed post. Also, it is safer than the latter. The most agonizing is that most of these may not get to the required destination. And even when it gets there, the sorting might be very cumbersome. It therefore becomes a waste of resources on the part of the applicants and a waste of time on the part of the advertiser. So much work has been done in the area of recruitment and selection in the private sector, but only a few have been done in the public sector, especially in the Nigerian institution of higher learning.

II. Statement of the Problem

Searching for, and obtaining potential job candidates in sufficient numbers and quality and at the right cost is the best way for organization to get the most appropriate people to fill its job vacant positions (Onyeaghala, & Hyacinth, 2016). In recent time, there have been series of complaints about the recruitment process in the Nigerian government parastal, especially the tertiary education sector. It has been noted that Nigerian institutions of higher learning often place advertisement for vacant positions on the print media and subsequently require interested candidates to apply manually by sending between 15 and 30 of the hard copies of their application letters, curriculum vitae, certificates and other "relevant" credentials to the advertiser through the post office. The cost on the applicant is enormous and most times cumbersome. Furthermore, for the fact that the applicants are not even sure of the reliability and objectivity of the process, makes the whole thing more disturbing and frustrating. This process is not in tandem with modern recruitment processes and procedures of advanced technology countries. The process and the demands on the part of the candidates are quite slow and complicated. Researchers agree that the more applications received by a recruiting organization, the better the recruiter's chances of finding individuals best suited to perform the required job in the organization (Ofoegbu, 1985; McOliver, 2005). That is why most qualified candidates are not attracted to apply. When a large number of people are not attracted, there is a high probability that the best might not be selected. It is assumed that in this age of advanced technology, the recruitment process should be done using the modern day technology. It is the aforementioned problem that motivated the researchers to critically examine the process of

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recruitment in Nigeria tertiary institutions with a view to proffering suggestions on how to improve the process in order to ensure a robust hiring process.

III. Objective of the Study

The main objective of this study is to critique the recruitment process of Nigerian tertiary institutions and establish a standard recruitment procedure on the basis of which the Nigerian institutions of higher should make objective and transparent recruitment and selection decisions in order to attract the best qualified candidates who have the required skills, knowledge and abilities to match available job openings in the educational system. This is in view of the fact that an efficient and effective recruitment and selection process enhances organizational performance, in this case, the outcome of an efficient academic process which is the turning out sound polytechnic and university graduates. Furthermore, it minimizes recruitment costs on the part of the applicant as well as reduces the rate of employee turnover.

Finally, this paper will make some recommendations on how to make a robust recruitment and selection process with a view to harnessing both the tacit and explicit knowledge of qualified candidates who hitherto are not always encouraged to apply for vacant positions, either because of the complicated process involved or the cost involved or because they are not sure of the objectivity of the process. When recruitment and selection exercise do not follow the principles of systemic manpower planning, scientific principles, objectivity and merit, they end up producing unqualified and incompetent employees who can grind the educational system to a standstill.

IV. Conceptual Analysis

Recruitment: The concept of recruitment has been variously defined by several scholars and organizational managers alike. Recruitment has become a thing of concern to many organizations and management scholars because it is only through a robust recruitment process and procedures that an organization can get a rightful candidate that can effectively fill a vacant position in the organizations which can help to put the organization in an advantageous position over its competitors (Adeyemi, Dumade and Fadare 2015). Recruitment is defined as the set of activities used to obtain a sufficient number of the right people at the rights time from the right places (Nickels, McHugh, & McHugh, 1999). Croft (1996:93) defines recruitment as "the analysis of a job and the features the organization will look for in a potential employee and attracting candidates to apply to the organization and the offering of various terms and conditions of employment to a chosen potential employee". Fatiregun (as cited in Onah 2003) opines that recruitment is the process of assessing a job, announcing the vacancy, arousing and stimulating people to apply. Walker, Feild, Giles, Armenakis, and Bernerth (2009) defined recruitment as the process of attracting a large pool of qualified people for employment. In the opinion of Omale (2006) recruitment is that process which begins from getting an applicant is motivated to write an application for a particular job in a particular organization and the process stops when his application has been received by the organization. According to Monday and Noe (2005) recruitment is a process of attracting employable candidates on a timely basis, in sufficient numbers and with appropriate qualifications, developing their interest and desire in the organization and encouraging them to apply for jobs within it. The main purpose of recruitment, according to Cole (2002), is to attract sufficient and suitable potential employees for vacancies in the organization. Recruitment and selection are concerned with filling and keeping filled positions in the organization structure (Koontz and Weihrich, 2005). From the above definitions by different scholars, a good recruitment process must be one that encourages and motivates a large pool of qualified candidates to apply for a vacant position in an organization.

Selection: Selection is more or less concerned with making informed decision using a systematic process, to choose outstanding candidates from the available pool of prospective candidates after they have been carefully examined using appropriate selecting tools. Through selection, the performance for the job is predicted and applicants must fulfill this performance requirement before they would be selected (Yaseen, 2015). In line with the above, Ejumode (2011) argued that while recruitment brings many people or persuades as many as possible to apply for vacant positions in an organization, selection on the other hand, rejects a good proportion of those who apply. He stressed that selection is a very important process that requires proper planning and objectivity and comprises the series of activities carried out to choose the most qualified applicants from the pool of prospective job candidates. To Watson (2004) recruitment and selection constitute the process of soliciting, contacting and interpreting potential employees and then establishing whether it will be appropriate or suitable to appoint them. Selection is also the process whereby human resource management uses techniques to choose qualified and capable employees from a large pool of applicants (Bratton & Gold, 2007). The bottom line of any recruitment and selection exercise is to build and maintain a formidable workforce through which an organization can successfully satisfy its human resources plan as well as achieve its set objectives.

Bedeian (1999) maintained that where there are several job applicants for an existing position or job opening, managers or recruiting authority in both public and private sector organization must decide who is the most qualified. Such decision is made during selection exercise. It has been observed that decision to select the most qualified staff to fill important job openings is often times based on both objective and subjective views of the interviewer. The selection stage is a very critical one considering the impact of selecting a mediocre candidate who does not have the requisite skills, knowledge and abilities to adopt to organizational tenets and culture. Casteller as cited in Otoo, Assuming and Agyei (2018) opine that the goals of a good selection process are: 1. To gather relevant information about the applicants. 2. To analyse, organize, and evaluate information of applicants to make a good choice; 3. To assess and evaluate each applicant in order to determine their suitability to the job, and 4. To provide information of the company to applicants for them to make a decision whether to work for the company or not.

In the words of Onwe, Abah and Nwokwu, (2015), such candidates are only interested in collecting their monthly salaries without any commitment to the goals and objectives of the organization. Such employees are a cost centers to the organization because an organization can only be as good as the people who work in such organization.

The process of recruitment and selection begins with the manpower planning, which indicates areas in the organization where there are likely to be shortages of people, and the number of people to be recruited to meet anticipated employment needs (Ezeani, 2006). This is hardly ever done in Nigeria. This can be substantiated when one visit any public institution of higher learning in Nigeria and sees more than eight non teaching staff doing the job of two staff. In Nigeria for instance, recruitment is based on ethnicity, religious background, regionalism and other form of subjective criteria or tendencies. In recent years, there is hardly any academic or non academic staff that is employed in any public Nigerian university or polytechnic just on the basis of merit. It is almost impossible to be employed without a "connection" from either a politician or a very well known figure in the society. This is particularly so in the public higher institutions where advertisement for vacant positions are not made most times, sometimes even when there are made, there are just made for formality sake. It is indeed on the basis of the above that the highly qualified candidates are therefore not given the opportunity to showcase their talent and secure a job and possibly transfer part of the tacit and explicit knowledge into the students. Such candidates are left to rot with their talents, with the attendant consequences of breeding half backed graduates from our institutions of higher learning. A casual survey of some institutions by the researchers, reveal that most employed academic and non academic staff in recent time, were either not interviewed at all or they were interviewed just for formality sake. Some claimed that they have even resumed before they completed their employment application forms and other formalities. This is completely at variance with Onwe, Abah, and Nwokwu, (2015) who posit that recruitment and selection exercise has been long recognized as the most important human resources functions designed to attract and subsequently choose the best applicants to be appointed and placed on job openings in organization. That also is not aligned with Ekwoaba, Ugochukwu and Ndubuisi (2015) who argued that recruitments and selections have become essential in organizations because qualified candidates need to be attracted, in sufficient numbers and on a timely basis to ensure that only the best candidates are chosen for best maximum performance. Recruitment is the key to a strong and progressive academia and it is the cornerstone of any developing economy and therefore any faulty recruitment policy inflicts permanent weakness upon any economy. Therefore, the need for a sound and scientific recruitment policy is not only justified, but recommended at this point of our development. Similar to this development is the contention in National University of Ireland (2006) that the continued growth and development of an enterprise depends on its ability to recruit and select high quality personnel at all levels irrespective of the cost of such an exercise. It is also in the same line of thought that Djabatey (2012) argued that in order for the enterprise to build and sustain the competitive advantage, proper staffing remains a sine qua non. Mullins (1996) buttressed this point by saying that the essence of an effective and efficient recruitment and selection exercise is for the organization to appoint the best applicant with the right ability, temperament and willingness to align him or herself with the goals and objectives of the organization.

Organizations nowadays concentrate in acquiring appropriate human capital because the employees are the most valued and most precious assets of an organization and it is the individual performance of employees that will converge to form the overall performance of the organization. While recruiting the employees, organizations have to devise a strategy to carefully recruit the most suitable employees because they create the competitive advantage for the organizations and this help to improve its performance outcomes.

V. Policies and Procedures of Recruitment

According to Onyeaghala and Hyacinth (2016) both public and private organizations should always consider factors such as experience, educational qualification, location, etc., with no iota of bias, discrimination or favouritism during their recruitment and selection exercise.

The most important step in the process of planning to encourage and attract a pool of talented candidate into any organization is to establish sound recruitment policies and procedures. By recruitment policy, we mean an organization's standard code of conduct in respect of sourcing and attracting prospective job applicant to seek employment opportunity in an organization. According to Glueck (1992:250) recruitment policies are the broad rules that provide framework for decision making regarding employment considerations. It is important to note that every organization has recruitment policies. In some organizations, it is written while in others it is unwritten. It addresses issues concerning equal employment opportunities, source of recruitment, the recruiting authority as well as approaches to be adopted in the recruitment exercise. For instance, recruitment policy is expected to cover the following crucial issues among others-whether job opening should be advertised internally or externally; prompt reply to all job applicants with minimal delay; provision of vital information to potential employees in good faith about the job details and conditions of services, processing all applications with utmost efficiency and courtesy; seeking candidates on the basis of their qualifications for the advertised vacancy, ensuring that invited applicants for interview are given fair and a level playing ground etc (Ejumudo, 2011). None of these is done in Nigeria especially in the public sector. For there to be objective recruitment and selection exercise, organizational recruitment policy should always be a guiding compass for the recruiting authority. This is because any deviation may likely lead to costly mistakes in the recruitment processes.

VI. Methods and Sources of Recruitment

Basically, there are two sources of recruitment open to any organization. These sources are classified as either internal or external. The extent to which any of the sources of recruitment will be adopted is largely dependent on specific environment of the organization and its philosophy of operation.

Internal Source allows an organization to fill vacant positions with people/staff who are already in the employ of the organization. The organization looks inward to scout for available employee with needed qualifications, skills and abilities to fill higher job openings. To Jones, George and Hill (2000), employees recruited internally are either seeking lateral moves (job changes that entail no major changes in responsibility or authority levels) like transfer or promotions. Internal sources, according to Otoo, Assuming and Agyei (2018) include promotions, transfers, internal advertisement, recall, and hiring employees the second time. Among the benefits of internal source of recruitment is that it is less expensive, less time consuming, employees are already familiar with the system and the organization has information about their abilities, skills and actual behaviour on the job. Biobele (2007) posits that internal source helps in boosting employee morale and helps in increasing job satisfaction, thereby enhancing their performance and organizational productivity.

External Source involves filling job vacancies in an organization with prospective candidates from outside the organization. In this case, the organization looks outside for potential applicants. In most cases, this mode of recruitment is always adopted to fill entry positions especially during expansion, and for positions whose specific requirements cannot be adequately satisfied by employees within the employ of the organization. It should be noted that organizational policy in most cases influences the choice of method to adopt in search of applicants, while some organizational policy encourage the filling of key positions from outside, others adopt an open door policy where both employees from within the organization and others from outside are given a level playing ground to jostle for available job openings. External sources could be through any of the following:

Advertisement: This is an expensive source of generating interest in available positions. It is important that the content of the advertisement achieves its two objectives as follows: 1. To reach the desired target audience and 2. To attract the required number of suitable qualified candidates. This means that advertising provides a large pool of prospective candidates with requisite qualifications, abilities and skills who are motivated to seek for employment opportunities in an organization at a lower cost. Using the AIDA principle, the following can be achieved: First to gain the attention of the right people. Secondly, to create interest in the minds of those people. Thirdly, to instil a desire in them to apply for the position. Finally, to provide them with information on how apply for the position. A good advertisement should present a precise description of the job, the true picture of the organization, requisite qualification and remunerations.

Employment agencies: These are agencies whose primary responsibility is to assist in locating available managerial talents to fill top positions in an organization. Such positions could be key posts such as chief executive officers or other major positions in the organization. The job descriptions and person specifications for vacant positions are lodged with the agency which subsequently matches the requirements of the job with individuals who are currently in its register or pool. These agencies have significantly contributed towards locating and attracting skillful and competent managers to fill important managerial positions in many organizations.

Employment Consultants assists an organization to design its personnel specification. He goes further to cross check his files to see if he can contact job applicants with needed qualifications, abilities, skills and experience. When suitable candidates are not readily available in the consultant's pool, he can advertise, screen and draw up a list of candidates from where the organization makes it final choice.

Executive Search Consultants undertakes a special search for suitable candidates to fill important vacant positions in an organization. Like employment consultants, they maintain personal contacts with prospective talented employees. However, executive search consultancy is very expensive compared to other means. This may not be unconnected with the fact that it makes strenuous efforts to attract finest brains even from among the competitors of its clients.

Colleges/universities and vocational schools unarguably, provide a pool of talents and knowledge from which any recruiting authority or organization can tap from. This explains why various organizations' representatives pay regular visits to campuses in search of potential job candidates to fill important vacant positions in their organizations. In this case, the best graduating students are considered for interview at the college bureau. Candidates who emerged successfully are thereafter invited to the company for final interview and subsequent selection as the case may be. Other means of external recruitment include informal network, work-ins by job hunters, professional unions and referrals. The merit of external source of recruitment include having access to potentially large applicant pool, ability to attract people who possess the abilities, skills, and knowledge needed by the organization to attain its objectives, avenue to bring in fresh blood who may possess up to date ideas/knowledge on the latest technology (Biobele, 2007).

VII. Theoretical Framework

This study is based on system theory of Easton, D. (1966). A system, according to Rapoport (as cited in Ishiyama and Breuning (2010), is a set of interrelated entities connected by behaviour and history. Specifically, he stated that a system must satisfy the following criteria: One can specify a set of identifiable elements; among some of the elements, one can specify identifiable relations; certain relations imply others; a certain complex of relations at a given time implies a certain complex (or one of several possible complexes) at a later time. A system composed of interrelated and interdependent parts arranged in a manner that produces a unified whole, is critical in understanding all parts of the recruitment policy process. When we look at the institutions of higher learning as an open system, which interact with its environment through the exchange process of input to transformation to output one will understand the importance of ensuring that the recruitment process must be one that will yield the ultimate benefit. Systems theory is based on the idea that everything is part of a larger, interdependent arrangement. It centers on clarifying its different parts, aligning it with the whole and establishing the relationship between or among them (Bertalanffy, 1962). In a nutshell, system approach is therefore, useful for viewing the relationship between interdependent parts in terms of how these relationships affect the performance of the overall system. It provides recruitment managers with a critical perspective to view and understand how to make recruitment policy to respond to the needs of the citizens as well as that of the civil service of the federation.

VIII. Recruitment and Selection Process in Nigerian Civil Service

Onwe, Abah and Nwokwu (2015) examined the impact of politics on the process of recruitment and selection exercise in the Nigerian civil service with special attention on Ebonyi State civil service using content analysis. Their study revealed that politics is a regular feature in the Nigerian civil service recruitment exercise. Onyeaghala and Hyacinth (2016) examined the effect of selection process on employee productivity in private and public sectors. The findings of the study revealed that, there is a significant difference between the selection process employed by the private and public sector organizations and the productivity they achieved by employing such selection process. They also discovered that the factors influencing selection process in private and public sector organizations are similar. Ekwoaba, Ugochukwu, and Ndubuisi, U. (2015) conducted a study on the impact of recruitment and selection criteria on organizational performance which adopted a survey research design. From their study, it was discovered that selection criteria have significant effect on organization's performance. It was equally found that the more objective the selection criteria, the better the organization's performance.

According to Ayoade (2000) effective recruitment practice reduces labour turnover and enhances employee morale. He argued that basing recruitment, appointment and promotion on the Federal character principle usually discriminates against merit and encourages the selection of mediocre who have little or nothing to contribute towards organizational goals. Igbokwe, Chinyeaka and Agbodike (2015) lestablished that, there is a significant relationship between recruitment policies and practices and employees performance in Nigerian federal civil service. The further concluded that federal civil service is faced with poor recruitment policies and practices which have affected service delivery in service.

Raymond and Caroline [15], carried out an investigation on factors influencing employee selection in the public service in Kenya. The study used a descriptive design and it was found that a strong positive relationship exists between employee selection and the public service. In addition, employee selection mechanisms such as academic qualifications, background checks, work experience and personal characteristics affect pre-employment process. According to Gberevbie (2011) staff recruitment in the Delta State Civil Service is a mixture of merit, political consideration, and element of 'god fatherism' and equal representation of citizens. Usman and Okafor (2015) posit that emphasis on connections and informal contacts, and inadequate utilisation of some significant sources of recruitment, constitute the major challenges facing the recruitment of personnel in the civil service. These challenges have created difficulties for the federal civil service to appoint the right persons for the right jobs based on the principles of merit and equal opportunities for all citizens.

Ulasi [2011] undertook a research on "HRM and productivity in Nigerian public sector". Descriptive survey design was adopted. The major findings of the study revealed that; recruitment and selection processes affect the productivity of public sector workers. Ikwesi [2010] studied the effects of recruitment and selection procedures on the efficiency of the public service in Nigeria, descriptive survey design was applied and the major findings revealed that: recruitment and selection procedures in public service are not strictly followed; politicization and other informal processes dominate the established recruitment and selection procedures. Berry, Petrin, Gravelle and Farmer (2011) writing on Issues in special education teacher recruitment, retention, and professional development, observed that there is a conscious effort by educational agencies and institutions to recruit qualified and professional teachers since they have a direct influence on the learning outcomes of the educational process

Moreso, it is no longer news that the transition to a new government always heralds appointments of people from the same locality, relations, friends and associates of the governor into the public service. That explains why whenever there is a change of government, the dialect of the new governor assumes the lingua franca in the state government house. This shows that people from the same locality with the number one citizen are given undue consideration for appointment even when there is obvious employment embargo. According to Osakwe (2007) politics of recruitment is the recruitment and selection that are based on political patronage or one that is determined by the political class. To Omeje and Ndukwe (2009), politicization of recruitment is the unconventional practice of employing political interest by those in the public offices to fill existing and non-existing vacancies in the public service and without following due process. This is therefore the process of recruitment and selection that is based on subjective factors other than merit and competence criteria. According to Onwe, Abah and Nwokwu (2015) members of the public have expressed utter displeasure on this trend and have attributed it to factors such as inadequate and invalid standards for evaluating job candidates, sources of attracting potential applicants, transparency and independence of the recruiting authority.

IX. Conclusion and Recommendation

Recruitment and selection process in Nigeria is highly subjective since there is significantly no objective measure in the assessment of candidates to be placed on employment. Recruitment and selection is more often than not based on connection either with politicians or very influential persons in the society. This is why employment vacancies in government owned institutions are not advertized and even when they are advertized it is only to fulfill official bureaucracies. Most other times, it is a known fact that interviews are not used as the basis of selection and when they are made, it is highly subjective. It is indeed the quality of the recruitment and selection process that has affected the quality of the Nigerian graduates, because an unqualified lecturer cannot give what he does not have. And indeed education remains the engine of any economy, it is no longer strange to hear that the quality of education in Nigeria is declining and there is a potential danger that if nothing is not done urgently, our educational system will collapse in the very near future. The reasons for this are not farfetched. The most fundamental reason is that the quality of lecturers employed to teach the students are very low because the mode of the recruitment process is not based on objective criteria. This is more so especially in the public institution of higher learning, although it is also a consequence of a very poor process of recruitment and selection of teachers at the primary and secondary school levels. There is therefore the dire need for a review of our recruitment and selection process with a view to recruiting and selecting only the best out of the multitude of candidates that apply for vacant positions. In trying to achieve the above, a careful and well – planned recruitment and selection of employees is absolutely necessary, in order to ensure that only the right caliber of staff is employed in our institutions of higher learning so that our graduates can compete effectively with their counterparts anywhere in the world. We therefore recommend the following

Recruitment and selection are core human resources management functions and should be competently handled by experts in the field of human resources management because the success and survival of any organisation depends to a large extent on the calibre of its employees.

Recruitment and selection exercise in public institutions of higher learning should be merit and action based with the potency of generating and sustaining the requisite skilled, knowledgeable and developed human resources that will be properly grounded in their various areas of specialization.

Constant interference in the issue of recruitment by political office holders and other top government functionaries should be minimized or completely stopped in order to ensure credible recruitment process that will give opportunities to talented candidates which will in the long run lead to high quality of our polytechnic and university graduates.

Recruitment should be made to conform to the latest technologies whereby one can apply online, by filling online application forms or by just sending electronic copy of curriculum vitae. Shortlisted candidates may then be asked to submit their credentials or go to the interview with the copies their credentials.

Government should also put in place stiffer punitive measures for those commercializing government appointments so as to instill sanity and fairness in the system. Therefore, objectivity should be the rule of the game if productivity and effective service delivery is sought for, to reposition our higher educational system. A good recruitment policy should be one that incorporates best practice and follows equal opportunity guidelines. Applicants must not receive more or less favourable treatment on the grounds of gender, race, disability, sexual orientation, marital status, family responsibility, ethnic origin, trade union membership and political and religious beliefs.

For our higher institution of learning to compete effectively with their peers worldwide their recruitment and selection policies should be unduly restricted to only the privilege few who either have “connections” in the schools or have political “godfathers”. Concerted effort must be made to ensure that they absorb the most qualified, technically sound, disciplined and committed candidates that would in turn help in turning out great graduates that can stand on their feet anywhere they go.

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Profiling the Governance System of Local School Boards in Democratic Republic of Congo

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Abstract- In many developing countries such as RD Congo where parents are the main source of school financing, the Local School Board (LSB) is strategic governance body where the parents exercise participation rights of decision-making in management of school resources (financial, human and materiel) and the control of teaching quality and quantity. The purpose of this quantitative study is to test the possible differences between the Governance System of LSB of 16 pilot primary schools (7 higher performance schools and 9 lower performance schools). The findings of the survey conducted from 224 LSB members help to describe and explain the profiles of effective governance systems of LSB in order to inspire the LSB of lower performance schools and stakeholders.

Keywords: pilot school, school board, local school board, school board governance.

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PROFILINGTHEGOVERNANCESYSTEMOFLOCALSCHOOLBOARDSINDEMOCRATICREPUBLICOFCONGO

Strictly as per the compliance and regulations of:

Profiling the Governance System of Local School Boards in Democratic Republic of Congo

Corneille Luboya Tshiunza

Abstract- In many developing countries such as RD Congo where parents are the main source of school financing, the Local School Board (LSB) is strategic governance body where the parents exercise participation rights of decision-making in management of school resources (financial, human and materiel) and the control of teaching quality and quantity. The purpose of this quantitative study is to test the possible differences between the Governance System of LSB of 16 pilot primary schools (7 higher performance schools and 9 lower performance schools). The findings of the survey conducted from 224 LSB members help to describe and explain the profiles of effective governance systems of LSB in order to inspire the LSB of lower performance schools and stakeholders.[1 2]

Keywords: pilot school, school board, local school board, school board governance.

I. Introduction

The school board is an important governance body of any school in the educational systems where the school administration is considered in democratic perspectives. It operates in order to improve school outcomes. Several studies have shown the nature of relations between school board governance and student academic achievements (Eliot, 1959; Hess, 2002; Deckman, 2007; Hess and Meeks, 2010; Ford, 2012; 2013). However, all of these studies have focused on school district boards (Lugaz and De Grauwe, 2006).

In many developing countries as in Democratic Republic of Congo (DR Congo), the parents are the main source of school financing (77%), the Local School Board (LSB) reforms are often initiated and implemented but few of them are evaluated.

In the context where the parents of pupils are the main financing source (about 77%) for school operations, the LSB reform is important as it ushers in participatory management or governance of school resources. It is also extremely important to evaluate the effectiveness of this reform. The effectiveness of reform must be evaluated in order to maintain them, adjust them or to institute other new reform. The present quantitative study aims to determine the possible differences between the governance of local school boards of higher performance schools and lower performance in the National Test of End of Primary School (TENAFEP) in DR Congo. It profiles the effective governance system of LSB in DR Congo. This study answers the following questions:

1. What are the components of LSB governance?
2. What are the difference between the LSB governance of pilot primary school with higher performance and lower performance?
3. What are the characteristics of effective LSB?

II. Theoretical Foundation

Firstly, we define the terms Pilot School and Local School Board. Secondly, we describe the Governance of Local School Board.

a) *Pilot School in DR Congo*

Referring to the context of the educational system of DR Congo, the Pilot schools are officially accepted as effective schools. The pilot schools are classified among the best schools in DR Congo. They are national standards in regard to their constancy of school performance competitiveness in internal school examinations and national examinations. Most of them have higher quality of teaching; the best organizational climates, the infrastructure and functional pedagogical equipment. They respect national school laws, directives and official instructions and educational reforms. These schools often are targeted by the technical services of the Ministry of Education in experiments on teaching innovations and the applicability of educational reforms. In line with the national examinations results of the pilot schools, Anonymous (2016) classify: (i) Pilot Schools with high performance that have achieved excellent performance school and national examinations (from 100 to 81%); (ii) Pilot schools with normal or ordinary performance that have achieved acceptable or satisfactory performance reviews of the school and national examinations (from 80 to 70%); (iii) Pilot schools with lower performance that have achieved low performance reviews of the school and national school examinations and reviews national examinations (below to 69%).

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b) From School Board to Local School Board

In the different countries and in the different perspectives, the school governance body has taken the different names. From the advices of educational establishments, the boards of trustees to the boards of management, all of these school governance bodies are working to improve the effectiveness of school (Pont, Nusche and Moorman, 2008). In the school district level, the school board is the decentralization of school authority from the central and local government to the school unit notably in: school budget allocation, the hiring andfiring of teachers and school management staff, curriculum development, the procurement of textbooks and other educational material, infrastructure improvements, the monitoring and evaluation of teacher performance and student learning outcomes (Caldwell, 2005;Sergiovanni, Kelleher, McCarthy and Fowler, 2011).

In USA, some States leave the development of curriculum and student policy under the responsibility of the school board, but others, by law, impose specific requirements (Lunenburg and Ornstein, 2009). In general, the school board must conform to the state regulations. It works to meet the State's standards as well as conforms to the federal guidelines in USA in order to benefit the endowments and public subsidies, as well as those who conform to federal guidelines, federal agents are involved (Lunenburg et Ornstein, (2012). Methods of selecting board members are prescribed by the national school laws. The three basic methods are elections (votes), legal representation (legal Copts) and volunteering or recruitment. Election is thought to make for greater accountability to the public, but some scholars argue that appointment leads to greater competence and less politics. Election is the most common practice. The election is held to lead to greater responsibility to the public, but some think that the voluntary service or recruitment leads greater competence and trend less political. Hess (2002) reported that of the approximately 100,000 school board members in USA. In 2009, 90 percent of school Board members throughout the country were elected and 10 percent have been appointed (Hess, 2010). Pont et al, (2008) stated that "in many European countries (OECD), 50% of school boards members are elected". In USA or others developed countries school board is governance system of school district. School boards have the power, for the most part, to mobilize resources sometimes in the form of taxes or taxes on education and developing of curricula. While in most of African countries with school governance system, there are Local School Boards. One is type of School-Based Management and exercise power over the school management staff or committee. But, the local school boards don't have the power in school programs or curricula.

In many African countries such as RD. Congo, LSB is a local governance body of school. It is deliberative body and is still responsible of the management and administration of school resources. LSB is a governance body which is assumed the control of school resources management and school operation. Only the representatives of parents, students and teachers are elected as members of school Boards. The school management committee is appointed by the school law. LSB has been in charge of school resources management and is assuring the direct and indirect control of school operation. Data from a survey conducted in 2011 and 2012 highlighted the presence of a LSB as School-based Management Committee (SBMC) in 96% of schools. In schools where a LSB existed, 83% of those had approved the budget (DRC-RESEN, 2014).

c) Governance system of Local School Board

According to this sector or context, the term governance has different meanings. The school governance is referred to a system of decentralized management where the joint regulation takes seat between the structures of the various levels, including national, provincial and the local (Kokouvi, 2012). It, therefore, allows a balance between the effectiveness and participation in management system. School governance claims the sharing power and the accountability of all local school actors involved. It directs the school in accordance with the ethics of management, participation of the community, to equity and the transparency, to innovation as well as sustainable development (Lalancette, 2014).

The school governance makes possible the achievement of school goals as a basis of common mission related to the system of education in order to meet the needs of the pupils according to the specifics of the school environment. Thus, the school board governance is that which, school democratic support on the evaluation, encourages the innovation, and increases the performance of the schools and its students. It supposes that the various and motivated actors, put themselves in link in a collective project in school. In this perspective, the effectiveness of LSB is relating to the capacity of initiative of all school actors, to their competences and the effective attitude which they have in definition and in achievement of their objectives (Bouvier, 2007; Lachmann, 2001; Kokouvi, 2012). This study considers the governance system of LSB by analysis of LSB characteristics, LSB leadership and control and LSB competences.

d) About LSB characteristics

The conclusion of Deckman (2007) supported the importance of gender issues of school board. It finds the basic differences in the arguments men and women engage in as school board members. It is, by the way, important to emphasize that the presence of independent external members is particularly important, because they are primarily guided by the protection of the interests of the recipients.

From the theoretical perspective, it is possible to distinguish two groups of school board members: (i) on the one hand, internal and dependent members. These are the persons who are responsible of overall operation of the school, considered to be affiliates with school leaders. (ii) In addition, the independent and external members. These members are in the interests' relationship or affairs with the school or with presidents of the committees of parents who sit on the school board (Fama et Jensen, 1983 et Baysinger et Butler, 1985).

The study of Pont et al, (2008) state that in many OECD countries, generally, the school boards consist of the parents of students, school employees or school professionals (school principals and teachers), probably students, representatives of the community and sometimes representatives of public authorities. Many authors estimate the dependence of the members of the school board gives them much flexibility or freedom to exercise effective control of the head of the school. However, specialists believe that the presence of external and independent members is particularly important, because they are mainly guided by the protection of interests of the beneficiaries of educational services or stakeholders. Hess (2002) estimated that the average school board has five to eight members in USA. They are, for the most part, lay people who have no experience as professional educators.

In African countries, Senegal and Mali, for example, the LSB is composed of the parents, teaching staff, the school management committee (school principal and deputy school principal) and the representatives of the local community. In Senegal for example, the LSB is composed of two pupils' representatives, two parents of pupils, the teachers, and the principal who hold the position as the secretariat and finally the chief of district who takes the presidency of the council (Lugaz and De Grauwe, 2006).

In the DR. Congo, the LSB (SBMC) is composed of the school principal and collaborators (members of school management Committee), the representative of teachers; three representatives of parents (with at least one woman) and a representative of the Committee of students without voting rights (DR Congo-Ministerial decree N°Minepsp/Cabmin/0311/2007, articles 3, 4, 5 and 6).

The study of Leithwood, (2011) and Bédard and Mombourquette, (2013) conducted in Ontario and Alberta provide a rich description of the nine characteristics of the School board, including: (i) a mission, a shared vision and goals based on high expectations in terms of the profile of an educated person. (ii) a coherent educational guidance; (iii) use conscious and systematic data from multiple sources to guide decisions; (iv) organizational process focused on improving learning; (v) opportunities of professional development in-service for all members; (vi) budgets, structures, policies and procedures, staffing and use of time; aligned with the mission, the vision and the objectives of the School Board (vii) an overall approach to leadership development; (viii) an approach of governance of the school board and school board policies and (ix) a productive with staff and other practitioners and stakeholders working relationship. These characteristics are defended from district school boards. The LSB characteristics could be measured by the variables such as the composition, mode, size, frequency of participation, the type and frequency of meetings, the working conditions, and availability of official documents and control of its content, the priority activities.

e) About LSB leadership and control power

Several dimensions are consisted of responsibilities of a governing board. It is about mission, policy, administration, management and control of LSB activities. The fourth dimension is influenced by the governing board but it is not depending of LSB total responsibility (Ford, 2013). The control of school operation is also one of the educational inspectors mission.

The control is the most capital dimension. In theory, various control mechanisms limit the opportunist behavior of the leaders (Shleifer and Vishny, 1997). In particular, the LSB as a legal authority charged to ratify and control the decisions of the School leaders, plays a significant role in the resolution of these conflicts of interests (Fama and Jensen, 1983). It constitutes an internal governance mechanism, whose effectiveness is probably not without incidence on the creation of value and, consequently, on the satisfaction of the recipients. Ford (2013) divides more specific the control activities of school board into three categories: (i) the activities which are controlled and commanded directly by the governance system of school board commands and controls directly; the activities which are controlled and commanded no directly (no obligation) and the activities which are controlled and commanded indirectly.

However, the school board leadership power come from its missions. The missions assigned to school boards are dependent to each country, geographical zone, and a continent. In 1959, Eliot state that school board has for role "to hire and support a competent professional as superintendent, defend the schools against public criticism, and persuade the people to open their pocketbooks" (p. 1033). Pont et al, (2008) indicated that in many European countries, the school governance bodies are setting in place. One is a democratic mode of participatory management and introduces the links between school and community. Generally, these school boards have four missions: (i) to mobilize parents of pupils, communities, teacher-staff and other partners for the development of education; (ii) to develop and implement the planning activities related to improvement of education access, teaching quality and school management; (iii) to control activities of teaching, financial, patrimonial and socio-cultural management of school and (iv) to be used as body of prevention, mediation and regulation of the conflicts between the various actors of school.

In some African countries, a certain number of research on the partnership school-parents, show that the role of LSB consists of participation in school budget development, school operation without leaving of dimension the maintenance of the school infrastructures, the pupils and the teachers recruitment (Lugaz and De Grauwe, 2006). Ranson et al. (2005a) concluded that the roles and mission of school boards are such as the reduction of the accounts, the promulgation of advices, the support or the mediation, the renouncement or the adversity, the club of supporters or the partnership.

In DR Congo, The responsibilities of LSB (SBMC) include providing guidance and control relative to school operations, monitoring pedagogical activities, assessing the management of students' disciplinary files and active engagement in financial and infrastructure management. It prepares and approves the school budget in consultation with the Parent Committee. LSB has the role of approving the school budget and the control of financial management, discipline, and teaching quality and of the school infrastructures. It also has the role to directly control school operations; to follow the teaching activities in the school and classroom; to examine the framing and the disciplinary files relating to the pupils and to imply themselves actively with the school financial management and school infrastructures (RDC-MEPS-INC, 2011).

The accomplishment of school board missions is possible by school board leadership. Leithwood and Menzies, (1998) estimate four models of school board leadership would be suficient to define who is invested with decision-making power in any school board reform: (i) Administrative Control (devolves authority to the school principal); (ii) Professional Control (devolves the main decision-making authority to teachers), (iii) Community Control (devolves their main decision-making authority to parents or the community) and (iv) Balanced Control SBM (balances decision-making authority between parents and teachers).

In the DR. Congo, according to the official guidelines, administrative control is requited as the mode of LSB leadership power. This leadership mode during LSB meeting is administrative control regarding to legal dispositions. By regulation the school director is the president of LSB while the teachers' representative is its secretary. There is also a treasurer named among the LSB members. In absence case, he is replaced by Deputy School Principal or the Supernumerary. In absence case, the representatives of the parents and the representatives of the teachers are replaced by their respective assistants (DRC-MEPS-INC, 2011, articles 3, 4, 5 and 6).

f) About LSB competences

The competences of school boards are tested by the degree of achievement of school board missions. Most of school board reforms in many countries are initiated in order to improve the effectiveness of school through students' performance. Smyth (2005) reported that two-thirds of school board members indicate that school board made either a "moderate" contribution to supporting and caring of the students and to providing relevant and challenging learning. Indeed, the quality of education depends primarily on the way schools manage available resources (Jossey-Bass, 1994). It has also been shown that the capacity of school boards to improve teaching and learning is strongly mediated or facilitated. This impact is influenced through the quality of the leadership provided by the school principal (Ford 2013; Murphy & Beck, 1995). The study of governance system of LSB in the African context should analyze the characteristics of LSB, leadership and control power of LSB and competences of LSB.

The missions assigned to school boards are dependent to each country, geographical zone, and a continent. In 1959, Eliot states that school board has for role to hire and support a competent professional as superintendent, defend the schools against public criticism, and persuade the people to open their pocketbooks (Eliot, 1959). The more specific tasks of board members relate to their day-to-day work of serving on the local government board. This includes meeting with constituents, attending board meetings and committee meetings, and voting on district policies. Hill (2004) listed a multitude of oversight tasks of school boards : (i) learning conditions or school infrastructures; (ii) professional support to school staff and learning guide to pupils; (iii) adaptation of curriculum; (iv) transportation of pupils; (v) school attendance; resolution of conflicts (vi); implementation of state and federal curriculum (vii); federal civil rights laws and vendor contracts (viii).

The evaluation of these missions and tasks seems possible in testing of nine dimensions of school boards competences. One is consisted of vision, standards, assessment, accountability, alignment, climate, collaboration, community engagement and continuous improvement of National School Boards Association of US. These keys have the possible relation with student academic performance or achievement (Gemberling, Smith, & Villani, 2000; Ford, 2012).

g) 2.3.4.5. Challenges of LSB

Many critics were addressed to the establishment and the functioning or operation of these bodies including on non-clarification of missions, roles and responsibilities of these bodies and the inability to effectively accomplish their missions. Pont, et al., (2008, p.97) mention the challenges of school boards. Among the mains, there are: (i) the board members are not many; (ii) the lack of clarity in the definition of the missions, roles and responsibilities of the school board and its members; (iii) tensions between members and sometimes a conflict climate exist between the members of school board and school principal and the lack of information, training and skills of the boards members.

In many African countries such as the DR Congo, tensions and conflict of power and financial issues between the members of the governance bodies are common. There are also the lack of training and incompetence of members. The bad working conditions and the unavailability of texts legislating the organization and functioning of the school boards and not control of its content are also on the list of the problems that destroy the effectiveness of these governance bodies (Lugaz and De Grauwe, 2006; Kokouvi, 2012).

In DR Congo, the parents are the main source of school financing about 77% (DRC-RESEN, 2015). The LSB is extremely important. It allows the parents to control their school financing and teaching quality. This control of school operation by parents is a source of many conflict cases between school principal and committee of parents in DRC. In his study in DRC, Mrsic - Garac, (20102010, p.46) also conclude that "the financial resources' management constitutes one of the main problems of LSB and sources of conflicts between the schools boards' members especially in the countries where the parents contribute financially to the schooling of their children". The schools principals often have a tendency of monopolizing all powers of LSB. Some of them oppose any sharing responsibilities with parents or LSB members. Sometime they limit or bloc the LSB controls power. This misconduct of school principals regarding to LSB legal missions causes conflicts between school management committee and local community. In DRC, some Chiefs of villages or president of parents committee isolated from management of school resources mobilize their population to against the school principal which they describe as "robber or thief", "usurper' and "dictator" (O'Donoghue and Dimmock, 1996; Mrsic - Garac, 2010).

Thus, in line with this literature review, the three components of LSB governance (figure 1) could be represented fallowing:

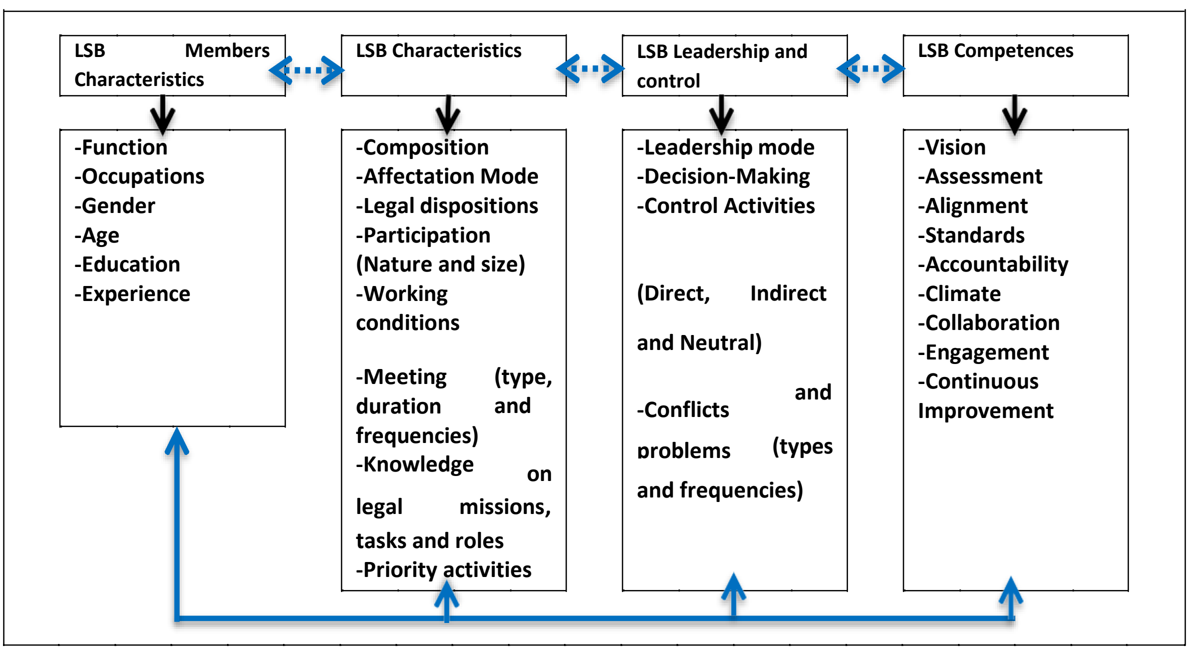

Figure 1: Local School Board Governance

III. Methodology

a) Research Design

This study is classified in epistemological paradigm positivism. Referring to the research classification system in educational science (Ellis and Fouts, 1993; Grossen, 1998a; Grossen, 1998b), this study is classified among the second level studies (testing of the theoretical model). We used the survey method by questionnaire (Creswell, 2012).

b) Characteristic of participants

The population of this study consists of all public pilot primary schools. We decided on a nonprobability sample taking into account the nature of this study. From the annual reports of the inspection of schools, we have, in the first level, extracted a sample with the judgement or purposeful intention. In the second level, we exploited the reports of school boards of these schools in order to constitute a typical random

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sampling (Creswell, 2014). It acts, in this study, 224 LSB members of the 16 pilot primary schools in the three provinces of the DR Congo (Kinshasa, Bandundu and Kongo-Central). For each primary school, we sampled a School principal, a Deputy School principal, a Superintendent, six teachers, and five parent's members of the parents committee.

Concerning the demographic characteristics (figure 1), the school boards are composed by the Principals (7.1%), Principals Assistant (7.1%), Superintendents (7.1%), Teachers (43%) and Parents (35.7%). They are not substantive different groups; the two groups consist of more males (65.6%) than females (34.4%). The Age mean of members is about 44.85 old (with 8,792 SD). There are no significant differences between two groups of schools (lower and higher performance).

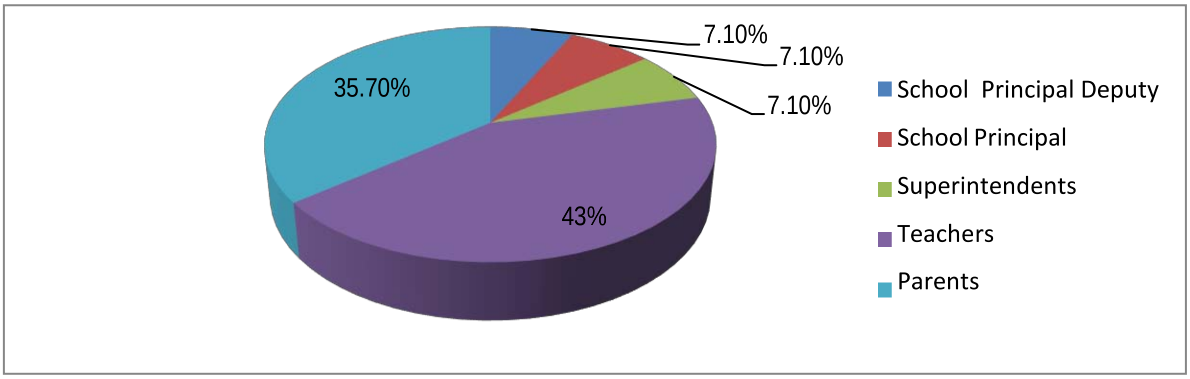

Figure 2

The school board members are working in several professions. 65.6% of members are working in the Educational sector; 7.6% are Farmers (agricultures); 6.7% work in Government/Public administration; 5.8% relatively in the Professional Services and Transportation (personnel or companies); 4.9% are working in the Business/Commercial activities and 3.6% in the Construction sector. Though there are small differences between the two groups of schools, the average length of service for board members, 3-4 years with 3.55 mean. There are small differences between the two groups of schools, but the members qualified with high school diploma are the majority (52.2%), essentially the teachers. The Under Graduate (20.5%); Bachelor's Degree (18.3%) and 4.5% of LSB members (parents) have respectively Less than High School diploma or Advanced Degrees.

c) *Instruments of data collection and measurement of variables*

Three determinant variables are retained and exploited in the survey questionnaire.

The independent variables are the characteristic of LSB (figure 1). From these selected variables, we adapted the questionnaire of Ford (2013) and Traoré (2015). The questionnaire used refers on two scales. It is the Likert scale with five points (Strong agreement, Agreement, Neutral, Disagreement, Strong disagreement) and the binary scale (Yes or No). Of which here the extract of some items on LSB Competences:

My school board members frequently and consistently engage in board development activities.

My school board has adopted a performance budgeting process.

My school board sets and tweaks school academic standards in response to student needs.

To check the constancy of the questionnaire, the first analysis related to the correlations between items pertaining to each one of these dependent variables. It indicates that the items (questions) of all the variables selected of our questionnaire comprise satisfactory levels of homogeneity. Because, the index of internal coherence relating to alpha of Cronbach varies for the under-scales between .72 and .80, with an average equalizes to .80, and reaches .89 for the total factor. It comes out from it just as the scale comprises an adequate temporal stability, since the correlation test-retest goes from .70 to .80 for the under-scales, with an average of .77, and is of .83 for the total factor. The second analysis shows a consistency slightly lower for the items of dimension knowledge of legal tendencies (Alpha = 0.67; Mean = 4, 12; OR= 0, 59). Lastly, concerning the dimension matters treated at the meeting time of local school boards, the fidelity of the items is low (Alpha = 0.68; Mean = 6, 25; OR. = 0, 60). The overall results show that our questionnaire is proven to be reliable and consistency.

The dependent variables selected are the scores obtained by the 16 pilot primary school sampled in the National Test of the End of Primary School of 2016. The controlled variables are estimated in terms of the socio-professional and demographic characteristics of the local school board members. It is the studies level, age, LSB experience working, LSB members function (figure1) and educational level.

d) Collection, management and analysis of data

The questionnaires were duplicated, codified and distributed to the schools. We managed our questionnaire on 224 subjects of the 16 targeted primary schools. The survey operation took approximately three months. The phase of pre-survey went from September 02nd to October 06th, 2016. And the survey phase went from October 15th to December 17th, 2016 for. The data collected were managed and analyzed by Using Statistical IBM SPSS (Version 22). We proceeded to the Cronbach's alpha, the ANOVA and Test Student (16 primary schools outcomes), the Correlation and Chi-square (compared between LSB governance of higher performance and lower performance). The alpha (α) = 0.05 ($p < .05$ or 5%) was retained.

e) Ethnic and confidential issues of study

We took measures of ethics aiming at privileging the climate of trust, collaboration and honesty between the participants of this study. With an aim of putting the participants in confidence, we guaranteed the anonymity of participants in questionnaire and during the process of data management and analysis. All the participants had freedom of choice to take part into the investigation.

IV. Results

After the survey, management and analyses of data, the results are presented according to our research questions as follows:

a) What are the components of Local School Board Governance?

Three components are considered as part of LSB governance (figure 3). It observed in term of general consideration of implementation level of LSB that there are no significant differences between higher performance school group and lower performance about LSB characteristics (73.6% against 70.2%, X2=3.762, p = .091) and LSB leadership and control power (80.6% against 82.2%, X2=3.762, p = .101). Concerning the LSB competences, there is significant different between two groups of school (76.5% against 52%, X2=53.062, p = .001).

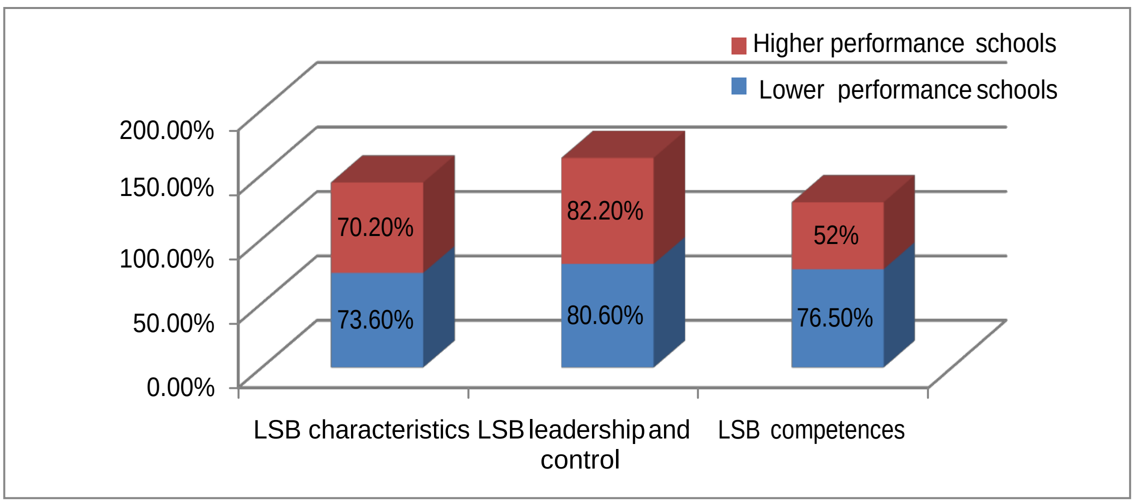

Figure 3: LSB Components

b) What are the difference between LSB governance of higher performance schools and lower performance?

Here, we used the different means of each school in TENAFEP of 2015 in order to group 16 schools into the two groups. It is about the 7 Higher Performance Schools (43, 8%) and 9 Lower Performance Schools (56, 2%). According to the characteristics of pilot schools, we regroup the Pilot Schools with higher and normal performance (from 100 to 70%); and the Pilot schools with lower performance: below to 69% (Luboya, 2016).

c) Difference between LSB Characteristic and two groups of school performance

It was realized that according to the LSB composition of the higher performance schools, the members are more complete (posts of school board are supplement occupied) whereas they are incomplete in the lower performance schools (76% against 34.1%). There is a strong correlation (.421, p =.000) and very significant difference (X2=39.762, p = .000). Concerning the affection mode (figure 4), in the local school board of higher performance schools, the members are more affected by the elections 52.1% compared with 26.2% with strong correlation (.304, p= .000). One is significant (X2=20.942, p= .000) whereas the members are more affected by appointments or delegation in the lower performance schools.

Concerning the availability of the legal documents, the control of knowledgeable legislation, roles and tasks, and work conditions, differences were also observed. In the LSB of higher performance schools, the working equipment of LSB operations and organizational climate are more available and accessible to all members (91.8% against 45.2%) with a strong correlation (.487, p =.000) and Chi-square is very significant (X2=53.062, p = .000). In the figure (5), it is noted that the LSB of higher performance schools works in very good conditions. It is about 92.8% compared with 62.6% with a strong correlation (.550, p =. 000) and Chi-square is very significant (X2=73.795, p = .000).

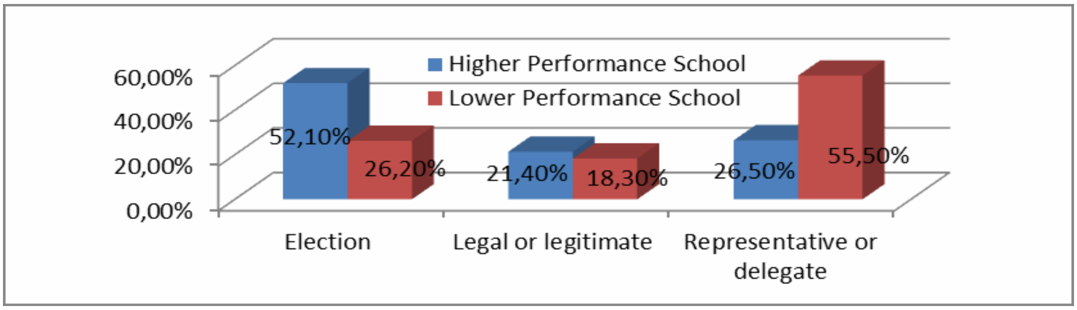

Figure 4: LSB Affection Mode

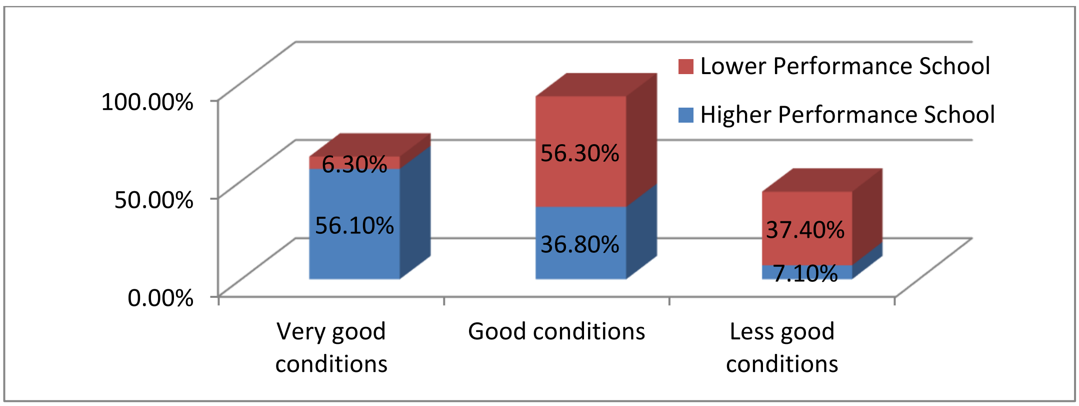

Figure 5: LSB Working Conditions

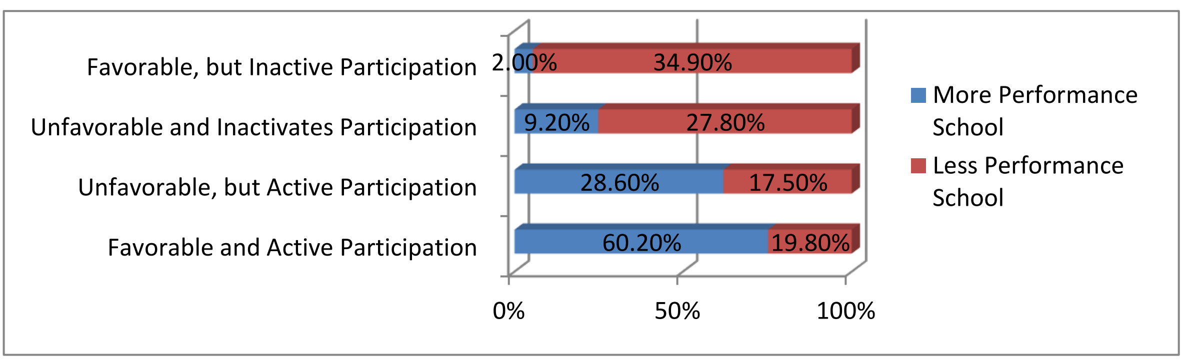

Figure 6: LSB Participation Mode

59.2% compared with 15.1% of the LSB members of higher performance schools know and have control knowledgeable of the school board mission, the tasks and the roles whereas almost 84.9% of the local board members of lower performance schools either know partially, or they do not know. This difference is established by a strong positive correlation (.547, p =.000) and Chi-square is also very significant (X2=67.140, p = .000).

The differences were also observed between the organization and the activities participation of the LSB members, the priority activities. The ordinary meeting frequencies are organized either less than one month (42.9% against 0.8%), or once a month (55.1%) in the higher performance schools whereas the lower performance schools call the meetings frequencies is 2-3 times two month (34.1% against 1%), that is to say once two month (33.3% against 1%), once three Month (31.7%). This difference is significantly established by a strong correlation (.844, p= .000) and one Chi-square very significant (X2= 212,091, p= .000).

In addition, the extraordinary meetings are often and regularly called (94.9% against 29.3%) by the LSB of higher performance schools while lower performance schools organize occasionally, seldom or never the extraordinary meetings (70.6% against 5.1%). This relation is positive statistically (p =.000) by a strong correlation (.434, p = .000) with the very significant difference (X2= 212,091, p = .000). Another positive relation (.456, p = .000) and a significant difference (X2=54.404, p =.000) also prove that about the duration, the meetings of higher performance schools last often Less than two Hours (50% against 20.6%), or Two Hours Exactly (39.8% against 21.4%) whereas those organized by the lower performance schools last More than Two Hours (57.9% against 10.2%).

Concerning LSB Participation Size and Mode, it should be stressed that often the LSB members of the higher performance schools take part in complete in meetings whereas in lower performance schools, members in the boards meetings participate in incomplete size. There is a very significant difference (X2=52.526, p = .000) and a strong correlation (.484, p =.000). In additional, the significant difference (X2=52.526, p =.000) and the positive relation (.484, p = .000) also shows (figure 6) that the modes of participation of the higher performance schools members are either more favorable and Activates Participation (60.2% against 19.8%), or more Unfavorable and Activates Participation (28.6% against 17.5%) whereas the participation modes of LSB members with lower performance are more Unfavorable and Inactivated Participation (27.8% against 9.2%), or Favorable and Inactivates Participation (34.9% against 2.0%).

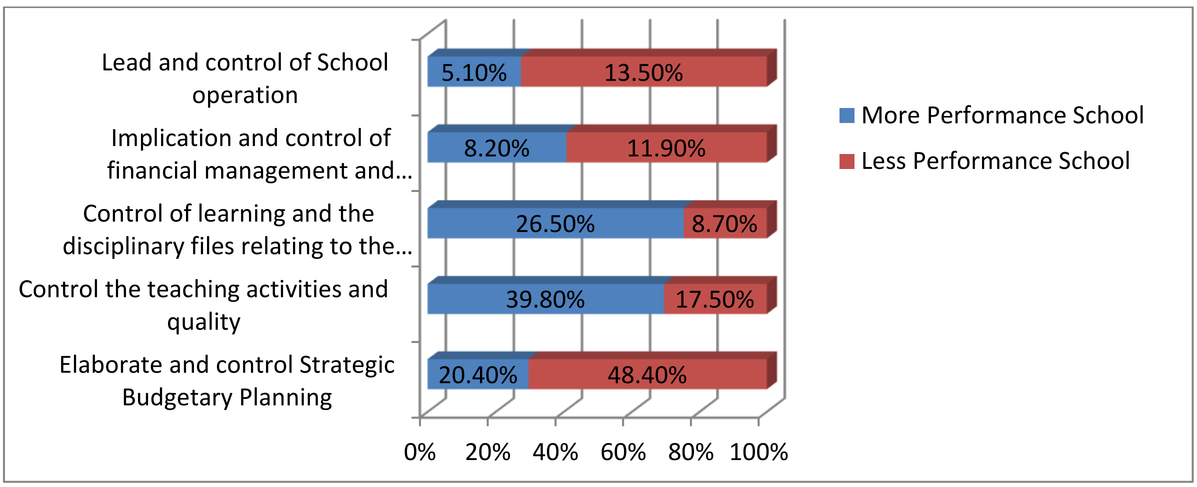

Figure 7: LSB Priority Activities

Figure 7 shows a very significant difference (X2=37.331, p .000) and finds that the higher performance schools privilege more Control of the teaching activities, quantity and quality (Pedagogical Unit[3], Basis pedagogic Cell[4] and curriculum) (39.8% against 17.5%) and the Control of learning and the disciplinary files relating to the pupils (26.5% against 8.7%).

d) Difference between LSB leadership and control power and two groups of school performance

The results affirm a positive relation (.164, p=.014) and a very significant difference (X2=43.036, p=.000) between mode of LSB Governance and school performance.

Although the LSB leadership of the both groups of school is assured by the Principal (Administrative Control) as in legal dispositions in DR Congo (54.1% against 54.0%), the Figure (8) also shows that the LSB leadership of higher performance schools is assured either by the Parents and community, Community Control (35.7% against 8.7%), or by the teaching-Staff and the parents (Balanced Control) (6.1% against 4.0%), or by the Teaching-staff, Professional Control (4.1% and 33.3%).

Concerning the process of decision-making, a positive correlation is noted (.155, p=.025) and a very significant difference (X2=34.049, p=.000). Figure (9) shows that in higher performance schools, LSB decision-making procedure used is following practices such as analysis of problems, collection of membership opinions, deliberating and voting time then decision making (52% against 23%) and follows its established policies when making decisions process (16.3% against 6.3%). The lower performance schools privilege the practices such as decisions-making on base of committee recommendations (4.1% against 33.3%) and delegates and decisions-making authority to the school principal (22.4% against 46%).

[3] A grouping of the teachers of same level teaching in the purpose of discussing the problems and the methods, methodological approaches issues and evaluations of the exclusion of the program and the prevision of teaching matters and the learning difficulties of the pupils.

[4] All Pedagogical Unit of one school make the Base cell in DR Congo.

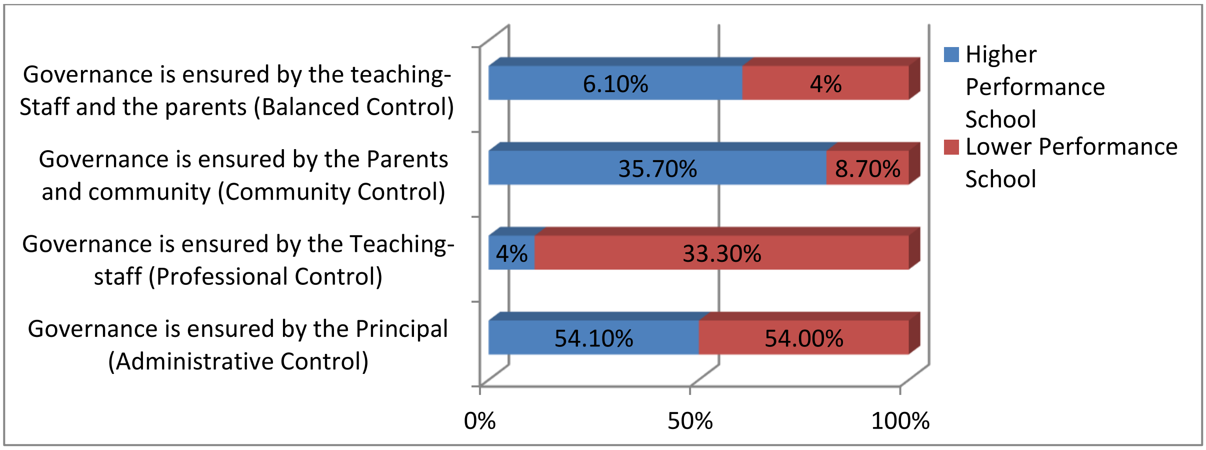

Figure 8: LSB Governance Mode

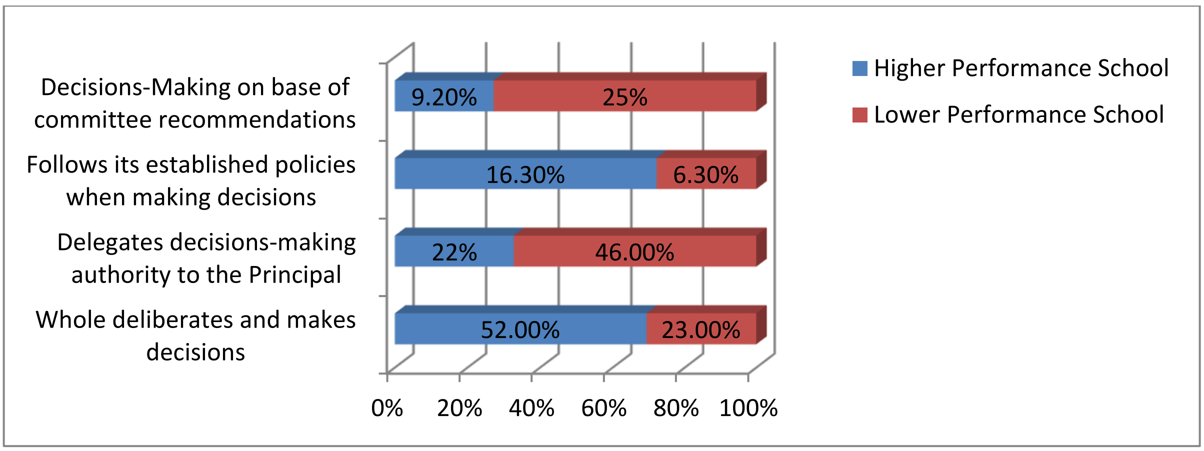

Figure 9: LSB Procedure Decision-Making

Concerning LSB control Activities, a positive correlation is noted (.649, p=.000) and a very significant difference (X2=99.203, p= .000). The higher performance schools are different by regular control from the activities of the schools operation (94.9% against 29.4%). However in the lower performance schools control is occasionally made either (22.2% against 5.1%), or seldom or never (48.4% against 0.0%). Among the LSB control types of schools operation, the higher performance schools are different significantly (p=.000 for three types of control) about the LSB Direct Control of Activities (82.7% against 52.4%, is a strongly positive correlation .316 and X2=22.393); the LSB Indirect Control of Activities (75.5% against 39.7%, with a strongly positive correlation .358 and X2=28,633) and the LSB Non Control of Activities (75.5% against 40.5%, is a strongly positive correlation .350 and X2=27.433).

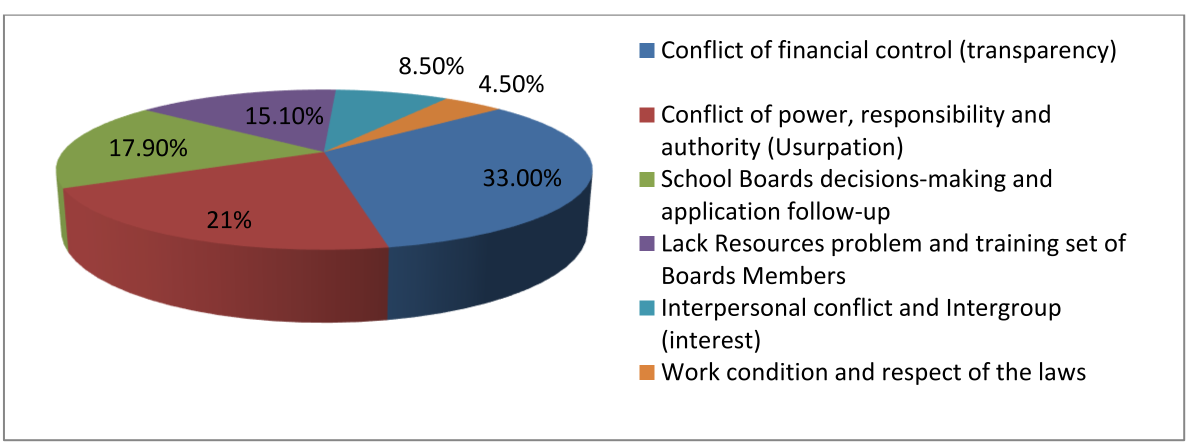

Figure 10: Types of LSB Problem

d) Difference between local school board competences and two school performance groups

The most prominent set of best practices remains the key work of school boards created by the National School Boards Association of USA. Using nine key-works survey statement, the participants' responses were used to test the LSB competences (Table 1).

Table 1: LSB competences and two school performance groups

	Vision	Assessment	Alignment	Standards	Accountability	Climate	Collaboration	Engagement	Continuous Improvement
Corrél.	0.018	0.245***	0.025	0.451***	0.292***	0.266***	0.314***	0.314***	0.120
(P-value	(p=0.790)	(p=0.000)	(p=0.717)	(p=0.000)	(p=0.000)	(p=0.000)	(p=0.000)	(p=0.000)	(p=0.073)
and SE)	(V=0.066)	(SE=0.062)	(SE=0.066)	(SE=0.042)	(SE=0.061)	(SE=0.063)	(SE=0.059)	(SE=0.059)	(0.067)
Corrél.	1.219	15.481	1.148	53.942	25.398	21.083	23.345	23.345	6.648
(P-value	(p=0.888)	(p=0.005)	(p=0.897)	(p=0.000)	(p=0.000)	(P=0.000)	(p=0.000)	(p=0.000)	(p=0.156)
and SE)	(V=0.074)	(V=0.0263)	(V=0.072)	(V=0.491)	(V=0.337)	(V=0.307)	(V=0.323)	(V=0.323)	(V=0.172)

Firstly, three out of nine Key-works do not have positive correlation and significant difference with the two schools groups of performances. It is about Vision (school board engage in continuous strategic planning, our plan is frequently updated, .018; p = .790, and X2=1.219, p=0.888), Alignment (school board has adopted a performance budgeting process. Programs must show and document activities and levels of program success in order to continue receiving current levels of funding, 0,025, p= 0.717, and X2=1.148, p=0.897) and Continuous improvement (school board members frequently and consistently engages in board development activities, .120, p =.073 and X2 = 6. 648, p = .156).

Secondly, there are positive and significant relations between the more performance schools and the local school board competences (key-works) in particular Assessment (school board sets and tweaks school assessment policies in answer to student needs. for example, when we see our students struggling in mathematics we will increase the use of mathematical assessments, .245, p=.000, and X2=15.481, p = .005); Standards (school board standard sets and tweaks school academic in answer to student needs, .451, p= .000, and X2 = 53,942, p=.000); Accountability (Members take responsibility for past decisions and control decision-making implementation, .292, p=.000 and X2= 25,398, p= .000); Climate (Members open are about how they feel about other members' preferences and avoid the conflict situation, .370, p= .003 and X2= 39,072, p = .000); Collaboration (school board members look for a superintendent or principal that shares the values, and is willing to be a collaborator with, the school board, .266, p=.000 and X2= 21,083, p = .000) and the Engagement (school board members regularly listen to the ideas of organized interest groups and act on their input when we deem it appropriate, .314, p= .000, SE=0.059 and X2= 23,345, p= .000).

e) Difference between local school board problem and two school performance groups

In the group of higher performance schools, the problems arise either occasionally, or seldom or never (46.9% against 29.4%) and the problems are regularly and often observed in the LSB of the lower performance schools (55.6% against 7.1%). This positive relation is significant (-.451, p= .000) and (X2 =64.677, p.000). Even if overall the types or natures of problems are not different between the higher performance schools and lower performance (.038, p=.583), it is necessary to note the presence of several types of problem in LSB governance (figure10).

V. Discusion and Conclusion

a) What are the characteristics of effective LSBs?

Among the selected pilot schools, the higher performance schools have a local board which is composed of the members holding all the positions envisaged by the official or legal texts. In these LSBs, the members are affected by the elections for the eligible vacancy and legally for the non-eligible. The LSB members have the legal documents; they have knowledge of the school board mission, tasks and roles. They work under good conditions at the time as of school board meetings. Two types of meeting are often convened. The ordinary meetings are held either in an expiry of less than one month or once the month. The extraordinary meetings also are regular or often held in cases of need. These board meetings last less than two hours or exactly two hours and the members are often present and the absences are seldom recorded. And their meetings participation mode and the solved questions or problems are more "favorable and activates Participation" or more "Unfavorable and Activates Participation". The local school board meetings of the more performance schools privilege more Control of the teaching activities, quantity and quality (Pedagogical Unit, Basis pedagogic Cell and curriculum) and Control of learning and the disciplinary files relating to the pupils that elaborate and control Strategic Budgetary Planning, Implication and control of financial patrimonial management and Lead and control of School operation. The LSB Characteristics are affirmed as extremely important in both groups of schools. The impact of School board characteristics was also found in the several studies in Canada, in France and in US (Leithwood, 2010; Lachmann, 2001). Deckman (2007) found basic differences in the reasons men and women work in school board but these differences are no observed in other school board studies (Ford, 2012). In addition, the individual characteristics of the schools boards' members do not have significant relations between the higher performance and lower performance schools. In this subject Ford, (2013) found the similar results as there is very limited evidence of a general relationship between school board member demographics and backgrounds and district level attainment. For example, a connection between gender and higher district level outcomes, identified by the author in a previous study of Wisconsin, does not appear to exist when Wisconsin results are pooled with the five other states of interest in several school boards in USA.

In exception of the legal position of LSB leadership and control by the Principal, (Administrative Control), it is remarkable that the school boards of the more performance schools also resorts to other forms or modes such as Governance by the Parents and community, (Community Control) and by the teaching-Staff and the parents (Balanced Control). Concerning the process of decision making, the higher performance schools are differentiated from the lower performance schools in practices such as whole deliberates and decisions-making and follows its established policies when making decisions. And another difference is about regular control of the school operation and activities. Among the control types of school operations and activities, the higher performance schools are differenced to the lower performance schools in the sense that they use three of school board control, notably the LSB Direct Control, the LSB Indirect Control and the LSB Non-Control of Activities. However, the LSB leadership and control are affirmed as extremely important in the both group of school.

The higher performance schools privilege also six on nine LSB competences (key-works) in particular school board sets and tweaks school assessment policies to answer student needs. For example, when we see our students struggling in one teaching subject we work to solve that leaning difficulties (Assessment); sets and tweaks school academic in answer to student needs (Standard); the members take responsibility for past decisions and control decision-making implementation (Accountability); during LSB meeting the members open are about how they feel about other members' preferences and avoid conflicting situations (Climate); school board members look for a superintendent or principal that shares the values of, and is willing to be a collaborator with, the school board, (Collaboration) and regularly listen to the ideas of organized interest groups and act one to their input when we deem it appropriate, (the Commitment). This LSB component is more considered in higher performance schools. Similar results were found by Ford (2012; 2013) with what relates to accountability, collaboration and commitment. In additional, standards, Assessment and climate are also found the same results by The Iowa Association of School Boards in US. It was found that after many years of intensive work with school boards, all district schools had an upsurge in state examinations scores and board members displayed has far greater understanding of how schools positively impact achievement student (Delagardele 2008).

In the group of the higher performance schools the problems arise either occasionally, or seldom or never. Even if overall the types or natures of problems are not different between the higher performance schools and lower performance but it is necessary to note several types of problems. It is about the conflict of financial controls (transparency); the conflict of power, responsibility and authority (Usurpation); interpersonal conflict and Intergroup (interest); the school Boards decisions-making and application follow-up; the work conditions and respect of the laws and the lack Resources problem and training set of Boards Members.

b) What are the findings of this study?

In several developing countries as RD Congo, parents are main source of school financing (77%). The LSB is the governance strategic body where the parents have rights of decision-making in school governance and school resources management (financial, human and materiel) and control of pedagogic or teaching quality and quantity. The quality of LSB governance affects the school outcomes or pupils' academic performance. The effectiveness of LSB governance must be evaluated in order to maintain them, adjust them or to proceed by a new reform. This study generates double contributions to objective evaluation of LSB Governance (theoretical and practically).

In theoretical perspectives, firstly, this study elaborates the LSB Components and constructs the profile or characteristic of effective LSB governance in the context where the school operation is mainly supported financially and materially by the pupils' parents. Secondly, this study forged the conceptualization of LSB as "Homeostasis of Machine Government of School as Body. LSB as one "head" of school machine of leadership and control of which has

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the vision, legality, mandate and power in decision-making, planning, control and expending of available school resources. LSB as "Laboratory" of school machine government (ordinary meeting) works by the search-action logic. One considers as priority, the quantitative and qualitative aspects of the school products (pupils) of the production unit (school) of the education system in search of effectiveness, efficiency, maintenance and balance of the school. LSB as "Alarm" of school machine government (extraordinary meeting) symbolizes an automatic and detective alarm of imbalance from non-normal school life to normal and to deal with the pupils learning difficulties. LSB as "quality circle" of school machine government comprise of educational experts (school principal, teachers, pedagogic advisers and discipline staff, the parents or members of committee of the parents) of school human, financial and material resources management. They work in order to transform the input to output (pupils). LSB symbolizes a "black box" which identifies and manages the several problems of the school organization and operations. They are able to diagnose, forecast and apply therapy in sense to solve all problems of school.

In practical and socio-political perspective, the findings of this study show that the higher performance schools focused more on the LSB Competences component than LSB Characteristics and LSB leadership and control. More attention should focus on these aspects when the stakeholders or lower performance schools of educational system should invest in effective way. The lower performance schools and stakeholders should be inspired from the findings of this study in order to evaluate the effectiveness of their local school board and make it effective.

c) What are Study Limitations and research perspectives?

This study surveyed 224 school boards members of 16 primary schools of three province of DR Congo and 960 pupils' academic achievement in the national examinations. The results of this study cannot be generalized in all schools in DR Congo. However this study produced the profile of effective LSB. National longitudinal studies on the impact of profile of Local school board governance on the pupils academic performances deserve to be carried out thoroughly and longitudinal perspectives.

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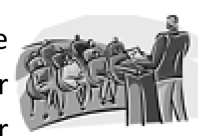

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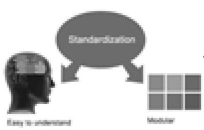

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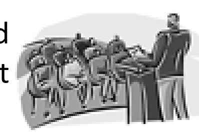

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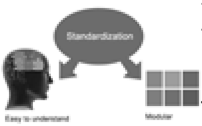

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The corresponding author should mention the name and complete details of all co-authors during submission and in manuscript. We support addition, rearrangement, manipulation, and deletions in authors list till the early view publication of the journal.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

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Appealing Decisions

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

Acknowledgments

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

Declaration of funding sources

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

Preparing your Manuscript

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

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

Manuscript Style Instruction (Optional)

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

Structure and Format of Manuscript

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

A research paper must include:

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

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

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

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

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

Format Structure

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

All manuscripts submitted to Global Journals should include:

Title

The title page must carry an informative title that reflects the content, a running title (less than 45 characters together with spaces), names of the authors and co-authors, and the place(s) where the work was carried out.

Author details

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

Abstract

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

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

Keywords

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

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

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

One should start brainstorming lists of potential keywords before even beginning searching. Think about the most important concepts related to research work. Ask, "What words would a source have to include to be truly valuable in a research paper?" Then consider synonyms for the important words.

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

Numerical Methods

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

Abbreviations

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

Formulas and equations

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

Tables, Figures, and Figure Legends

Tables: Tables should be cautiously designed, uncrowned, and include only essential data. Each must have an Arabic number, e.g., Table 4, a self-explanatory caption, and be on a separate sheet. Authors must submit tables in an editable format and not as images. References to these tables (if any) must be mentioned accurately.

Figures

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

Preparation of Eletronic Figures for Publication

Although low-quality images are sufficient for review purposes, print publication requires high-quality images to prevent the final product being blurred or fuzzy. Submit (possibly by e-mail) EPS (line art) or TIFF (halftone/ photographs) files only. MS PowerPoint and Word Graphics are unsuitable for printed pictures. Avoid using pixel-oriented software. Scans (TIFF only) should have a resolution of at least 350 dpi (halftone) or 700 to 1100 dpi (line drawings). Please give the data for figures in black and white or submit a Color Work Agreement form. EPS files must be saved with fonts embedded (and with a TIFF preview, if possible).

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

Color charges: Authors are advised to pay the full cost for the reproduction of their color artwork. Hence, please note that if there is color artwork in your manuscript when it is accepted for publication, we would require you to complete and return a Color Work Agreement form before your paper can be published. Also, you can email your editor to remove the color fee after acceptance of the paper.

Tips for writing a good quality Social Science Research Paper

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

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

2. Think like evaluators: If you are in confusion or getting demotivated because your paper may not be accepted by the evaluators, then think, and try to evaluate your paper like an evaluator. Try to understand what an evaluator wants in your research paper, and you will automatically have your answer. Make blueprints of paper: The outline is the plan or framework that will help you to arrange your thoughts. It will make your paper logical. But remember that all points of your outline must be related to the topic you have chosen.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Informal Guidelines of Research Paper Writing

Key points to remember:

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

Final points:

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

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

The discussion section:

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

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

General style:

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

To make a paper clear: Adhere to recommended page limits.

Mistakes to avoid:

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

Title page:

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

Abstract: This summary should be two hundred words or less. It should clearly and briefly explain the key findings reported in the manuscript and must have precise statistics. It should not have acronyms or abbreviations. It should be logical in itself. Do not cite references at this point.

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

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

Reason for writing the article—theory, overall issue, purpose.

- Fundamental goal.
- To-the-point depiction of the research.
- Consequences, including definite statistics—if the consequences are quantitative in nature, account for this; results of any numerical analysis should be reported. Significant conclusions or questions that emerge from the research.

Approach:

- o Single section and succinct.
- o An outline of the job done is always written in past tense.
- o Concentrate on shortening results—limit background information to a verdict or two.
- o Exact spelling, clarity of sentences and phrases, and appropriate reporting of quantities (proper units, important statistics) are just as significant in an abstract as they are anywhere else.

Introduction:

The introduction should "introduce" the manuscript. The reviewer should be presented with sufficient background information to be capable of comprehending and calculating the purpose of your study without having to refer to other works. The basis for the study should be offered. Give the most important references, but avoid making a comprehensive appraisal of the topic. Describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will give no attention to your results. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here.

The following approach can create a valuable beginning:

- Explain the value (significance) of the study.
- Defend the model—why did you employ this particular system or method? What is its compensation? Remark upon its appropriateness from an abstract point of view as well as pointing out sensible reasons for using it.
- Present a justification. State your particular theory(-ies) or aim(s), and describe the logic that led you to choose them.
- Briefly explain the study's tentative purpose and how it meets the declared objectives.

Approach:

Use past tense except for when referring to recognized facts. After all, the manuscript will be submitted after the entire job is done. Sort out your thoughts; manufacture one key point for every section. If you make the four points listed above, you will need at least four paragraphs. Present surrounding information only when it is necessary to support a situation. The reviewer does not desire to read everything you know about a topic. Shape the theory specifically—do not take a broad view.

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

Procedures (methods and materials):

This part is supposed to be the easiest to carve if you have good skills. A soundly written procedures segment allows a capable scientist to replicate your results. Present precise information about your supplies. The suppliers and clarity of reagents can be helpful bits of information. Present methods in sequential order, but linked methodologies can be grouped as a segment. Be concise when relating the protocols. Attempt to give the least amount of information that would permit another capable scientist to replicate your outcome, but be cautious that vital information is integrated. The use of subheadings is suggested and ought to be synchronized with the results section.

When a technique is used that has been well-described in another section, mention the specific item describing the way, but draw the basic principle while stating the situation. The purpose is to show all particular resources and broad procedures so that another person may use some or all of the methods in one more study or referee the scientific value of your work. It is not to be a step-by-step report of the whole thing you did, nor is a methods section a set of orders.

Materials:

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

Methods:

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

Approach:

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

Use standard style in this and every other part of the paper—avoid familiar lists, and use full sentences.

What to keep away from:

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

Results:

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

The page length of this segment is set by the sum and types of data to be reported. Use statistics and tables, if suitable, to present consequences most efficiently.

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

Content:

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

What to stay away from:

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

Approach:

As always, use past tense when you submit your results, and put the whole thing in a reasonable order.

Put figures and tables, appropriately numbered, in order at the end of the report.

If you desire, you may place your figures and tables properly within the text of your results section.

Figures and tables:

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

Discussion:

The discussion is expected to be the trickiest segment to write. A lot of papers submitted to the journal are discarded based on problems with the discussion. There is no rule for how long an argument should be.

Position your understanding of the outcome visibly to lead the reviewer through your conclusions, and then finish the paper with a summing up of the implications of the study. The purpose here is to offer an understanding of your results and support all of your conclusions, using facts from your research and generally accepted information, if suitable. The implication of results should be fully described.

Infer your data in the conversation in suitable depth. This means that when you clarify an observable fact, you must explain mechanisms that may account for the observation. If your results vary from your prospect, make clear why that may have happened. If your results agree, then explain the theory that the proof supported. It is never suitable to just state that the data approved the prospect, and let it drop at that. Make a decision as to whether each premise is supported or discarded or if you cannot make a conclusion with assurance. Do not just dismiss a study or part of a study as "uncertain."

Research papers are not acknowledged if the work is imperfect. Draw what conclusions you can based upon the results that you have, and take care of the study as a finished work.

- You may propose future guidelines, such as how an experiment might be personalized to accomplish a new idea.
- Give details of all of your remarks as much as possible, focusing on mechanisms.
- Make a decision as to whether the tentative design sufficiently addressed the theory and whether or not it was correctly restricted. Try to present substitute explanations if they are sensible alternatives.
- One piece of research will not counter an overall question, so maintain the large picture in mind. Where do you go next? The best studies unlock new avenues of study. What questions remain?
- Recommendations for detailed papers will offer supplementary suggestions.

Approach:

When you refer to information, differentiate data generated by your own studies from other available information. Present work done by specific persons (including you) in past tense.

Describe generally acknowledged facts and main beliefs in present tense.

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

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