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EMOTIONAL INTELLIGENCE OF SCHOOL PRINCIPALS AND JOB EFFECTIVENESS OF TEACHERS IN ABIA STATE, NIGERIA

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ABSTRACT

Leadership technique is gradually changing from the traditional use of cognitive and paper work schedule in monitoring employees in their duties to the use of emotional indices. This study examines the effects of principals use of emotional intelligence in secondary schools of Isiala-Ngwa North Local Government Area of Abia State on the teachers ' job effectiveness. Four research questions and four hypotheses were drafted for the study. The sample consists 12 Principals and 60 teachers from Isiala-Ngwa North Local Government Area. Two instruments-unstructured interview (for the principals) and a researcher constructed questionnaire "Principals Emotional Intelligence and teachers effectiveness Questionnaire" (PEITEQ) were designed to collect data for the study. The results of the study showed that the principals do not employ emotional intelligence in the area of being self- aware, motivation, empathy and social skills, leading to teachers shabby time management skills; negative work attitude and their inability to prioritise their tasks. Recommendations such as aggressive publicity of emotional intelligence strategies to principals through training and ensuring the application of the management techniques by principals in the Local Government Schools through the use of emotional intelligence measurement scale in monitoring principal management skills were proffered to enable teachers become effective in their teaching/ learning duties.

Keywords: Emotional intelligence. Principals' management skills, teachers' effectiveness

ENTREPRENEURSHIP EDUCATION AND VENTURE CREATION AMONG YOUNG NIGERIAN GRADUATES

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ABSTRACT

This paper examines the extent to which entrepreneurship education has influenced venture creation among young Nigerian graduates. The population comprised all successful young practicing entrepreneurs between the ages of 25 and 45 years who graduated from Nigerian tertiary institutions and have gone through the compulsory entrepreneurship classes. Primary data were gathered from 200 young entrepreneurs used as sample and randomly selected from a population of public and private tertiary institution graduates through a structured questionnaire titled Entrepreneurship Education and Venture Creation Questionnaire (EEVCQ). Data were analysed using the descriptive and inferential statistic, frequency counts, percentage, Chi-Square and t-test. The study adopted the descriptive survey research design. One research question and two hypotheses were raised for the study. Data were collected using a structured questionnaire. Through the study, it was observed that that taking entrepreneurship classes influenced venture creation positively. The results showed that 128(60%) of the participants agreed that taking entrepreneurial classes led them to start new ventures. However, it was revealed that out of the 94 participants that said they did not obtain entrepreneurship education while they were in school, 33(35%) received their first knowledge in seminars, 19(20%) from NGO activities, while 42(45%) was from church. Based on the findings, it was concluded that much of the entrepreneurial skills were imbibed outside the

walls of the institutions. It was recommended that in delivering entrepreneurship courses,

lecturers should adopt creative teaching styles and inspiring activities that motivate students for

venture creation.

Keywords: Entrepreneurship, Entrepreneurship education, Venture Creation, Young
Entrepreneurs

PRINCIPAL MANAGERIAL TASK PERFORMANCE AND LEADERSHIP STYLES AS CORRELATES OF JOB COMMITMENT AMONG YORUBA LANGUAGE TEACHERS IN OYO STATE

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ABSTRACT

The dwindling performance of students in Yoruba language in secondary schools in Nigeria has become a serious concern to some parents, school managers and all stakeholders. Despite the different efforts directed towards ascertaining the reasons for the dwindling performance, the problem persisted. This study therefore , assessed the principal managerial task performance and leadership styles as correlate for job commitment among Yoruba language teachers in Oyo state. The study adopted an ex –post –facto design of survey research type. A multi- stage sampling procedure was adopted in the study. Simple random sampling technique was used to select twenty public and twenty private schools from two Local Government Areas in Oyo state. An approximately two Yoruba language teachers per school were selected for the sturdy. Two research questions and two instruments guided the sturdy, Data generated were analyzed using Multiple regression Analysis. The result of the findings revealed a positive relationship between principal leadership styles and job commitment of Yoruba language teachers (F (3.69) = 2. 004, P< 0.05. The result further shows that there is relationship between principal managerial task performance and job commitment among Yoruba language teachers (F (5.70) = 12.663, P < 0.001. Based on the findings, it was recommended that school administrators, school principals and government officials involved in the school management should use appropriate leadership styles and other forms of motivation among Yoruba language teachers so as to improve Yoruba language teachers' job commitment resulting to improvement in students performance in the subject.

Keywords: Principal Managerial Task Performance, Leadership Style, Job commitment, Yoruba Language Teachers

Introduction

Achievement of an organization is usually linked to the leadership of the organization. Many at times, availability of human and material resources, ability and applicability of management theories, principles and techniques employed by the leader are usually overlooked. Remarkable success can be achieved by the efforts of the principal of the school through his mobilization and manipulation of human and material resources at his disposal in the school. Moreover, there is the tendency that school achievements depend on the managerial ability of the principal as a leader. According to Onuka and Durowoju (2012) one cannot claim to be an effective leader until such leader successfully manages others as well as material resources towards achievement of the pre-determined objectives of the organization. Leadership may, in a sense be considered as activity concerned with influencing the behavior of others, and the motivation efforts in a specific situation towards a goal. The influence and motivation may originate by acquisition of managerial skills and position in an organization.

Leadership is present in almost all human groups and endeavors. It is an important function in organizational settings since the achievement of goals and objectives in the group depends on the cooperation of group members through the leader's influence and behavior. Thus, leadership is the process of influencing and directing a group towards the achievement of given objectives Nwanko (1982) and Institute of Strategic Management, Nigeria (2013). Leadership is concerned with the initiating organization and direction of the action of the members of the group in a specific situation towards the achievement of the objectives of the group. According to Olagboye (2004) and Odanye (2009) a leader is an individual who guides the effort of his followers towards the attainment of organizational objectives.

An educational leader is one who accept the responsibility of being looked up to by others to guide the activities of a school system and enhance its performance Olatunji (1997). In educational organization, a principal is a formal leader for secondary school who prescribed roles includes leading others (teachers) to achieve objectives. In order to achieve the objectives, the leader of an educational institution at the primary, secondary or tertiary school level has two main roles which are professional leaders, they monitor and support teachers in order to function effectively in the classroom. This involves supplying necessary instructional materials to teachers, and making sure that they prepare lesson note and make use of them in the teaching learning situations.

The way a leader (principal) leads has influence on school success or achievement which connotes high students, academic performance and good character development Nwanko (1982:70) concurred with the statement, saying

Given good educational plans, good school programs, adequate facilities adequate qualified staffs etc. What is required is good administrative leadership to harness these for the success of the school. But a bad administrative leader may render ineffective, even the best school program, the most adequate resources and the most motivated staff and students.

In general perspective, a bad leader can bring a nation into an unprecedented socio-economic and political hardship as a result of such leader behavior which may be faulty Odanye (2009). Thus citizens and organizations of such country become casualties of such country's leadership. Maladministration good leaders who are good managers are essential in school system because of the role they play. Olagboye (1997) and Fabunmi (2004) identified the following as the managerial roles of the secondary school principal in addition to his duties as a leader.

A principal is expected to maintain proper order and discipline in the school; register the students, classify them according to the courses of study presented and report their progress through school. He also prepares the school budget for consideration of the board of governor and ensures that the attendance of students on every school day is recorded in the school register by each class teachers. It is the responsibility of the school principal to ensure that examination holds for promotion of students or for any purpose as required by Ministry of Education.

The principal is also charge with the responsibility of reporting the progress of the students to their parents or guardians each term. As regards discipline, the principal can also suspend any student found guilty of persistent truancy or opposition to authority, habitual neglects of duty and use of profane languages which is injurious to the moral tone of the school. Daris (2005) argued that student's parent, teacher and school board are many of the principals' consistency in addition to their broad range of responsibilities.

Leadership styles have been observed to affect job commitment and job commitment has also been associated with job satisfaction. Van yperen and Janssen (2002) explained the reasons why employees are satisfied with their jobs and also perform well in the organization. The effect of leadership styles or human relations on job performance satisfaction, stress and turn over

intention has seen well recognized. Leaders that want the best outcome must not rely on a particular leadership style or good human relation Goleman (2000).

According to Wikipedia (2015) a leadership style is a leader's style of providers, direction, implementing plans and motivating people. There are many different leadership styles that can be exhibited by leaders in the political, business or other fields. First is the authoritarian. The authoritarian leadership style or autocratic leader keeps strict, close control over followers by keeping close regulation of policies and procedures given to followers. These types of leaders make sure to only create a distinct professional relationship. Direct supervision is what they behave to be key in maintaining a successful environment and followership.

The second is the paternalistic leader. The way a paternalistic leader works is by acting as a father figure by taking care of their subordinates as a parent would. In this type of leadership the leader supplies complete concern for his followers or workers. In return, he receives the complete trust and loyalty of his people. Workers under this style of leader are expected to become totally committed to what the leader behaves and will not strive off and work independently. The relationship between these co-workers and leader are extremely solid.

The third is the Democratic leader. The democratic leadership style consorts and the leader sharing the decision-making abilities with group members by promoting the style is one off most of the group members and by practicing social equity Foster (2002). Research has found that this leadership style is one of the most effective and creates higher productivity, better contribution from group morale. The fourth is the laissez-faire leadership style where all the rights and power to make decision is given to the worker. The laissez-faire style is sometimes described as a "hands off" leadership style because the leader delegates the task to their followers while provides little or no direction to the followers. The fifth is the transactional leader who focuses their leadership on motivating followers through a system of rewards and punishment. This type of leaders identifies the needs of their followers and gives rewards to satisfy those needs in exchange of certain level of performance. The sixth is the Transformational leader in which the leader is not limited by his or her followers' perception. The main objective of this type of leader is to change or transform his or her followers' needs and redirect their thinking.

The dwindling performance of students in Yoruba language in secondary schools in Nigeria has become a serious concerned to parents, school mangers, and all stake holders. Different efforts have been directed towards ascertaining the reason for the dwindling performance. Some have

attributed the reason to poor preparation on the part of the students while others attribute it to Yoruba language teachers' lack of commitment to their job yet the poor performance persisted. Going through literature there are scarce of information on principal managerial task performance and leadership style as correlation of job commitment among Yoruba language teachers. Therefore this strongly sought the principal managerial task performance and leadership style as correlates of job commitment Among Yoruba Language teachers in Oyo State.

Research Questions

1.Does leadership style (authoritarian, paternalistic, democratic, laissez-faire, transactional and transformational) affect job commitment among Yoruba language teachers in Oyo state?

2. Does principal managerial task performance affects job commitment among Yoruba language teachers in Oyo state?

Methodology

An ex-post-facto design of survey research type was adopted for the study. The population for the study comprised of all Yoruba language teachers in Oyo state.

A multi-stage sampling technique was adopted in this study. Simple random sampling techniques were used to select twenty public and twenty private secondary schools from two local government Area of Oyo state.

Approximately two Yoruba language teachers per school were randomly selected. A total of 76 Yoruba language teacher were therefore selected from the secondary schools in the local government Areas. One instruments guided the study. Principal managerial task performance and leadership style questionnaire (r=0.86). The data generated were analysed using Multiple Regression Analysis

Result

Research Question 1: Does principal leadership style (authoritarian, paternalistic, democratic, laissez-faire, transactional and transformational) affect job commitment among Yoruba language teachers in Oyo state?

Table 1.1. Model Summary and ANOVA of the regression analysis of the contribution of different principal leadership styles to job commitment of Yoruba language teachers.

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1.220	6	.203	2.004	0.03*
Residual	7.001	69	.101		
Total	8.221	75			
R = 0.385 R Square = 0.148 Adjusted R Square = 0.074 Std. Error of the Estimate = 0.319					

Note   *= Significant at $p < 0.05$

  * *= Significant at $p < 0.01$

  * * *= Significant at $p < 0.001$

Table 1 shows the model Summary and ANOVA of the regression analysis of the contribution of different principal leadership styles to job commitment of Yoruba language teachers. The table shows that there is a positive relationship (R = 0.385) between the independent variables and the dependent variable. The adjusted R^2= 0.148, thus indicating that only 14.8% of the variance observed in the model was duly accounted for the principal leadership style variables. The table also shows that the relationship between leadership styles and job commitment among Yoruba language teachers ($F_{(3, 69)}$ = 2.004, $p < 0.05$) in the model is significant.

Table 1.2: Parameter Estimates of the relative contribution of different principal leadership styles to job commitment of Yoruba language teachers

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Remark
	B	Std. Error	Beta			
(Constant)	2.206	0.319		6.914	0.000	
Authoritarian	-0.032	0..041	-0.100	-0.748	0.436	Not Sig.
Paternalistic	-0.051	0.043	-0.137	-1.190	0.238	Not Sig
Democratic	0.093	0..074	0.145	1.243	0.218	Not Sig
Laissez faire	0.091	0..043	0..265	2.120	0.038*	Sig
Transactional	0.015	0..040	0..042	0.367	0.715	Not Sig
Transformational	- 0.080	0.041	0..231	1.943	0.056	Not Sig

Note   * = Significant at p < 0.05

* * = Significant at p < 0.01

* * * = Significant at p < 0.001

The results in table 1.2 above shows the relative contribution of different leadership styles to job commitment of Yoruba language teachers. The result showed that there was a significant independent contribution of Laissez faire leadership style (β = .265, t(69) = 2.120, p < 0.05) to job commitment of Yoruba language teachers.

However, though Authoritarian, Paternalistic, Democratic, Transactional and Transformational leadership styles contributed to job commitment of Yoruba language teachers, their contribution were not significant (p>0.05).

Research Question 2: Does principal managerial task performance affect job commitment among Yoruba language teachers in Oyo state?

Table 2.1: Model Summary and ANOVA of the regression analysis of the contribution of Principal managerial task performance to job commitment of Yoruba language teachers

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	3.904	5	.781	12.663	.000***
Residual	4.317	70	.062		
Total	8.221	75			

R   =   0.689
R Square   =   0.475
Adjusted R square   =   0.437
Std. Error of the Estimate   =   0.248

Note   *= Significant at p < 0.05

* *= Significant at P < 0.01

* * *= Significant at p < 0.001

Table 2 shows the Model Summary and ANOVA of the regression analysis of the contribution of principal managerial task performance to job commitment of Yoruba language teachers. The table shows that there is a positive relationship (R = 0.689) between the independent that 68.9% of the variance observed in the model was duly accounted for by the principal managerial task performance and job commitment among Yoruba language teachers (F (5.70)= 12.663, p < 0.001) in the model significant.

Table 2.2: Parameter Estimates of the relative contribution of principal managerial task performance to job commitment of Yoruba language teachers

Model	Unstandardized Coefficients		Standard coefficient	t	Sig.	Remark
	B	Std. Error	Beta			
(Constant)	.828	.395		2.096	.040	
Planning Task	.014	.074	.024	.192	.848	Not Significant
Organizing Task	-.055	.102	-.069	-.537	.593	Not significant
Directing Task	.179	.044	.406	4.105	.000***	Significant
Staffing Task	.206	.062	.349	3.299	.002**	Significant
Controlling Task	.219	0.85	.231	2.584	.012*	Significant

Note   * = Significant at $p < 0.05$

* * = Significant at $p < 0.01$

* * * = Significant at $p < 0.001$

The results in Table 2.2 above show the relative contribution of different principal managerial tasks to job commitment of Yoruba language teachers. The result showed that there was a significant independent contribution of Directing task (β = .406, t (70) = 4.105, $p < 0.001$), staffing task (β = .349, t (70) = 3.299, $p < 0.01$) and controlling task (β = .231, t (70) = 2.584, $p < 0.05$) to job commitment of Yoruba language teachers. However, though planning and organizing task contributed to job commitment of Yoruba teachers, their contributions were not significant ($p>0.05$).

Discussion

The results of this study on the effect of Principal leadership style and job commitment of Yoruba language teachers are consistent with those reported by other authors, Van Y peren and Janssen (2002) explained that why employees are satisfy with their jobs and also perform very well in the organization are the vital questions that are been asked in an organization. According to their study, workers satisfaction depends on their goal orientations which are a function of leadership style. The place of human relations and leadership style as regards job commitment of Yoruba language teachers cannot be over emphasized. Goleman (2000) stated that despite the fact that human relations has an impact on organizations, departments, teams and leaders that want the best outcome must not rely on a particular leadership styles or good human relations but employ the best strategy that give best results.

It has also been observed that employees that are been governed under the transactional leaders find dissatisfaction with the equity of the reward systems (Bass, 1985). Somech and Bogler (2002) in their work on antecedents and consequences of teacher organization and professional commitment of teachers revealed the distinctive relationships of teacher professional and organizational commitment with participation in decision making and with organization citizenship behavior. More so, it has been observed that leadership style plays an important factor in determining employee commitment in an organization; findings indicated that employees are pleased with their leaders that treat them with respect.

However, Meindl (1995) argued that job performance is determined by the worker's level of participation in the day to day running of the organization. This is a reflection of the human relation between the teacher and the principal. The results on the effect of praise by principal on job commitment of Yoruba language teacher have been explained by other authors. Bayona-saez (2009) worked on how to raise commitment in public university lecturers; to qualify the hypothesis that states that the presence of committed workers contributes to organizational success. Their findings revealed that personal variables had a positive impact on affective commitment and, while job related characteristics do not appear to be significant, group variables such as working atmosphere have a positive impact.

A working atmosphere where teachers are praised for jobs well done will surely encourage them to do more. Despite the importance of praise, Bruce and Nylan (2011) emphasized that a good

human relations will take the place of praises because when people are happy, they will not wait for any praise to be fully committed to their job to make their employer happy.

The importance of teacher having a sense of belonging to be fully committed to their jobs has been emphasized by other authors. A working atmosphere where teachers have a sense of belonging because of the acceptance from the principal, other teachers and students will encourage teachers to give in their best. Teachers will also have a sense of belonging when they are involved in the decision making process of the school. Somech and Bogler (2002) in their work on antecedents and consequences of teacher organizational and professional commitment revealed the distinctive relationships of teacher professional and organization commitment with participation in decision making and with organization citizenship behavior. Also, Masadragh (2003) emphasized that organization success depends on the loyalty and hard work of teachers and this involves both the leader and staff.

The achievement of teachers is seen in the way they deliver their jobs. Teachers' achievement is also affected by other factors. Mohammadtaheri (2011) studied the effective factors on the teachers' work commitment in high schools and observed a positive and significant correlation between economic factors, human relationship, teacher's knowledge, in-school factors, values system and teachers' work commitment.

Because of the relevance of the place of feeling of achievement on job commitment, most establishments send their staff out for training. Companies need their employees to be able to successfully communicate and convey information, to be able to interpret others' emotions, to be open to others' feelings, and to be able to solve conflicts and arrive at resolutions. By acquiring these skills, the employees, those in management positions and the customer can maintain more compatible relationships (DuBrin, 2007).

Conclusion

Job commitment among Yoruba language teachers depends on principal leadership, style and his managerial task performance. In addition to these, payment, promotion, supervision, fringe benefits, recognition, operating procedure, co workers, nature of work, communication and welfare packages were also observed as factors that affect job commitment among Yoruba language teachers in the study area.

Recommendations

From this study, the following recommendations are hereby made:

• Leaders and principals especially, should choose the best leadership style that will encourage job commitment among their staff especially Yoruba language teachers.

• The school principal should be more effective on his managerial tasks performance in school, in order to improve on the effective tone of the school.

• The principal should accord an equal status to each subject in the school curriculum and treat Yoruba language teachers equally with other subject teachers in the school.

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CASE STUDY: ENGINEERING CAPSTONE DESIGN PROJECTS AT HCT

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ABSTRACT

Higher Colleges of Technology (HCT) is a flagship public education institution offering diploma, bachelor, and masters programs. Based on 2017-2018 enrollment numbers, more than 22,000 students attend 16 modern, technology-enhanced campuses, enrolled in six (6) divisions offering seventy-two programs; 61% female students population. All programs are designed in consultation with the industrial advisory committee (IAC) to ensure that students' skills are job-relevant and to the highest standards. Students learn in technologically sophisticated, e-learning environments that encourage development of independent and life-long learning skills. English language is the medium of instructions across the HCT system.

Capstone design project in engineering programs is an apex of students learning during prior semesters and offers an opportunity to assess the attributes and outcomes in their graduating year. Since Spring 2016 semester, capstone design projects have undergone continuous restructuring to redesign their process and delivery mechanism. Faculty from major engineering programs were appointed in the committee to develop and implement a common assessment and delivery framework. Capstone Design Handbook with new guidelines along with common rubrics for outcomes assessment was prepared and updated to achieve these goals. An exit exam is incorporated in the capstone project courses as a final comprehensive exam that simulates Fundamentals of Engineering Exam (FE Exam) administered by the National Council of Examiners for Engineering and Surveying (NCEES), USA.

HCT had provided required resources to encourage students for highest degree of attainment by organizing system-wide competitions with the involvement of IAC members. In addition, project management aspect was incorporated in capstone design project as part of assessment tools to enhance the attainment of project management certification. Furthermore, innovation spaces with different creative zones will be dedicated for these projects to facilitate the design and prototyping process.

This paper examines the work completed by the committee on the refined capstone design courses at HCT during past two years (Spring 2016 to Spring 2018) including registration guidelines, kickoff, grading rubrics, design matrix, preparation of initial project proposal, community presentation, oral presentations, final project report, manuscript guidelines, and reporting dossier. The rubrics developed for capstone design projects are based on the program learning outcomes of ABET. In addition, assessment strategy for Senior Design Project I and Senior Design Project II , student's feedback, and grade distributions for capstone design projects will be discussed.

Keywords: Emotional intelligence. Principals' management skills, teachers' effectiveness

TEACHERS PERSPECTIVES ON POSITIVE IDENTITY FORMATION AMONG MINORITY STUDENTS IN A PLURALISTIC SOCIETY; THE CASE OF ISLAMIC SCHOOLS IN AMERICA

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ABSTRACT

A significant population of American Muslims have been attending private, full-time Islamic schools in the U.S. due to many factors but generally because of their dissatisfaction with the public school model where they live. These private Islamic schools have been a focal point in painting the picture and understanding of the American Muslim experience. This paper explores what teacher practices support successful student experiences in positive identity development at three private Islamic Schools in the U.S. This research focused on the teachers' perspectives on the types of support they provided in processes of positive identity formation among students at the private Islamic schools where they work combined with extracurricular activities and local university partnerships. This study follows qualitative case study methodology; discourse analysis of data through within case and cross case data analysis methods. The study is placed in the literature around the intersection of schooling and the psycho-sociology of healthy identity formation. It is also placed in the literature around the education of minority populations in American schools. In the context of the expectation that the common public schools meet the needs of all students, learning about an alternative model of schooling, one that caters to the minority Muslim population in the U.S. and its possible effects on students' lifelong success and education reform could contribute to the conversation about school choice and the role of private faith-based education in the reform processes. The findings revealed that, despite challenges in operations, instability of staff and finances, the teachers offered student identity support through varied

approaches including means of mentoring, care and role modeling, fostering a sense of family, community, and belonging in the schools where they worked, in addition to a distinctive focus on the formative, non-academic process of education coined as 'Tarbiyah'; which signifies spirituality and character formation.

Keywords: American Muslims; Islam in America; Religious Education; Islamic Schools; Identity Formation; Psycho-sociology and Education

Biography

Munirah Alaboudi is currently an Assistant Professor at the Graduate School of Education at Ibn Haldun University in Istanbul, Turkey. Before joining Ibn Haldun University, Alaboudi has worked at different educational institutions in Saudi Arabia and America. The most recent was Boston University where she finished her doctorate degree in Educational Leadership and Policy Studies and co-taught students attending the School of Education who aim at becoming future educational leaders and effective teachers. She also holds a graduate certificate in Program Planning, Management, Monitoring & Evaluation from Boston University. Alaboudi has consulted and conducted research on various issues in education including character and positive identity formation processes in educational contexts. Her research portfolio also includes topics such as education reform, excellence and cultural education, minority and migrant education, leadership studies, teacher training and performance, innovative curricula, as well as second language learners. She also trains teachers through an independent international certificate program.

A PROPOSAL TO DEVELOP SCHOOL SELF-FINANCING AND ITS OBSTACLES FROM THE POINT OF VIEW OF THE SCHOOL ADMINISTRATIONS IN THE STATE OF KUWAIT

MUNIRAH ALAJMI

AMAL ALSALEH

ABSTRACT

The aim of the study is suggest a proposal to develop self-financing in schools in Kuwait by identifying the views of the school administrations on the need to increase the sources of self-financing school, the procedural steps they follow, and the obstacles faced in diversifying sources of self-financing.

The researchers adopted descriptive research methodology through a questionnaire as a study tool distributed to 135 school principals and assistant principals in all public schools in Kuwait. The study suggested a proposal to develop self-financing in schools based on the following results of the study:

- There is a strong conviction among the school administrations in Kuwait that there is a need to diversify sources of school self-financing in order to face the problems of self-financing school.

- The school administrations confirmed the insufficient financial allocations by the Ministry of Education to cover the operational needs of the schools.

- Limited procedures used by school administrations to increase the sources of self-financing school.

- There is a statistically significant relationship between the responses of school principals about their conviction of increasing income sources and their actions in this direction, and their conviction that there are obstacles to diversification of sources of funding.

A FRAMEWORK TO CONTROL QUALITY OF PRIVATE HIGHER EDUCATION INSTITUTIONS IN DEVELOPING COUNTRIES (CASE OF KUWAIT)

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ABSTRACT

This paper presents a management framework to control quality of Private higher education institutions in developing countries. The model analyse the case of Kuwait, which is a small and rich country with a young population that faces challenges satisfying a great demand for higher education. To meet this growing need of higher education, one of the major government's strategies is establishing private universities affiliated with well-known accredited international universities to maintain a certain level of quality of education as well as transporting a variety of educational international cultures in the country.

Kuwait experience in the field of private universities is relatively new. Specifically started in 2000 based on the private universities law number 34/2000. Currently, a few number of private universities have already started and are cooperating with a number of international universities. The list contains university of Purdue, Saint Luis Missouri, Dartmouth College from USA; Warrick University from England; Technical University of Munich from Germany, University of Alberta and University of Victoria from Canada; Maastricht Business School from Netherlands; and University of Tasmania from Australia. There are three affiliation levels allowed by the government based on strength of cooperation and effectiveness. 1- Establishing a branch of an international university in Kuwait 2- Issuing academic degrees (certifications) for the graduated

students by an international university 3- Providing general educational services by an international universality such as program development, research cooperation, faculty exchange, students transfer, rules and regulations development, getting the academic accreditation, etc.

All costs associated with the above affiliations are covered by the local investors (founders) through an official agreement. The international university is encouraged to participate in the investment especially if it follows the first two categories. The government supports the private universities by providing the land to build the campus on, paying the registration tuitions for the eligible students and providing fund for scientific research.

This paper shows how the framework works by implementing guidelines regarding major issues including licensing procedures (feasibility study, market need study and international agreement of cooperation), institutional accreditation, university campus assessment, financial evaluation, annual report elements and evaluation, faculty members hiring criteria, and affiliated university follow up report evaluation.

Keywords: Higher Education, Accreditation, Management Modeling, Quality Framework

THE EFFECT OF A PROPOSED EDUCATIONAL UNIT IN DIGITAL CITIZENSHIP BASED ON BLENDED LEARNING ON THE DEVELOPMENT OF ENGLISH LANGUAGE SKILLS AND AWARENESS OF 3RD GRADE SECONDARY STUDENTS

ALMUFARRIJ

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ABSTRACT

Although critical reading and writing skills are very important, the level of students in school is still very weak (Abdel-Raheem, T.,2009). Therefore, these two skills need to be developed urgently because they are the tools to comprehend and communicate carefully with the written texts on different websites and applications. If students understand the language and if they are able to write correctly and to read critically, they will be able to deal successfully with the dangers they may face while using the internet which could be a result of the misunderstanding and the wrong interpreting of what they read and write in English. This misunderstanding could be used against them or may reflect negatively on their life. The researcher thought of using the content of (Digital Citizenship) to develop the two skills based on the theories which suggest that the students will be more interested in what they learn if the content is related to their real life and dealt with authentic problems they may face then, the main goals of learning will be achieved.

Furthermore, the teaching of digital citizenship in schools is suggested by numerous professional researchers such as Ribble, &Bailey (2014) as it may help to answer the fundamental questions in the present research which are as follows:

1- What is the effect of a proposed educational unit in digital citizenship based on blended learning on the development of the English language critical reading skill of 3rd grade secondary students?

2- What is the effect of a proposed educational unit in digital citizenship based on blended learning on the development of the English language critical writing skill of 3rd grade secondary students?

3- What is the effect of a proposed educational unit in digital citizenship based on blended learning on the development of the digital citizenship information literacy awareness of 3rd grade secondary students?

1. Introduction

The revolution of digital communication, the widespread of the internet use and technological applications, and the easy accessibility to data assets reported beneficial outcomes among people and on the whole society. However, the negative impact of such disobedience utilities with ethical tenets, legitimate controls, and standard principles that regulated life had become very clear (Algaid, 2014).

Nowadays, students are communicating with digital strangers who constitute an unmistakable solid threat. They are browsing suspicious sites, and it is becoming virtually infeasible to monitor every website they visit. Furthermore, it is difficult to supervise every person they communicate with or correspond with because of the spread of tablets and smart phones. They are unquestionably having the most vigorous impact on our students. We are yet to say whether the effect is negative or positive if we instruct and guide students about the risks of mishandling communication technology (Algaid, 2014).

Along with the wide spread of technology and its applications, most of the websites in the internet are using the English Language. It is the language of scientific sites, technological applications and digital games. Therefore, students need to develop their English language skills especially critical reading and writing as they are the tools to communicate and contact with others online and to understand what is being read or what to write. The researcher made use of these resources which were the internet website and what is related to it as Digital Citizenship in developing these two skills by adapting an attractive content that was claimed for the development of critical reading and writing skills.

Using English language in most of the digital applications and the online communications stressed the importance of mastering the English language and, its skills. This phenomenon put a heavy burden on English language teachers toward expanding students' understanding of different concepts related to their daily life such as digital citizenship and information awareness about the proper use of technology. Technology and the lamentable utilization of cell phones and personal digital devices in schools became a challenge to the teachers, which intrigued a serious question – what can the teachers do about the expanding and incrementing quandaries that emerged from the utilization of these devices? Most schools are attempting to react by confronting these issues and putting directions and regulations including the felicitous and inopportune utilization of technology. In some western societies, the application of these

regulations demonstrated a circumscribed impact on responsible behaviors while dealing with technology. The useful approach to stop these quandaries depends essentially on providing students with information, instructing intelligent considering, and putting the directions that will permit students to comprehend the best possible method for utilizing technology (Ribble & Bailey, 2007).

No doubt, spreading awareness of digital citizenship among family members and relatives as well as among students is a serious need that ought to be transformed into tasks and projects to support the common society and the media establishments' creativity. One of the instructive objectives in Saudi Arabia for secondary schools is ensuring the abilities of students as well as guiding them towards edifying instructive Islamic objectives and developing their scientific exploratory and mental thinking. Moreover, education aims at empowering students in the development of research, experiment, and systematic tracking. The appropriate utilization of resources, the adaptation of the right strategies in studying, and instilling the positive understanding will help students to confront the negative conceptions and the misleading deceptive ways. The concise schooling relies on the proper instructions and upraising of individuals in families and educational establishments (Ministry of Education Website, 01/01/1437).

Therefore, It is becoming imperative to search for instructing strategies that will help the teachers, particularly English language teachers, in most cases, because most of the applications and websites the students are using are in English to develop their students skills with the best available methods. For instance, students frequently need to register and fill forms in many websites in the English language, even programs and applications need a good level of the students reading comprehension and writing skills. Therefore, mastering English language skills is becoming a requirement to be able to access websites and to comprehend the read texts whether they are instructions, terms or forms. Blended learning (BL) is a method of learning that requires the students' serenity in light of the fact that whatever they learn must be to their benefit (Abu Zaid, 1982). This proposes that students ought to master the English language skills particularly perusing and composing in light of the fact that the utilization of the cyber world and the websites that the students customarily use requires a decent grasp of the English language to create learning and seek information. In integration, reading without fully understanding or indicting any erroneous information could lead to negative results or exposure for the student

himself. Surveys proved that there is a relationship between digital vigilance, the fulfillment of digital citizenship, and the utilization of technology. The more individuals utilize modern technology the better conscious they become on understanding the fundamentals of the digital citizenship (Alzahrani, 2015). The first paragraph of the paper is the introduction. In the introduction the paper informs the reader what the topic is.

2. The Research Problem

Although critical reading and writing skills are very important, the level of students in school is still very weak (Abdel-Raheem, T.,2009). Therefore, these two skills need to be developed urgently because they are the tools to comprehend and communicate carefully with the written texts on different websites and applications. If students understand the language and if they are able to write correctly and to read critically, they will be able to deal successfully with the dangers they may face while using the internet which could be a result of the misunderstanding and the wrong interpreting of what they read and write in English. This misunderstanding could be used against them or may reflect negatively on their life. The researcher thought of using the content of (Digital Citizenship) to develop the two skills based on the theories which suggest that the students will be more interested in what they learn if the content is related to their real life and dealt with authentic problems they may face then, the main goals of learning will be achieved.

Furthermore, the teaching of digital citizenship in schools is suggested by numerous professional researchers such as Ribble, &Bailey (2014) as it may help to answer the fundamental questions in the present research which are as follows:

1- What is the effect of a proposed educational unit in digital citizenship based on blended learning on the development of the English language critical reading skill of 3rd grade secondary students?

2- What is the effect of a proposed educational unit in digital citizenship based on blended learning on the development of the English language critical writing skill of 3rd grade secondary students?

3- What is the effect of a proposed educational unit in digital citizenship based on blended learning on the development of the digital citizenship information literacy awareness of 3rd grade secondary students?

3. Research Objectives

This research is attempting to achieve the following goals:

1- Adapt the proposed educational unit in digital citizenship based on blended learning in order to develop English language skills and information awareness of 3rd grade secondary students.

2- Identify the effect of the proposed educational unit in digital citizenship based on blended learning on the development of English language skills of 3rd grade secondary students.

3- Identify the effect of the proposed educational unit in digital citizenship

based on blended learning on the development of information awareness of 3rd grade secondary students.

4. Research Methodology

4.1 Research Design

This research adopted the one group quasi- experimental design to assess the effect of using the proposed unit of digital citizenship based on blended learning on developing the skills of English Language (EL) (critical reading and writing) and on the development of the awareness (DCILA) of students of the 3rd grade in the 3rdSecondary School in Jeddah .

Figure 1 Research Experimental Design
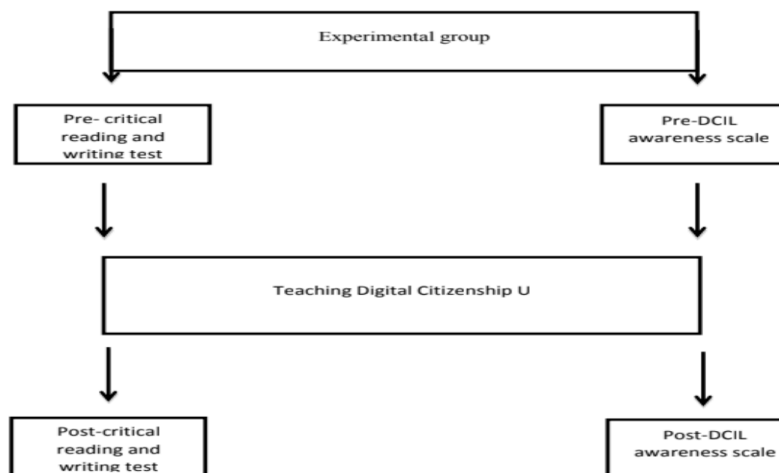
4.2 Research Variables

There are two variables for the research; the independent variable which is the proposed Unit of digital citizenship based on blended learning and the dependent variables that are the EL skills (critical reading and writing) and the students' DCILA.

4.3 Research Sample

The Sample of the research consisted of the students of the 3rd grade at the secondary stage in the 3rd Secondary School in Jeddah. The researcher chose the subjects involved in this research purposefully. The sample included 30 female students in the 2nd semester of 1436-1437 h. The students' level in English skills was average but in IL of digital citizenship was very weak noticed from the pre- application of the tools.

4.4 Research Tools & Materials

The materials consists The proposed Digital citizenship Unit with the title (Digital Citizenship. It's Not One Week, its 24/7. 365). The unit is adapted by the researcher. The tools composed of Critical Reading & Writing Tests IL Awareness Scale.

4.5 Research Procedures

After reading and searching extensively about Digital Citizenship, and how to develop the EL skills of students and develop their awareness of IL, the researcher designed a unit based on blended learning to develop reading and writing skills, especially critical abilities. The unit contained some tasks that need to use digital technology inside and outside class; the lessons were taught on-line. With 2 hours daily and 5 sessions per week, the lesson was given to the experimental group for a period of two weeks.

- The pre-test and the pre-scale were given to the experimental group before studying the unit.

- To ensure that the participants in this research realized the nature of the research, the researcher met with the experimental group, and a scheme was given to the students about the aim of the research, its objectives, and its procedures. The researcher discussed the concept of

digital citizenship with the sample and notified them to use their digital devices inside the class during the two weeks.

- The researcher taught the unit using face-to-face and English Language teaching methods with the help of

(https://www.commonsensemedia.org/educators/digital-citizenship), for extra practice of reading and writing to achieve the goals and objectives of each lesson. Therefore, the researcher used EDMODO classroom, to connect with the experimental group outside the school.

- At the end of the unit and after conducting the experiment, a post-test and a post-scale application were given to the experimental group to assess the unit effect on the sample's performance.

5. Results and Discussion

A statistically significant effect of building up the EFL aptitudes, particularly persuasive and critical writing, resulted of teaching the proposed unit of digital citizenship in light of the blended learning technique. Building up the awareness skills of the IL of students also concurred with similar outcome. These results coincide with other related researches of similar

theme such as the study of (Gozalves, V. 2011), and (Alzahrani,A. 2015) which were mentioned in the related studies. Regardless of the short two-weeks-experiment, the outcomes of teaching the unit were exceptionally positive. Such experimentations enhanced the subjects' accomplishments in the skills of reading and writing, as well as expanded their consciousness of advanced DCILA In addition, it proved to be convenient to use blended learning techniques to educate students and help them accomplish the objectives of this examination as mentioned in (Mslmani, M. 2015) and (Sharaf, S. & Aldamardash, M. 2014). From these outcomes, the study can answer the questions of the research, "What is The Effect of a Proposed Educational Unit in Digital Citizenship Based on Blended Learning on the Development of English Language Skills and Awareness of 3rd Grade Secondary Students?" The researcher adapted a unit containing five lessons that discussed the nine elements of digital citizenship using the blended learning approach that mentioned in the website of Common Sense and made some modification to cope with the Saudi schools environment. A smooth interaction between the researcher and the students inside and outside the school was established with the help of mixing the traditional face-to-face teaching and the new electronic

methods using the new technology, which is based on the constructivism theory. The lesson's objectives were achieved in the tasks, exercises, videos, and photos that were used. The context of the lesson was a kind of guided practice and free performance, which the researcher created online using EDMODO class. The variety of the tasks empowered the critical thinking of students, which motivated them to peruse, compose, examine, and evaluate issues and situations with solving problems. At last, the content of the unit contained a considerable measure of directions and advices that helped the subjects expand their awareness of IL of digital citizenship and its related ethics. As studied in (Ibrahim, D. 2014) and (Amer, A. 2015). The researcher developed critical reading and writing tests and designed DCILA scales to measure the impact of the unit on the development of the EFL skills and the IL awareness of the experimental group. The findings of pre-post-applications of perusing and composing aptitudes demonstrated that the teaching of the unit helped improve the students' critical thinking skills; therefore, their scores in the post-tests were higher than the scores of the pre-tests and that agrees with the studies of (Abdel-Raheem, 2009) and (Amer,A. 2015). Moreover, the results of the pre-post-scale-measures indicated that the awareness of the students became higher in the post-tests than in the pre-tests. The rate of the entire tests and scales demonstrated that the effect of the unit was acceptable in building up the consciousness of the subjects, which is the principle objective of the research to expand the subjects' moralities when managing the digital world. Nonetheless, teaching the proposed whilst using blended learning can enhance the subjects' EFL skills and their DCILA. These findings can strongly support the research hypotheses for using this unit as a very effective tool to teach EFL skills and develop the IL awareness in schools and English classes.

Table 1. The comparison between 3 changes regarding Digital citizenship, Reading, and Writing

	% of change				Kruskal-Wallis Test	
	Range	Median	Interquartile Range	Mean rank	X^2	P-value
Digital citizenship	-13.64 : 133.33	50.00	47.84	42.09	7.97	0.02
Reading	-16.67 : 1300.00	66.67	89.29	50.31		
Writing	-100.00 : 500.00	0.00	116.67	32.07		

Figure 2. The comparison between 5 changes regarding Digital citizenship, Reading, and Writing.
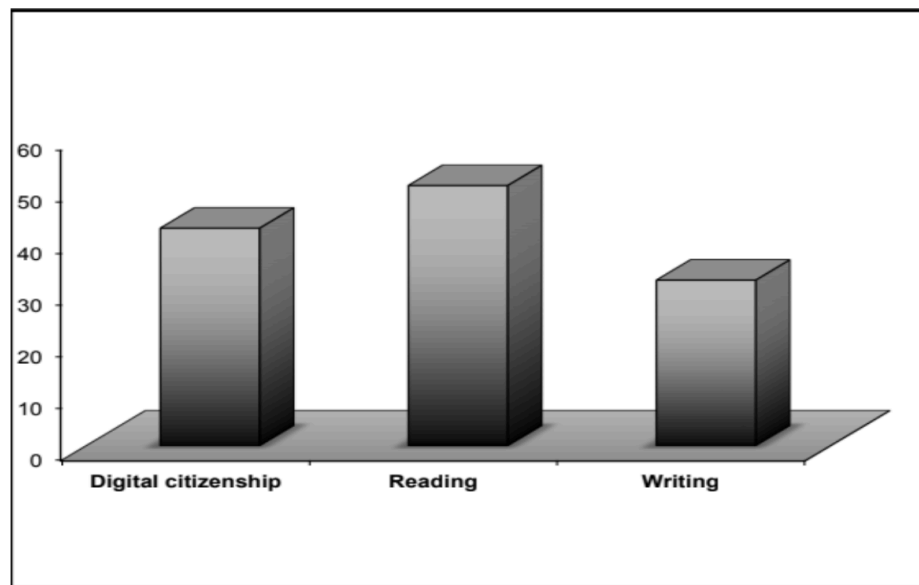
Digital citizenship is a crucial aspect of communication nowadays, because of the huge revolution of digital technology and the need for using it as a part of our life. It is used intensively everywhere, such as at home, in schools, libraries, markets, and even on the streets. As a result, decision makers at the field of education are forced to create various methods to instruct students, especially the youngsters, on the ethical and adequate ways to use this technology. Therefore, they plan some programs to tackle such topics as well as to increase the students' critical thinking, which helps them evaluate situations and solve numerous problems. Using

 technology and interacting via the internet requires using English Language intensively, so the researcher decided to design a unit in digital citizenship based on using the BL approach. The researcher believed that teaching such skills in English classes would help achieve the aim of developing EFL skills and strengthen the students' awareness of IL of digital citizenship. Throughout this research, the researcher attempted to answer three main questions:

1- What is the effect of the proposed educational unit in digital citizenship based on blended learning on the development of English language Critical Reading Skills of 3rd grade secondary students?

2- What is the effect of the proposed educational unit in digital citizenship based on blended learning on the development of English language Critical Writing Skills of 3rd grade secondary students?

3- What is the effect of the proposed educational unit in digital citizenship based on blended learning on the development of IL Awareness of 3rd grade secondary students? Accordingly three hypotheses are suggested as follows:

1-There are no statistically significant differences at the significance level ≤ 0.05 between the mean scores of the experimental group in the pre-post-critical reading test.

2-There are no statistically significant differences at the significance level ≤ 0.05 between the mean scores of the experimental group in the pre-post critical writing test.

3- There are no statistically significant differences at the significance level ≤ 0.05 between the mean of the scores of the experimental group in the pre-post- scale of DCIL awareness.

The research followed the quasi-experimental-design, to examine the effect of the proposed educational unit in digital citizenship based on blended learning on the development of the English language skills (Reading and Writing) and IL awareness of 3rd grade secondary students. The research sample was one experimental group of 30 students who were taught the unit by using the BL method in addition to the traditional way of face-to-face interaction. The research materials and tools consisted of the unit, the pre-post-test of reading, the pre-post-test of writing, and pre-post-scale of the IL awareness.

The research hypotheses were refuted by using pre-post-reading-test and pre-post-writing-test to explore the effect of teaching the unit on developing the reading and writing skills of the students. Likewise, the last hypothesis was refuted by using the pre-post-scale of DCIL awareness to measure the effect of teaching the unit on developing the IL awareness of the sample. The differences between the pre-post- critical reading-tests, pre-post-critical writing-tests, and pre-post-DCIL-awareness in the students' performance were the results of the effect of the independent variable which was the teaching of the proposed educational unit of digital citizenship. The researcher taught the unit using face-to-face and Electronic Learning teaching methods with the help of https://www.commonsensemedia.org/educators/digital-citizenship, for extra practice of reading and writing to achieve the objectives of each lesson. Therefore, the researcher used EDMODO classroom, and connected with the experimental group outside

school. After teaching the unit and conducting the experiment, a post-test and a post-scale were applied to the experimental group.

5.1 Summary of the Results

In this research the researcher used an educational unit of digital citizenship based on BL to measure its effects on the development of EFL skills of the students (critical reading and writing) and the development of the student awareness of IL of digital citizenship. The findings and results refuted the 3 hypotheses of the research that there were statistically

significant differences at the significant level ≤ 0.05 between the mean scores of the experimental group in the pre-post – critical reading tests in favor of the post- reading test. In addition, there were significant differences at the significance level ≤0.05 existed within the mean of the scores of the experimental group in the pre-post-critical writing-tests in favor of the post-writing-test. Furthermore, there were significant differences at the significance level ≤0.05 existed within the mean of the scores of the experimental group in the pre-post-DCIL awareness-scale in favor of the post-DCIL awareness scale. Finally, the researcher noticed a positive effect of teaching digital citizenship based on BL, on the development of EFL skills (critical, reading, and writing), and on the development of the students' IL awareness that had been addressed in the research.

6. Perspectives

After discussing the results of the research, the researcher came out with a number of recommendations that might help developing EFL skills and Students' DCIL awareness:

1-Combining blended learning and face to face interaction teaching in the classroom with teaching EFL skills to increase interaction between the students and their teachers inside and outside school

2- Providing classrooms with the necessary equipment to facilitate teaching and to make digital teaching and learning more effective

3- Training the teachers to teach digital citizenship consolidated with the content they teach because by teaching Digital citizenship the students will be good digital citizens who can use technology ethically

4- Encouraging the Ministry of Education (MOE) to design a curriculum that concentrates on these kinds of real life issues and topics to teach at schools because discussing these kinds of issues such as Digital Citizenship increase and develop students motivation to learn English Language and be perfect in its skills so they can apply the language they learn in subjects consider important to them and related to their real lives

5- Encouraging teachers to use various teaching approaches that motivate and develop the students' critical thinking

6- Commencing to teach digital citizenship and how to manage technology and data ethically from early classes

7- Increasing the IL awareness of the students by training them to search and to solve problems that provide them with long-life learning experiences

6.1 Suggestions for Further Research

After conducting the research, the researcher realized that there is a need for further research in this field of digital citizenship awareness and EFL teaching and learning such as:

1- Further researches are recommended to assess the effect of the Digital Citizenship unit on the development of other EFL skills, such as listening and speaking.

2- Researches are required to evaluate the effect of integrating digital citizenship in the content of the main curriculum of English Language in schools for better awareness and outcomes.

3- Recommended further research for assessing the effect of this Digital Citizenship unit on developing the ability of the students to discuss and solve problems in a creative way.

4- Recommended further research on the effect of a proposed unit of digital citizen ship based on BL on long-life learning.

5- In this research, the educational unit was based on the BL. Further research is recommended on digital citizenship using various methods of teaching such as the flipped class room or using the strategies of thinking routines.

6- Recommended further research about a proposed program of digital citizenship for English language teachers to develop their awareness and teaching methods.

7- Recommended further research about the effect of using social media applications on the development of EFL skills and motivating students to learn.

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KEY COMPETENCIES FOR ENGINEERING GRADUATES ACCORDING TO SAUDI INDUSTRIAL MARKET

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ABSTRACT

This paper presents a management framework to control quality of Private higher education institutions in developing countries. The model analyse the case of Kuwait, which is a small and rich country with a young population that faces challenges satisfying a great demand for higher education. To meet this growing need of higher education, one of the major government's strategies is establishing private universities affiliated with well-known accredited international universities to maintain a certain level of quality of education as well as transporting a variety of educational international cultures in the country.

Kuwait experience in the field of private universities is relatively new. Specifically started in 2000 based on the private universities law number 34/2000. Currently, a few number of private universities have already started and are cooperating with a number of international universities. The list contains university of Purdue, Saint Luis Missouri, Dartmouth College from USA; Warrick University from England; Technical University of Munich from Germany, University of Alberta and University of Victoria from Canada; Maastricht Business School from Netherlands; and University of Tasmania from Australia. There are three affiliation levels allowed by the government based on strength of cooperation and effectiveness. 1- Establishing a branch of an international university in Kuwait 2- Issuing academic degrees (certifications) for the graduated students by an international university 3- Providing general educational services by an

international universality such as program development, research cooperation, faculty exchange, students transfer, rules and regulations development, getting the academic accreditation, etc.

All costs associated with the above affiliations are covered by the local investors (founders) through an official agreement. The international university is encouraged to participate in the investment especially if it follows the first two categories. The government supports the private universities by providing the land to build the campus on, paying the registration tuitions for the eligible students and providing fund for scientific research.

This paper shows how the framework works by implementing guidelines regarding major issues including licensing procedures (feasibility study, market need study and international agreement of cooperation), institutional accreditation, university campus assessment, financial evaluation, annual report elements and evaluation, faculty members hiring criteria, and affiliated university follow up report evaluation.

Keywords: Competencies, curriculum, market needs, outcomes, accreditation

INTRODUCING TOTAL QUALITY MANAGEMENT PILLARS IN HIGHER EDUCATION THROUGH IMPLEMENTING 5C SELF-ASSESSMENT MODEL

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ABSTRACT

Total Quality Management (TQM) in Higher Education has played a critical role in improving quality of education continuously. Plenty of models and standards are designed and proposed by quality gurus and international standardization organizations for education sector solely. One of them is John Jay Bonstingl's 4 Pillars in education which are: synergistic relation, self-assessment and continuous improvement, ongoing process and leadership. The 4 Pillars are the main focus of my research. Through the research, quality management approaches and principles in higher education have been investigated, and self-assessment experiences of international universities have been studied. Through the article, I will introduce 5C (cognizing, comparing, correcting, continuing and conducting) self-assessment model which I have proposed and applied in my teaching. The model is based on quality principles, notions of TQM and John Jay Bonstingl 4 Pillars. Benefits and challenges which I have faced with my students and further recommendations will be introduced in the article.

Keywords: Total Quality Management in Higher education, self-assessment

THE ABSENCE OF TEACHERS AND ITS IMPACT ON STUDENTS' ACHIEVEMENT

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ABSTRACT

The excessive employee absences in organizations such as business community and industrial organization are problematic because the reduction in productivity; however, absences in the education field are a particularly troublesome (Chrisel, 2007). Social exchange theory suggests a control center that is influenced by cultural variables and focuses on social interaction among individuals within an organization (Clay, 2007). Teacher absenteeism can have negative effects on an entire school system, from reducing student achievement and attendance to destroying school reputations (Steiner-Khamsi & Harris van Keuren, 2009).

Keywords: Teacher absenteeism, Student achievement, and Causes of absenteeism

RECLAIMING SANSKRIT FROM OBLITERATION: PERCEPTIONS AND CHALLENGES

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ABSTRACT

Language is universally acknowledged as the building block of any civilization. A social construct and a vibrant medium of discourse, it is a tool of communication and dissemination of knowledge, exploration of ideas and sentiments, and prescription of behavior and conduct. In fact, the world around us is perceived through our language only. In consonance with other social constructs, language also undergoes change with time. Some languages grow and thrive and gain global visibility, while others decay and die owing to various premeditated, correlated or ancillary factors. Thus, if English has become the lingua franca for the majority of population, there are many Asian and African languages which have become extinct or are on the verge of extermination.

The present paper is a humble attempt to explore the transmutation of Sanskrit, the classical Indian language, from its divine and esteemed stature to the present near -extinction state, but for its sacerdotal use by the Hindus. The origin of Sanskrit dates back to the 2nd millennium when Rig Veda was scripted, after having been preserved and transferred for centuries in oral form through the Guru -Shishya Parampara or the Teacher-Disciple tradition. Its restrictive use chiefly by the upper castes in the varna system led to its alienation from the masses, making Sanskrit the language of the affluent or learned elite class, although it is credited with reflecting the very essence of the Indian civilization. With time, it also had to vie with other languages such as

Prakrit, Pali, Tamil, Hindi and other regional languages for a place as a popular native language in the Indian ethos.

Historians agree that India – a land of multi-ethnicity, a multiple babble of tongues and cultural plurality has been home to one of the oldest civilizations of the world. Her affluence in terms of customs and traditions, architecture, and economy captivated the imagination of many a plunderers and invaders like the Greeks, Huns, Arabs, Turks, Afgans, Persians, Mangols, the Portugese, the Mughals, the French and the British. Centuries of foreign rule especially during the last millennium when the Mughals ruled over India for nearly 600 years followed by the British colonization subjugated and transmuted further the existing social constructs. This influx took its toll not only on the cultural synthesis, political stability and social harmony of the sub continent but also on the popularity of Sanskrit as a language despite being the repository of infinite knowledge on diverse scientific and medical fields.

The decline of Sanskrit was augmented in the 11th century, with the introduction of Arabic / Persian and Urdu as the languages of governance by the Mughals. Later, with the advent of the British all these Indian languages became proscribed as English gained prominence over them. The initiation of the natives into English language learning and the European education system by the British, further weaned away the natives from Sanskrit. Consequently, the language that had defined the cultural order across a major part of Asia for nearly 2000 Years; and was sacred to religions such as Hinduism, Buddhism and Jainism had to struggle for recognition and, in fact, its survival. It is heartening to mention that the most sophisticated and advanced wisdom encased in some of the oldest scriptures of the world such as the Vedas, the Upanishads and Puranas has been written in Sanskrit. Moreover, although there had never been much homogeneity between the various tribes of the Aryans, yet the status of Sanskrit as the most scientific, ancient and spiritual language had never been questioned during the ancient times. But today, under the influence of the 'etic' or outside perspective of the western academia, Sanskrit has been categorized as a dying language with its use restricted to religious ceremonies, and the number of its native speakers ever dwindling. Incidentally, the same academia still regards Mandarin, Persian and Arabic as living languages despite their restrictive usage. But unfortunately, as victims of mental colonization, we too appear to have accepted this assumption of Sanskrit's imminent extinction indisputably.

This paper is an attempt to question the hegemony of western approaches in denouncing Sanskrit as an obsolete language while establishing how it is rather integral to the Indian ethos, for it enshrines the corpus of Indian philosophy and way of life. The paper also aims to suggest various desirable measures and an action plan that needs to be formulated and executed in all earnestness to help Sanskrit reclaim its past glory and stature. It also tries to establish Sanskrit as not only a language of antiquity but also as the one which shaped India's culture, nurtured her music and dance forms, yielded its philosophy, initiated comparative linguistics and presented the world with treatises in multiple disciplines, thereby ensuring its prominence and significance as a classical yet modern language.

DEVELOPMENT OF FLIPPED CLASSROOM MODEL USING CONSTUCTIONISM APPROACH TO ENHANCE CREATIVE VIDEO PRODUCTION ABILITY FOR UNDERGRADUATE STUDENTS

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ABSTRACT

The purposes of this research were : 1) to developed flipped classroom model using constructionism approach to enhance creative video production ability for undergraduate students 2) to compare creative video production ability between before and after learning activities by using flipped classroom model. 3) to compare the pretest and the posttest learning achievement score, and 4) to study the Faculty of education students satisfaction toward learning activities by using flipped classroom model that constructed by researcher.

There were 2 groups of populations. The first group consisted of 10 educational technologist experts, selected by the purposive sampling technique. The second group were 149 students who enrolled in the 423332 Video Production course, second semester of 2018 academic year, Faculty of Education, Burapha University. The subjects for the experiment phases was 30 students who were selected by cluster random sampling. Data were analyzed using mean, standard deviation, and dependent samples t-test.

Results of the research were shown as follows : of the flipped classroom model using constructionism approach to enhance creative video production ability for undergraduate students should be included of the 8 components I-COACHING (I : inspiration & introduction video production   : in-class activities, C : concept exploration and planning video production :

out of class Activities, O : observation & online preparing video production : out of class activities,   A : analyze and alternative creative style :in-class activities, C : creating by doing : out of class Activities, H : hands-on editing : out of class activities, I : improve video production :in-class activities, N : network sharing : out of class activities , G : goal based evaluation production to distribution : in-class Activities). The efficiency of the flipped classroom model was 80.33/81.10 which follows the criteria. The specialists' opinions about the components of the flipped classroom model are in the level of "very much" (X= 4.50, SD= 0.48). It was found that the posttest score was higher than the pretest score at .05 level of significance. After learning from the flipped classroom model the creative video production ability score was higher than before learning at .05 level of significance. The subjects satisfaction toward the flipped classroom model was at "high" level.

Keywords: Flipped Classroom, Constructionism, Creative Video Production

Introduction

Nowadays, educational innovation and technology is importance for learning environment management because of the development and progress of information and communication technology. Additionally, ICT tools allow teachers to communicate effectively and provide teachers with the ability to give education students immediate feedback about how they're performing. Therefore, the instructor should be have instructional design to suitability in the 21st century skills. Moreover, traditional learning environment methods have become inadequate in meeting different learning demands. The reason of this is that students do not feel themselves comfortable and learning environment is not appropriate for them in the traditional classroom instruction system where the teacher is in the center of the learning process. [1] In addition, the teacher and students should give active learning participation. One of the most learning environment management methods to active learning in the 21st century skills is flipped classroom model.

The flipped classroom model is defined as a model where students have the possibility to add new information out of class by watching videos before the lesson, listening to podcasts, and researching articles about the subject. Students then log in to a Facebook-like social tool, where they post their questions. [4] Although the flipped classroom model can enhance and enrich to be learning style for higher education's learner to choose in learning but the teacher helps the learners be able to build the knowledges by themselves and create by doing. Thus theories that can support teaching and learning by doing are constructionism approach.

The constructionism approach is theory of education beliefs that the knowledges are able to be built by the learners but are not able to be supplied by the teachers. Students learn best when they are in the active roles of the designer and the constructor. [7] The constructionism is the learning style that uses the materials and the educational technology under the learning environment, the diversity of the learning environment, to have the choices for learning and the congeniality or the good social interaction. [8] [9] [10]   For learning by using the constructionism theory makes the learners be able to build the knowledges by themselves and create by doing which can make the learners get the knowledges and inspiration to build the products. The video production course is process for creating by doing. It take times in-class and out of classroom for create video production process.

All of these related to the Thailand national educational act 1999 in chapter 4 : national education guidelines ; section 24 to provide training in thinking process, management, how to face various situations and application of knowledge, for obviating and solving problems, to organize activities for learners to draw from authentic experience. [5] Furthermore, related to the proposals for the second decade of education reform in Thailand (2009-2018) actions taken for strengthening the above areas of concern will enable the new generation of the Thai people to acquire: ability for self-learning; avidity for reading and lifelong learning ; Rational and creative thinking skills; ability to analyze and solve problems as well as to communicate ; Public-mindedness ; concern for matters of public interest; discipline; capacity for team working. [6] In addition, the flipped classroom model using constructionism approach to enhance sustainable the 21st century skills.

All of these are the reasons of the researcher who has the objectives in studying to developed flipped classroom model using constructionism approach to enhance creative video production ability for undergraduate students ; to compare creative video production ability between before and after learning activities by using flipped classroom model. ; to compare the pretest and the posttest learning achievement score, and to study the Faculty of education students satisfaction toward learning activities by using flipped classroom model that constructed by researcher. The result of researching is the way to develop the flipped classroom model style in video production course for undergraduate students.

Research Methodology

1. This research is the research and development (R&D) by applying ADDIE Model to flipped classroom model using constructionism approach to enhance creative video production ability with undergraduate students. It is able to show in figures 1.
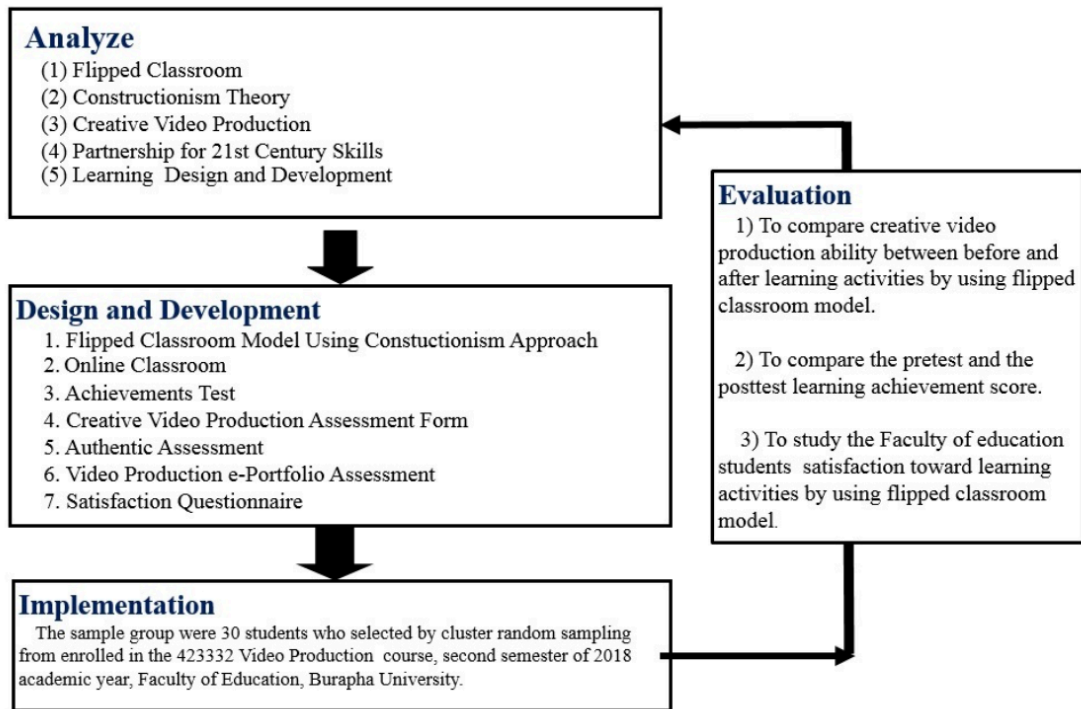
Figure 1: The research and development framework by applying ADDIE Model to flipped classroom model using constructionism approach to enhance creative video production ability with undergraduate students.

1. The samples group were 149 students who enrolled in the 423332 Video Production course, second semester of 2018 academic year, Faculty of Education, Burapha University.

2. The subjects for the experiment phases was 30 students who were selected by cluster random sampling.

3. The research instruments comprised of 7 types of the tools as follows:

3.1 The flipped classroom model using constructionism approach .

3.2 The flipped classroom model using constructionism approach lessons.

3.3 The flipped classroom model using constructionism approach assessment.

3.4 The undergraduate students for video production authentic assessment.

3.5 The undergraduate students for video production performance assessment.

3.6 The achievement tests of pretest and posttest.

3.7 The satisfaction questionnaire.

4. This research is the research and development (R&D) .There are several research activities included :

4.1 Design and development of flipped classroom model using constructionism approach to enhance creative video production ability.

4.2 The implementation steps of flipped classroom model using constructionism approach to enhance creative video production ability with undergraduate students.

Conceptual Framework

The conceptual framework represents the researcher's analysis and synthesis of literature review on how to explain the development of flipped classroom model using constructionism approach as follows . It is able to show in figures 2.
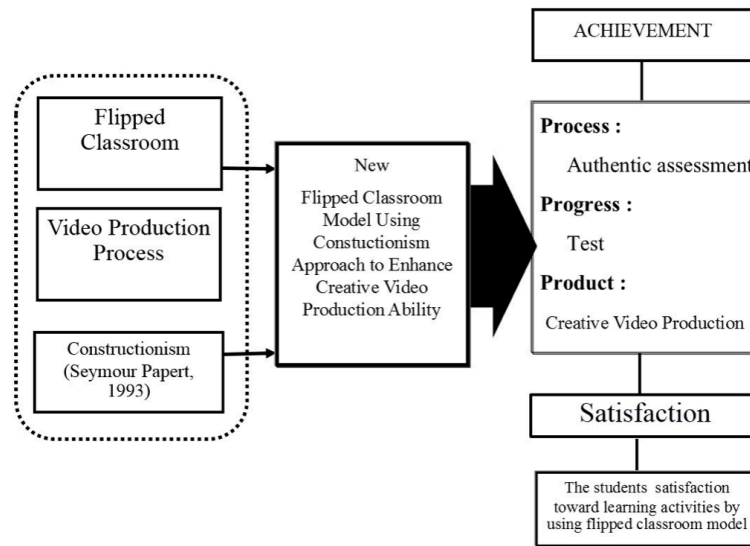
Figure 2: Conceptual framework for the development of flipped classroom model using constructionism approach to enhance creative video production ability for undergraduate students

Data Analysis

The statistics were used in this research study are as follows :

1. The basics statistics are the Mean and the Standard deviation.

2. The statistics for the assessment of the instruments' quality were ;

2.1 The value difficulty and the discrimination for analyzing the achievement test.

2.2 The reliability "Alfa Coefficient" for analyzing the achievement test.

3. The statistics for assessing the experiment were the mean, the standard deviation and the t-test for dependent.

Research Results

1. The flipped classroom model using constructionism approach to enhance creative video production ability should be included of the 8 components I-COACHING (I : inspiration & introduction video production : in-class activities, C : concept exploration and planning video production : out of class Activities, O : observation & online preparing video production : out of class activities, A : analyze and alternative creative style :in-class activities, C : creating by doing : out of class Activities, H : hands-on editing : out of class activities, I : improve video production :in-class activities, N : network sharing : out of class activities , G : goal based evaluation production to distribution : in-class Activities). It is able to show in figures 3. The specialists' opinions about the components of the flipped classroom model are in the level of "very much" (X= 4.50, SD= 0.48).
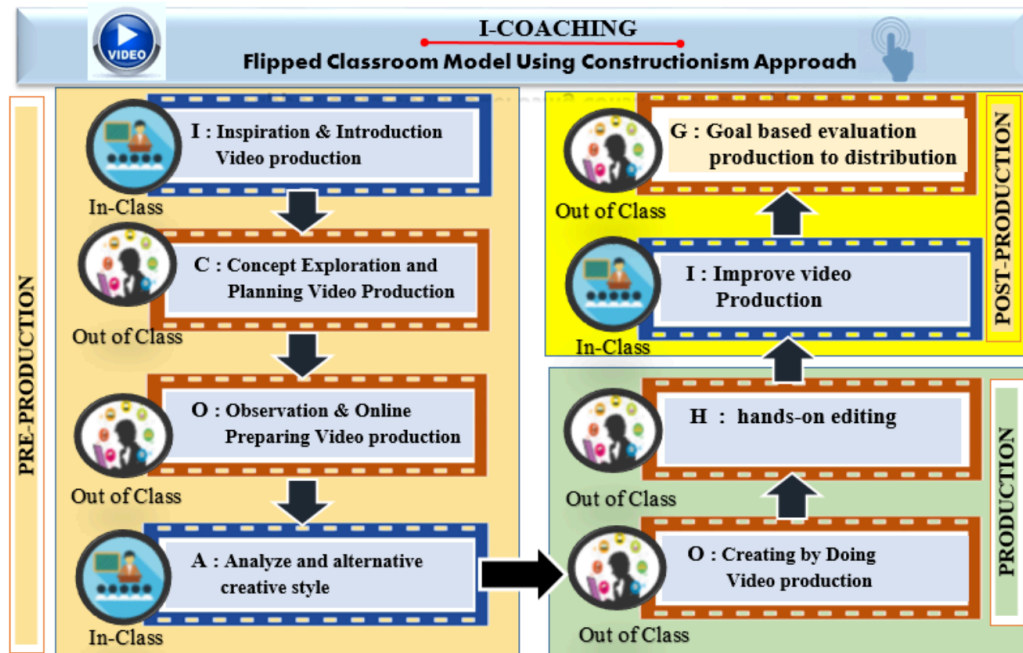
Figure 3: The flipped classroom model using constructionism approach to enhance creative
video production ability

2. The efficiency of the flipped classroom model using constructionism approach was
80.33/81.10 which follows the criteria. Shown as in table 1.

Table 1 : The efficiency of the flipped classroom model using constructionism approach

The efficiency of the flipped classroom model using constructionism approach for undergraduate students	N = 30	
	Criteria : E1/E2 = 80/80	
	E1 Formative Evaluation	E2 Summative Evaluation
The Efficiency	80.33	81.10

3. To compare creative video production ability between before and after learning activities by
using flipped classroom model. After learning from the flipped classroom model the creative
video production ability score was higher than before learning at .05 level of significance. Shown
as in
table 2.

Table 2: To compare creative video production ability between before and after learning activities by using flipped classroom model based on constructionism approach.

Creative video production ability between before and after learning activities by using flipped classroom model.	N	$\overline{X}$	SD	t	p
ⓧPretest	30	17.87	2.01	12.53*	.00
ⓧPosttest	30	23.36	1.84		

4. To study the Faculty of education students satisfaction toward learning activities by using flipped classroom model based on constructionism approach that constructed by researcher.

The Faculty of Education students who were the experimental group had high level positive satisfaction toward flipped classroom model using constructionism approach

Summary and Discussion

 The flipped classroom model using constructionism approach can help creative video production abilities because activities were developed systematically and instructional approach. The activities of the model are like the project-based learning which supports the learning by

doing style (hands-on). The project-based learning is under the learning environment, the diversity of the learning environment, to have the choices for learning and the conginality or the good social interaction. The learner learnt with the flipped classroom model model using the constructionism approach. It can make the learning achievement of the learner to be in progress. It related thinking learning process by project based learning [2] said that giving a chance for the learners to do the activities by themselves. It make the learners are able to construct the knowledge very well. Furthermore, results of research related the "flipped classroom" model to enhance active learning in medical students taking neurosciences module at Aga Khan University, Karachi; it was founded that eighty four percent students gave positive responses towards utility of flipped classroom in terms of being highly interactive, thought provoking and activity lead learning. Seventy five percent of the class

completed the pre-session preparation. Students reported that their queries and misconceptions were cleared in a much better way in the face-to-face session as compared to the traditional setting. [3] Curriculum and learning outcome developers for course should be to develop a model that integrates the flipped classroom model for lectures and project collaboratively with all subjects to use this model in other lectures as well. Finally, the role of instructor provides several examples in a wide variety and coaching learner into inspiration create of knowledges by themselves.

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INNOVATIVE PRACTICES TO MOTIVATE ENGINEERING STUDENTS TOWARDS INDUSTRY READINESS-AN INDIAN SCENARIO

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ABSTRACT

In the recent past, campus placement has become a buzzword, especially in engineering colleges. When the students enter their final or pre final year, Colleges start training them on various topics like quantitative aptitude, communication skills and technical aptitude. These are the three major dimensions of the first round in most campus placements. However, there are other issues, the institutions have to focus on. Some of these may be body language, attitude and team working abilities, leadership qualities and related issues. More often, feedback by the industries after a placement drive suggests the same. Motivation of students to actively participate in the placement processes in a befitting manner is another big challenge to the TPO. Further, students may not follow the whole stuff at a single stretch during their training classes. In this direction, I had an idea of making these as continuous process throughout their curriculum. Cultivating such practices in the classrooms, resulted in a significant increase in the number of placements. I observed an active participation too. In this paper, I am presenting the journey of success in motivating the students and enhancing their potential to get placed. Further, it was observed that the industry feedback was better.

Keywords: Placement, Aptitude, Attitude, Motivation, Hiring potential

1. Introduction

Generally, placement process starts with a pre placement talk of at most one hour. This follows an online test, group discussion, technical interview and personal interview rounds. There may be slight variation to this procedure in some of the companies. Students are usually trained on aptitude. However, majority of the times, attitude of the students carries more weight. Training the students in this direction is very crucial in the placement.[3] Normally the training of students starts in their pre final year or final year. During the process, students are exposed to solve numerical problems, logical reasoning problems, and visual reasoning and communication skills. Technical knowledge in the specific domain will be gained through regular classes. However, to make a student perfect on all these topics in a short span of time is not that effective. [2] Because the students may not be able to adopt themselves to these skills at a stretch. They are more focussed on only technical subjects and are not aware of these skills. Further point is they may forget to practice these short-term trained skills and fail to present the same during the recruitment process. Therefore, in my view, continuous training is necessary for the students to prepare them to face the interviews as well as to survive in the industry,[1][2] where they get placed.

Students are usually reluctant to the rigidity in academic issues. Some of the observations I have made are sitting in class for one complete hour, writing notes for one complete hour or any such monotony. Therefore, I thought of breaking this monotony and started some novel practices in the class.[4] These practices not only enhanced the skills of the students but also helped in making them more alert in the class. Evaluating and rewarding practices made the students to focus more on the lectures. I started extending these practices to general knowledge, behaviour, manners, body language, and overall personality development. It was amazing to realise that I succeeded in overcoming the inferiority complex from many students and the confidence level in facing placement process was wonderful. Motivated by this, I thought of conducting basic English grammar to many rural and economically weak students. Here also, I succeeded in changing the speaking and writing skills of few students. It is worth mentioning that some students joined me during morning walk to save their time and mine. During our walk, besides enjoying the nature, I enjoyed discussions too. Gradually I thought of making use of social media for further motivation. In the following sections, I will elaborate on these few issues and the benefits of the same.

2. Practices Adapted

With the intention of motivating the students more & more and overcoming their inferiority complex, I thought of few unique practices,[7][8] compiled them, adapted in our work and succeeded. This journey of success is narrated in the following sections.

1. Five minutes fun

In a class of sixty minutes, I keep five to eight minutes for an activity. This includes a puzzle or aptitude question or group discussion or general knowledge question. Everyday students wait curiously to know the day's activity. For an aptitude question, the student responding fast with right answer will get two points and for general knowledge questions (where ten clues will be given and students need to respond with right answers to these), who scores the highest will be given one point. The general knowledge questions are related to the daily life activities again. For example, ten abbreviations in banks like, RTGS, NEFT and so on. It was a surprise to see that majority of the students not knowing this essential information. Keeping a record of the scores of all activities, at the end of the semester, Prizes are awarded with appreciation. This has motivated the winners and other students as well to a greater extent. I have realised that the students focus on the subjects also with such small activities blended with the routine teaching of technical subjects. Many professors are also following us in this direction. More than all these, I feel a kind of satisfaction that I am responsible for letting students know and learn many things, which they might not have learnt otherwise. In fact, this feeling is invaluable asset for a teacher. In order to give different type of activities every day, I used to spend time in exploring Google. This resulted in a significant increase of my vocabulary, knowledge and other skills. In other words, I too have a benefit from the practices presented here.

2. Effective use of social media in motivating students

I feel that social media is very strong and effective to mould the students with good quality and skills. I use to spend 30-50 minutes in WhatsApp for the sake of students. Everyday a small verbal question, a quote and its importance to life or any other personality development tip is posted in various student groups. After getting the responses from students, discussion is made

in the group itself. This is a great success and students enjoyed a lot. Besides learning, many students have given positive feedback on this practice. Of course in between, jokes are also forwarded to come out of monotony. Through this, I have made many students to learn lot of synonyms and antonyms for given words, usage of verbs in proper form etc., For instance, many students say "I didn't came, I didn't wrote" and so on. When I identified such things in the groups, I tried telling them the correct usage of verb here. Normally in technical institutions, such basic grammar is not taught. I cannot go to each class telling this. Therefore, I thought of using WhatsApp for the purpose and succeeded largely. I use to wish them during a placement drive, use to check the updates when they go out for a pool campus drive, and use to update them through WhatsApp. Similarly, FB is another strong medium for motivating the students. Whenever placement activities are conducted, I used to wish them in FB posts. If a student is selected to a company, I post it in FB with his/her name and congratulate him or her. Many other students who want their name to appear on FB through a senior professor started to prepare more seriously and were placed. Its human tendency to get known by people and to be recognized. Hence, it was a great motivation to the students and a nice experience for us. I think social media are the most effective to teach and motivate the students of this generation. The reason behind this is obvious that most of the students are somewhat addicted to it. I took this as an advantage to make them learn.

2.3 Interaction with peer institutions

I maintain a constant and healthy relationship with other institutions' TPOs and students. TPOs will help us in organizing the pool drives either in our institution or their. Information about every placement drive will be exchanged and the students get more number of opportunities. At the same time, it is not difficult to get the contact details of some students of other colleges thru our students. Once the contact is established, I use to be in touch with them at frequent intervals. Whenever a company visits the other college first and then it visits us, I use to collect the questions from them and share the same to our students' WhatsApp groups. This worked out very well and students use to get a clear idea about the test. Because of this, many students were able to clear the online test. In addition to the information on test patterns, normally few questions may be repeated. Students find it very interesting and used to wait curiously. There is a significant increase in the number of participating students after I started this practice. Because

of this, the number of students clearing the aptitude test was also increased. I get to know the students of other colleges through this practice and when I go to those colleges as external examiner for practical examinations, I use to call them and spend some time with them sharing our experience. They too find it very interesting to talk to us and to ask questions regarding the opportunities in various industries. It is totally a wonderful experience for students and us as well. I use to know the best practices of those institutions and adopt the same in ours.

2.4 Teaching basic grammar

Being an institute located in a small city, there is a huge number of students with very poor English. I noticed many such students and called them for a counselling. It was revealed that they all studied in their regional language up to 10th class/grade. Further observation I made was the inferiority complex. Many of them were making simple mistakes like saying "One of my friend…", "It will comes sir", "He don't know this sir" and many more. I decided to bring them forward. During free hours, when the students and I were free, I started from the scratch like- What is a verb. What is subject? What tenses are there in English?, How many forms of verbs exist?, when to use what and much more. Within a span of 10-12 days, I found a significant improvement in them.[7][8] They too started enjoying it. Even when they answered rightly for simple questions, I used to comment "Excellent". Later they started chatting with me in WhatsApp and learnt more and more. I was happy when they said that they would join me during morning walk. I used to take them along with my dog, I used to make them speak in English and was correcting them there and then itself when they made mistakes. It was really a wonderful experience. Actually, I do not have hesitation in saying that it was not teaching, but was learning too. I thank those walk mates of mine for making me learn lot of new words and things through their clarification of doubts. The students, who did not even dream about their placement, got jobs in companies. The respects, obedience they show are invaluable. Even after leaving the college, they remember me, call me often and speak with affection. The outcomes of this whole practice are I taught, I learnt, I enjoyed. Many remember me and I get a feeling as if I am not altogether worthless. This was extended to other students through these few students and most of our students speak fluent and grammatical English without any hesitation. The inferiority complex from them was almost removed. To my surprise, some of these students did the same

thing to some schoolchildren from rural background. One started anchoring programs in the college. He was well appreciated by the peers and faculty members. This may seem to be a simple thing but it is a serious issue. Because most of the rural schools have single teacher to teach all the subjects in Indian villages so that the teacher may not properly focus on any of the subjects. In addition, most Indian rural families are agriculture based so that parents are less literate or sometimes illiterate. These two are major obstacles for the rural students to be familiar with English. Though they somehow manage writing when they enter engineering course, they lack in speaking. So nowhere, they get a chance to learn. Though there is some training, courses conducted, individual focus is not possible and there are other problems as highlighted in the introduction. I feel this is the need of the hour for uplifting the rural students and bring them to mainstream. This is another wonderful practice for motivation.

2.5 Sharing alumni expertise

Alumni of any institution will be an important strength of that institution. We have a very good and big alumni network. As ours is a 58 years old institution, many alumni are serving in higher positions in various corporate offices across the globe. We have annual alumni meet-Nenapina Doni(The boat of memories), where huge number of alumni gather and the students get an opportunity to interact with many alumni and get to know the current scenario in the industrial sector. This helps the students to mend themselves about how to enhance their skills and to prepare for either on campus or off campus placements. One more novel practice in our institution is our alumni in a group fund and guide the current students for some innovative projects. We have a program titled Make In MCE (MIM), where a group of interested and likeminded students involve themselves in implementing innovative ideas. Alumni mentor these projects. There are instances where the batch of students working on these projects got placed in reputed companies. Even if not placed, their interaction with the senior alumni gives them an idea about preparation to attend company tests and interviews, requirements in the industries and expectations of the industries. Therefore, it is really a great motivation to the students. Recent development with alumni activities is that annual meet is hosted in different cities across the globe. This is helping us and our students to get in touch with alumni in their vicinity and get assistance for the placements and industry readiness.[6]

These activities are motivating our students largely to get placed comfortably. After this trend has started, many of our students have gained confidence and have changed themselves a lot in their actions and speech. Therefore, it is not only the point of making them industry ready, but also helps them to overcome negative qualities and to significantly develop overall personality. I can say that utilising the alumni expertise has benefitted both the students and the college, especially for the motivation of students.

2.6 Peer Mentoring

It is quite natural that any student is somewhat more comfortable with his/her peers rather than some professor. Many times the students feel hesitated to ask clarifications either in a group or individually. I thought of making few student mentors from each class. Normally the mentors are the top five performers of the class. Often, I choose the students who are already placed in some companies to mentor the remaining students. In other words, I make placed students to share their experience during the online tests, GD or technical and personal interview. For this, I use to conduct special sessions and observing the interaction between them. Listening to them, I use to give suggestions so that they can change the way they speak, the way they respond to queries and inform them about the importance of their listening ability during a conversation. Actually, I observed an active participation from the students in this kind of activities. They felt very free to talk and interact with each other and enjoyed the sessions. As expected by us, there was a significant improvement in the participation as well as placements for the subsequent companies. Therefore, I can summarise the whole issue as an effective method for the motivation of students.

2.7 Individual counselling

It is human psychology that whenever a person is frequently interacted by someone, he or she feels happy and gets impressed. This is because that person feels like there is someone having bit concern on him/her. This definitely improves his or her behaviour, as the person understands that someone is observing him or her. This technique worked out well with the students.

Particularly for weaker students, I use to call them by their name and enquiring about his or her placement status whenever I meet them in the library, cafeteria or anywhere else. This has a positive impact on the students. They realise that there is someone observing their progress, behaviour and attitude. This resulted in drastic modification of the students' attitude. Many times, I use to call them and enquire them about their family background, personal problems if any and other details related to academics. I try to help them out in whatever possible ways I can. In addition to this, personality development tips are also given as many times as possible. As per my observations, this is the most important issue in making the students to get ready for placements and of course to be placed also. I have succeeded in overcoming the negative attitude, stage fear, hesitation in group discussion among many students and building positive thoughts and confidence in them. I can guarantee that this nature of a placement officer definitely helps the students to be more active. Approximately ten percent of the placements in our institution are due to this technique adapted by me. Students feel very happy by this. It gives them a warmth feeling that someone is caring them and is being noticed by someone. Most students felt happy after this practice and are quite changed in everything. Another trick I use is that I call some students whenever they are going in a group. This too has a positive impact on the called students. Because the others keep asking questions like why sir called him/her. Being recognised in a group is an interesting and important thing to a student. It gives happiness and motivates largely.

Another most important thing required in a student is the way how he/she enters the interview room, dress, gesture, the way of introduction, dressing, body language, the way of answering, the way of concluding and lot more. These points definitely play a vital role in the placement of a student. Normally technical students miss out this. As most engineering students want to grow technically, they try to excel in technical skills. While focussing mainly on these issues, they may not cultivate the practices mentioned above. However, if the students fail to follow these few simple things, then they will have a negative impact on their overall performance. In such occasions, there are high chances that the interview panel may reject them, though they meet technical expectations. Therefore, after finding out this fact, I started conducting personality development classes after the class hours. In addition, I was getting a chance to tune the students when they went wrong in simple grammar, addressing people, mingling with others, dress code and certain other minute but vital information. They too were getting a chance to share their ideas with each other.

2.8 Weekly meetings

As per my observations, newly joined graduate students will not have any kind of awareness about campus placements. Since there is a transition from adolescence to adulthood, they are not that matured about all these. Except a few students, no one will know about what is campus placement. I thought of letting them know about all these, helps them when they come to their pre final year and they will have a clear picture about placement and are serious about the preparations for the same. Therefore, I felt it is necessary to orient the students towards placements since there first year of engineering itself. However, the main hurdle to educate them on placement related issues was their classes and other activities like assignments, practicals and others.[5] Further, they were trying hard to get adjusted to the engineering college environment from their Pre university course colleges. Then it was decided to let them explore about the college, their course and what actually is engineering in their first semester. Starting from the second semester, I started meeting every weekend. Starting from basic awareness on placements, information about product based companies, service based companies, development role, technical support role, corporate culture and more useful information was delivered to the students. Every week, 3-4 students were made to speak on a given topic. Most likely and common questions like "Tell about you? What are your dreams? Why do you want me to hire you?" were also mentioned and the way that they have to answer for questions was shared with them. It is totally a novel experience and practice to increase the readiness of the students to face the placement interviews. At the beginning of this practice, many students were reluctant. However, gradually they found it very interesting and useful to them. Many students started to speak like real professionals. This motivated me further. I started to arrange a day's picnic to nearby places. Here too I organised many innovative games like TDH, DC and group discussion activities. Students enjoyed and learnt a lot from these innovative games. Because it was learning with fun or play and learn concept. The technique became more and more popular and few other teachers adopted these practices. Usually in many engineering institutions, more importance is given to technology education, research, paper presentation and publications. Actually, there is a need to adapt some fundamental concepts through which one can make them learn and incline themselves to corporate culture, industry, placement and related issues. As per our observations

and surveys, there is an improvement of 70-80% students in their speaking skills, body language and attitude. As mentioned already, attitude of students plays a vital role in the placement process. The observations done by industry people usually include regularity, punctuality, formal dressing and some other habits, which students normally think as of less or secondary importance. However, after started attending these weekly meetings and participating enthusiastically in all the activities, most of them have realised the role of each in their life. In addition, I have noticed positive thinking and accepting the failures in a sportive manner have been inculcated among maximum number of students.

2.9 Exploring realities of life

Most of the students expect to work in a good company with a decent salary package. In particular, their dream is to work in a core engineering industry as a designer, process engineer and other positions. Particularly mechanical and allied stream students have this kind of dream. However, in India, core automobile companies are very less compared to IT industries.[5] Added to this, another issue that the students coming out with a mechanical engineering degree are more in number. Therefore, in reality, those students obviously have lesser opportunities. There are two options for them. Firstly, they have to work for very less salary in their domain or else the second option is to switch to IT domain. For this, they are supposed to learn programming languages, computer related subjects and practice the same. One recent development is the automation in industries, which does most of the work using IoT technologies and robotics. According to a prediction, by 2020, 50% of the industries may go for maximum automation. Only highly skilled people that too in a very small number may be more than enough in industries. Therefore, the institutions have to find some alternatives to keep their placement rate high. Here is a contradiction that amidst automation, placement rate may not be increased. Therefore, I need to think about other possible solutions to this problem. One important observation I have made is nearly 60 percent of the students studying in core engineering branches in tier-2 college are very poor or below average in their aptitude or technical or communication skills.[4] Why do not motivate these students to other avenues than engineering? Seriously, saying, the investments made for the graduation of this category of students is totally a waste. Even if they complete their engineering, striving hard for 5-6 years,

they would not find a proper destination for themselves. Many graduates seen by me are working for INR 0.75-1.25lakhs per annum.[4] This is sometimes not enough to meet their PG charges. Ultimately, they may start thinking "Why did I do Engineering"? The colleges should reduce the intake in core engineering branches so that only deserving and potential candidates can join and succeed. The next question arising out of this argument may be what should others do? There are lot of other avenues in life, where people can achieve and excel. They can choose basic science degree courses, research later, fashion designing, interior designing, nursing and other paramedical courses. Recently there are news that many software engineers are turning their faces towards agriculture and have found success and satisfaction. Why do not students think in these angles? Instead of spending money, scoring less and becoming jobless, they can choose any other such options suggested. If the students are educated about this at early stages of their education, say primary and secondary level, they will have some awareness about the market, business, employment and other global scenarios. This helps them to choose a suitable course for themselves.

Agriculture is another sector that is diminishing day by day and if this trend continues further, it may be a worse situation so that I will not have food to eat or for everything, I should depend on other countries for food. If the same problem exists everywhere, it would be a global issue. I recommend many students to choose different other courses or to continue with agriculture or business and so on. Those who have enough agricultural lands can retain in their places even after doing engineering. This has an indirect contribution to the society to let someone needy to work and make a life for him/her. It is the role of parents too to agree for this choice. Because one major issue here is about the parents' pressure on their wards to join and study engineering course irrespective of their IQ, their skills and whether they are interested or not. It has become almost like a prestige issue to the parents to say that their son or daughter doing engineering. Therefore, publics need to be educated about the previously discussed issues about job opportunity for engineering graduates. At least after their graduation, they should convince their wards to be with them and work with them. An emotional benefit is also observed here. Parents can stay with their sons/daughters for a long time. There is no substitute for being with the parents always. In this modern technological and fast growing competitive world, it is a nightmare. Therefore, I advice all the students to accept the hard realities and those who really need job should work hard and try to get placed, while others continue with their parents'

business or agriculture or any other profession. This may be feasible solution for overcoming the unemployment problem to some extent.

3.Results/Outcome

After adapting the above practices, there is a significant rise in the percentage of placements in the institution. The column chart below shows the placements of last four years in various courses. As can be seen from the column chart, the placements are quite high in the year 2016. In 2017, though there is a reduction, it is relatively higher than 2014 and 2015 placements. The slight reduction is due to recession, which is beyond our control. Still one can observe good percentage of placement.
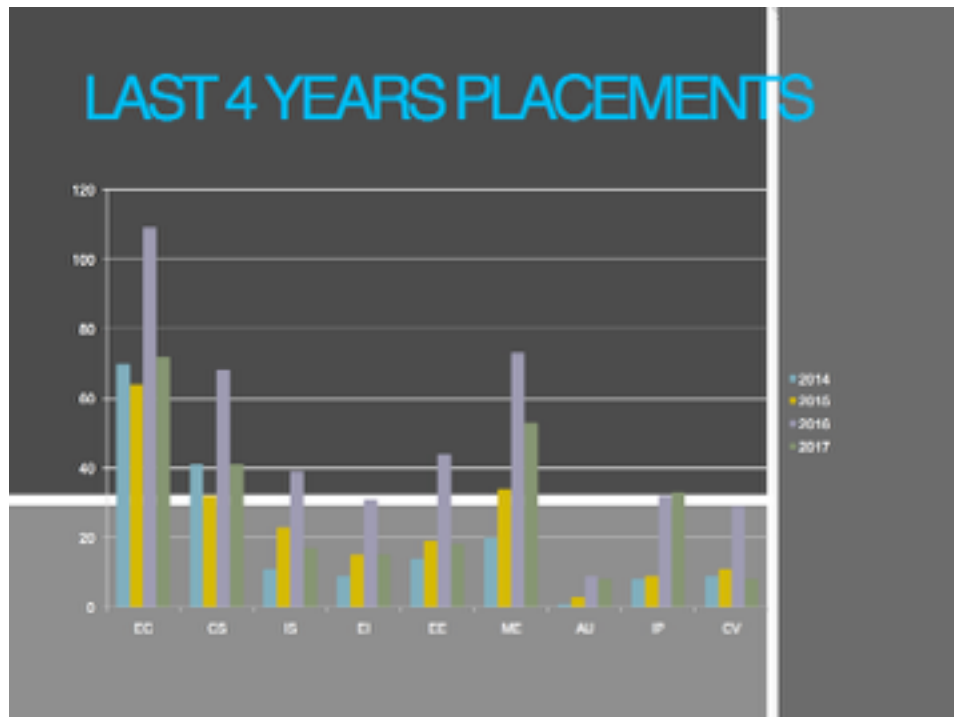
4. Conclusion

The main objective of this paper was to illustrate the best practices to educate the Indian engineering students in various ways to get them placed in good industries and to advice them to accept the realities of life, while taking a decision about their future. Lot of minor but essential

facts were discussed. Motivating them towards better practices was focussed on. The students need better guidance, advice, awareness on employment opportunities, industries and people who have concern on them. As mentioned in the paper, if they realise that there is someone who is observing/caring them or someone having concern on them, they are sure to get motivated and will be alert. Whenever a student gets placed, I celebrate it and I are the persons who enjoy the most, giving more publicity to the student. When a student fails, I call him/her, console and try to fill confidence. They need caring. In total, placement officer should get connected to the students not only officially but also emotionally. Responding appropriately to their success and failures, joys and sorrows, will definitely motivate them to get placed and they are obviously more prepared to join industries. Many simple practices but equally significant like peer mentoring, sharing alumni expertise, individual counselling, social media usage and others were discussed in detail. Most of the contents in the paper are self-experience facts. If the practices presented in the paper are adopted, it is sure to help the institutions to encourage the students for an active involvement and participation. Since these practices realized significant increase in the placements, I conclude that these are very strong factors for the betterment of students' attitude, behaviour, skill development and overall personality development. Beyond all, to be a good and responsible citizen in the society irrespective of he/she is an engineer, businessperson or an agriculturist.

Biography: *Prof. Neelakantappa Ballupet Basappa , born on 06/30/1966 in a village in Karnataka stae, India. Graduated in Computer Science in the year 1987 from University of Mysore, Karnataka, India. Got Masters Degree in Software Engineering from the same university in 1997. Working on software testing. Published 11 papers in various national and international conferences and journals. Got best paper award during 47th ISTE convention(Indian Society for Technical Education)[7]. Currently working as associate professor in computer science, parallel leading the training and placement activities. Driving, Listening to old music(regional), Anchoring programs, Participating in Radio programs and Writing to regional magazines- are my hobbies.*

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THE IMPACT OF USING PIXTON FOR TEACHING GRAMMAR AND VOCABULARY IN THE EFL ECUADORIAN CONTEXT

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ABSTRACT

This study examined the use of Pixton for enhancing grammar and vocabulary teaching in a public high school in the South region of Ecuador. In this intervention, 163 junior high school learners and 14 pre-service English teachers participated during a period of 4 months. The data for this study was obtained by gathering information from pre and post questionnaires, pre and post-tests, and observation sheets. Students were divided into control and experimental groups. The control group (78 students) received English lessons without using Pixton, while the experimental group (85 students) used Pixton. After analyzing the data quantitatively and qualitatively, the results indicate that Pixton is an effective teaching tool that motivates students to learn grammar and vocabulary in an enjoyable way; this was evident through an improvement in students' post-test scores in the experimental group.

Keywords: Pixton; grammar and vocabulary; comic strips; EFL teaching

TO QUIT OR NOT TO QUIT? A PRELIMINARY STUDY ON MOTIVATION AND ATTENDANCE IN MOOCS

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ABSTRACT

Low completion rates are one of the main concerns for Massive Open Online Course (MOOC) providers and instructional designers. Demotivation of learners is regarded as one of the main reasons for dropout. This paper presents an in-progress quantitative study aimed to analyse MOOC learners' motivators. The study focuses on: (i) what the main motivators to keep attending a MOOC are; (ii) the variation in motivation during MOOC attendance; and (iii) the relation between motivation and will of enrolment in a new MOOC after attendance in a previous one. After a brief literature review of motivation and learning, this paper illustrates the research model and the methodology of the study, as well as some preliminary expectations and findings to be reviewed in the light of the results of the survey.

Keywords: ARCS model, learning, Massive Open Online Courses, MOOC attendance, motivation

Introduction

If 2012 was "The Year of the MOOC [Massive Open Online Course]", as the New York Times wrote, 2016 was the year with the minimum number of learners who attended a MOOC, according to a Harvard and MIT study.

High attrition is perhaps the main challenge for MOOC providers and instructional designers. MOOCs are still very popular as an innovative, easily scalable, and accessible opportunity for learning (Andres at al., 2017). Nonetheless, MOOC completion rates remain indeed very low, with dropout rates between 90 and 98% (Henderikx et al., 2017). Instructional designers and providers are therefore looking for solutions to augment learners' satisfaction, to meet participants' requirements, and consequently to increase the completion rates. Research on high attrition has highlighted several involved factors: lack of incentives, low participation in discussion forums, difficulty to understand the contents without supervision, unclear course assignments and expectancies, lack of time due to other concerns. Demotivation of learners seems one of the main reasons for high dropout rates, and learning motivators one of the strongest predictors of MOOC completion (Clow, 2013; Barba et al., 2016, Xiong et al., 2015).

Gaining a better understanding of MOOC participants motivators might therefore provide some insight into how to enhance motivational elements for MOOC participation and completion (Hakami et al., 2017). In recent years, several studies have focused on understanding the motivation of those who completed a MOOC. Among the identified reasons were personal challenge, professional development, and improvement of personal knowledge (Barak et al., 2016; Hew & Cheung, 2014; Wang & Baker, 2015).

Therefore, we started an in-progress study aimed to analyse MOOC learners' motivators. The research questions focus on (i) what the main motivators to keep attending a MOOC are; (ii) the variation in motivation during MOOC attendance; and (iii) the relation between motivation and will of enrolment in a new MOOC after attendance in a previous one. The project takes a quantitative approach; it employs an adapted version of the IMMS (Instructional Materials Motivation Survey) questionnaire to conduct an analysis of learners' motivators based on four variables: Attention, Relevance, Confidence, and Satisfaction (Huang & Hew, 2016; Keller, 2010).

The present paper describes the first step of the project; in more detail, it presents a brief literature review on motivation and learning; it discusses some examples of motivational surveys; it illustrates the methodology of the employed survey; it illustrates preliminary findings and finally, it presents some preliminary expectations to be reviewed in the light of the final results of the survey, limitations of the study, and future directions of research.

Motivation and learning: a brief literature review

Motivation is widely acknowledged as a key factor for the success of the learning process (Williams & Williams, 2011). A number of cross-disciplinary studies have been conducted to describe it. As far as education is concerned, researchers tend to use a social-cognitive foundation of motivation emphasizing the individual's perception of oneself into the social environment (Perry et al., 2006; Lazowski & Hulleman; 2016).

Bandura (1997) argued that the beliefs learners have about their capabilities (the so-called "self-efficacy beliefs") are the essential elements of motivation. In his view, what learners are really capable of accomplishing is deeply influenced by the personal beliefs they have about their capabilities.

Self-determination theory offers a different approach on motivation (Deci & Ryan, 2000): it focuses on how social and cultural factors contribute to or undermine learner's motivation in relation to their performance. Self-determination theory assumes that everyone has three main psychological needs: for connection, for self-efficacy, and for autonomy. Satisfying these basic needs is fundamental because it permits optimal functioning, personal growth, and social change (Magen-Nagar & Cohen, 2017).

In recent years, achievement goal theory has been one of the most broadly researched motivation frameworks in educational psychology (Huang, 2012). These approaches focus on "achievement goals", that is the purposes that learners pursue as they engage in achievement behaviour.

A study by Hulleman and Harackiewicz (2009) highlights how learners will be motivated if they see valuable learning outcomes and believe to have a reasonable chance of success. More recently, Papaioannou (2017) has analysed how three elements of excellence (holistic, internal, and harmonious) impact on learners' motivation.

Online learning environments have been the subject of specific studies. Lee et al. (2005) have emphasized the role that both intrinsic motivation, in the form of personal enjoyment, and extrinsic motivation, as perceived efficacy or task value, have in learners' attitudes towards online courses. Furthermore, high levels of interactivity have been shown to lead to higher levels of learner motivation, improved learning outcomes and general satisfaction (Mahle, 2011; Park & Choi, 2009). Finally, since MOOC participants enrol for different reasons and are highly heterogeneous, motivation strongly influences the way learners themselves will approach the course (Kizilcec & Halawa, 2015; Hood et al., 2015; Alario-Hoyos et al., 2017).

This study draws on the ARCS model of motivation. According to this model, first developed by Keller (1979, 1984), motivation to learn is determined by four major components:

- Attention, defined by the participants' interest in learning. Attention is the first element to motivate learning.

- Relevance, defined as meeting learners' needs and outcomes so as to encourage a positive attitude towards instruction.

- Confidence, defined as learners' "positive expectancy for success". Confidence levels are associated with success expectation.

- Satisfaction, defined as having positive feelings about accomplishments and learning experiences (Keller, 1984, 2010; Liao & Wang, 2008).

Examples of surveys for analysing learners' motivation A number of surveys have been developed to analyse motivation:

- the TRQ (Task Reaction Questionnaire) (Mayo, 1977) and the IMI (Intrinsic Motivation Inventory) (McAuley et al., 1989) have been used to self-report levels of intrinsic motivation;

- the AMS (Academic Motivation Scales) is designed to gauge motivation levels, to distinguish between intrinsic and extrinsic motivation, and to detect amotivation (Vallerand et al., 1992);

- the MSLQ (Motivated Strategies for Learning Questionnaire) measures the types of learning strategies and academic motivation based on three elements: expectancy, value, and affect (Pintrich et al., 1993; for an adaptation in MOOCs see Hood et al.,

2015);

- PALS (Patterns of Adaptive Learning Scales) have been implemented to study the linkage between the learning environment and learners' motivation, affect, and behaviour (Midgley et al., 2000);

- the SMQ-II (Science Motivation Questionnaire II) is specifically focused on motivation to learn science in college courses (Glynn & Koballa, 2006);

- finally, the IMMS is a 36-item situational measure of learners' returns to instructional materials based on the ARCS model (Keller, 1987, 2010; Huang & Hew, 2016).

As far as online courses are concerned, IMMS seems especially suitable: indeed, their validity has been demonstrated for evaluating learners' motivational characteristics in self-directed instructional environments as well as in the online environment (Cook et al., 2009; Hew & Cheung, 2014; Loorbach et al., 2014).

Methodology

Our study on motivation among MOOC participants is based on the ARCS motivation model and employs an adapted version of the IMMS. The study takes a quantitative approach. To gain insights into MOOC learners' motivators, an online survey has been administered sending a private message to learners of eight MOOCs. All the concerned MOOCs were published by Bocconi University on Coursera, five-week long, and held in 2018:

- Financing and Investing in Infrastructures - session started on May 14th;

- Arts and Heritage Management - session started on April 30th;

- Corporate Sustainability. Understanding and Seizing the Strategic Opportunity - session started on April 30th;

- Food & Beverage Management- session started on May 14th;

- Gestión de las empresas de alimentación y bebidas - session started on April 30th;

- International Leadership and Organizational Behaviour - session started on May 14th;

- Management of Fashion and Luxury Companies - session started on May 14th;

- Private Equity and Venture Capital - session started on April 30th.

The survey is structured in three sections:

- Section 1 includes multiple-choice questions about Demographics, namely gender, age, education level, continent of origin, current employment status, career field, years of work experience;

- Section 2 is focused on MOOC-related information; learners have been asked to specify which week of the course they were attending;

- Section 3 contains adapted items of the IMMS; in more detail, it includes 5-Likertscale questions about the motivational information. The employed Likert scale is: 1 = not true, 2 = slightly true, 3 = moderately true, 4 = mostly true, 5 = very true.

The survey has been submitted different times to monitor motivation trends during the weeks of MOOC attendance. A detailed analysis of the results will be carried out when all data are collected.

Preliminary expectations

This section illustrates some expectations regarding the four components of the IMMS/ARCS model, to be reviewed in the light of the collected data once the analysis is completed.

- Items related to learners' Attention should present good results. Attention is supported by curiosity; and, according to some studies, curiosity is one of the two main reasons for attending a MOOC (Christensen et al., 2013). Learners are curious for different reasons and they tend to lose interest if the learning/teaching process and the employed resources remain the same throughout the entire course (Keller, 2000). MOOCs' newness, as well as the variety of visual stimuli and learning resources, can help keep students' attention focused on learning (Novak, 2014).

- As far as Relevance is concerned, this is measured through the item dealing with usefulness (i.e. "The content of this course will be useful to me"). This item could perhaps present the worthiest results. Finding a useful learning environment would indeed help participants to learn faster and develop more easily their competencies and skills (Drake et al., 2015). Huang and Hew (2016) in their study on motivation in MOOCs reported that the highest score was exactly related to this item. Other studies indicated that MOOCs can be especially useful for learners aiming at improving their knowledge and skills, who live in countries where corresponding learning

resources are unavailable (Liu et al., 2015). Moreover, relevance is deeply associated with learners' needs. The more learners consider what they are learning in line with their personal expectations the higher is the relevance. The above-mentioned study by Huang and Hew (2016) highlights that MOOC participants consider how much the learning resources are relevant to their goals or employment.

- Confidence is more commonly recognized as situation-specific; that is, it can depend on internal as well as external factors (Keller, 1979). It can be enhanced by clearly specifying the requirements to successfully conclude the course (Ching-Hsue & Chung-Ho, 2012). Confidence score is associated with success expectation; therefore, giving students an estimation of the probability of goal achievement is relevant. Another reason for dropout is lack of support (Onah et al., 2014). We expect (i) those motivational items related to learners' effort (i.e. the amount of effort a learner decides to make for learning) to be more closely connected to Confidence, (ii) those motivational items related to learning resources presentation (i.e. "the appealing and style of the learning resources") to be more closely connected to Attention and Relevance (Keller, 2010).

- Satisfaction is harder to predict. Learners are satisfied with the experience based on what they achieved during the learning process as well as they feel to be treated properly. Satisfaction can derive from a sense of equity, approval from a higher-up, or enjoyment (Keller, 2000). Learners' satisfaction is expected to be related to both interest and effort (Bohlin et al., 1990). In a survey on a computer-based tutorial by Huang and Johnson (2002), satisfaction had the lowest rating of the four ARCS variables, mainly due to technical difficulties. As far as MOOCs are concerned, a specific issue is feedback, due to their intrinsic structure: the development of effective feedback in MOOCs could help reinforce learning motivation (Davis et al., 2014). With regard to the variation in motivation over attendance, it is likely that motivation levels will be lower after the first week of the course. In fact, according to De Freitas et al. (2015), dropout rates tend to rise after the first task is due. Baker et al. (2014) shed light on a significant dropout of MOOC participants during the first weeks, that gradually evens out as the course continues.

Finally, it seems possible to distinguish between two different attitudes towards MOOCs among participants. Some learners express constant warm interest, some others express slightly diminishing enthusiasm as the course develops (i.e. Abeywardena, 2014; Nash, 2015).

This makes it difficult to predict learners' will to enrol in a new MOOC after attendance in a previous one.

Preliminary findings

These preliminary findings are based on the answers provided by 258 respondents.
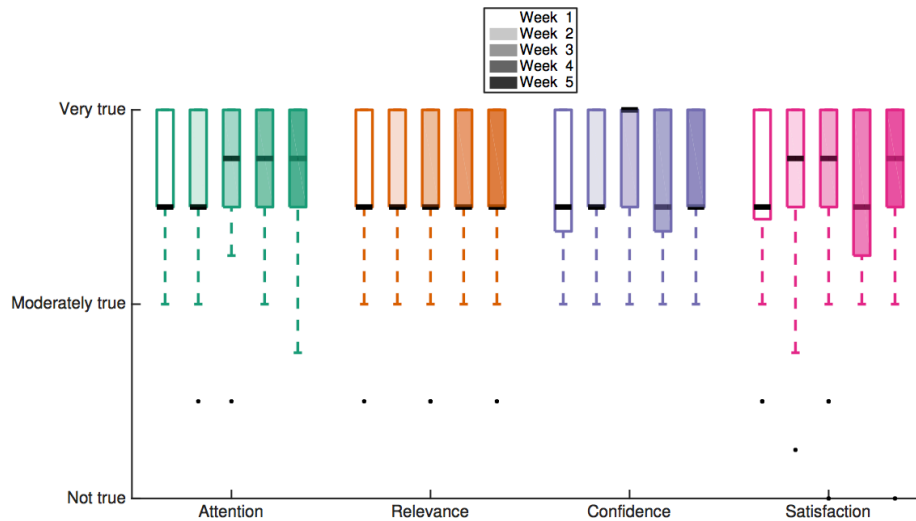
Figure 1. Motivators' trends during the five weeks of the MOOC

As estimated in the preliminary expectations section and shown in Figure 1, Attention has good results with median values between "Moderately true" and "Very true" increasing during the last weeks of the MOOC. Relevance variable has a lower medians value if compared with the other variables. Confidence variable has a behaviour similar to Relevance with a highest single peak in the third week. On the other hand, Satisfaction, as expected, shows an instability of median values.

Variable	BETA standardized	p-value		OR	95%CI min	95% CI max
GenderMale	0,742	0,458		3,00	0,14	70,77
AgeGroup	**-2,18**	**0,029**	*	**0,10**	**0,01**	**0,55**
EmployStatus	-1,193	0,233		0,40	0,03	1,02
Seniority	**1,832**	**0,067**	.	**2,62**	**1,09**	**9,79**
MOOCBefore	-1,508	0,132		0,20	0,01	1,09
Week	-0,373	0,709		0,79	0,20	2,88
Education	-1,168	0,243		0,38	0,05	1,56
QAsum	-0,109	0,913		0,87	0,07	12,44
QRsum	**2,162**	**0,031**	*	**25,53**	**2,29**	**1135,37**
QCsum	1,023	0,306		3,32	0,46	60,12
QSsum	0,263	0,792		1,33	0,12	11,38

Table 1. Regression related to the will to continue the MOOC

Based on the partial sample, we provided answers to the research questions. To answer the first research question (What the main motivators to keep attending a MOOC are?), we run a regression model that shows a diminishing will to continue the MOOC as the AgeGroup increases (Table 1). It also shows a growing will as Seniority increases. Regression (QRsum) demonstrates that relevance is the main motivator for MOOC continuation. Like Relevance, also Seniority is the variable that significantly affects the will to continue the MOOC: with the increase in Seniority, the willingness to continue to follow the MOOC increases.

For what concern the second research question (Is there a variation in the motivation levels during the MOOC attending?), ARCS motivators assume high constant values except for the Satisfaction which presents greater variation.

For what concern the third research question (what is the relation between motivation and enrolment in a new MOOC will after attendance in a previous one?), preliminary results show that almost all of respondents express the will to enrol in another MOOC after attendance in a previous one.

Next steps

This paper has illustrated the theoretical background and the methodology of our research project on motivation in MOOCs, focusing on three main research questions: (i) what the main motivators to keep attending a MOOC are; (ii) the variation in motivation during MOOC

attendance; and (iii) the relation between motivation and will of enrolment in a new MOOC after attendance in a previous one. The paper has discussed the nature of our study, based on the ARCS motivation model and employing an adapted version of the IMMS, and it has presented some preliminary expectations and findings to be reviewed in the light of the results of the survey.

Furthermore, based on the partial sample, some observations can be made. Overall, motivators present high values of medians during the five weeks of the MOOCs.
To summarize, referring to the first research question, partial findings show that Relevance is the variable that more than the others influences the will to continue the MOOC. This result put in evidence that the learner's need to find materials meaningful is the main motivator to continue the course. Seniority also affects the will to continue the MOOC. This can be in line with the assumption that considers MOOC as suitable to people who are experienced in a job. In a study conducted by Millingan and Littlejohn (2017), experienced people describe how these courses can fill gaps in their formal knowledge, broaden their competencies to increase their efficiency at work, and enable them to innovate. These people see the benefit of MOOCs in preparing them for diverse positions and career advancement (Mori & Ractliffe, 2016).

The will to continue diminishes instead as the age of participant increases. Indeed, these courses are well adapted to young people's needs and communication styles (Manallack & Yuriev, 2016). For what concern the second research question, it is possible to notice that there is low variation for all variables during the five week. In the first week, medians of all motivators coincide with "Mostly true" of Likert scale that is the lowest value among answers. Not surprisingly, as other studies also suggested, motivation levels are a bit lower in the first week (Baker et al., 2014; De Freitas et al. 2015), probably because participants are not self-reliant of

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what expect them. Median value of Confidence shows a peak in the third week, indicating that at this course point participants have acquired a positive attitude and expectancy towards success since they have almost finished the course.
Referring to third research question, partial sample indicates that almost all participants want to enrol in another MOOC. This is in line with the trend of motivators during attendance: motivation's median levels are high and so it is reasonable to think that participants are willing to attend other courses in the future.

The next steps of our study involve the completion of data collection and the successive data analysis.

As we have detailed, each question of Section 3 of the survey refers to one of the four major components of motivation (Attention, Relevance, Confidence, Satisfaction). Taking into account the entire sample, the participants' motivators will be represented through visualizations. The participants will be classified into groups on the basis of demographics as well as MOOC-related variables.

A regression will be performed in order to consider the will to continue or not the MOOC. Additionally, the motivation components of participants in different weeks of the course will be compared to highlight possible trends over time of attendance. Finally, a regression will be performed to evaluate the correlation between motivators and the will to enrol in a new MOOC. Since this outcome is described by a binary variable, where to be willing to enrol in another MOOC is the "positive outcome", a logistic regression will be performed. This tool models the probability of a positive outcome of a binary variable as function of independent variables of different nature: continuous, discrete, categorical, or dummy.

A possible limitation of our study might be related to the voluntary nature of survey respondents. As learners have been engaged on a voluntary basis, it might be reasonable to assume that respondents will be particularly motivated, and thus will have quite higher motivation levels than other MOOC participants.

We believe our research can be considered as a starting point for future analysis. For example, it would be interesting to investigate motivators of learners in other MOOCs to compare the results and draw generalizations.

Moreover, further research can be conducted to compare findings about learners from different countries or with different demographic characteristics in order to analyse how these factors influence motivation.

Biography of each author

Leonardo Caporarello, PhD, Director of BUILT – Bocconi University Innovations in Learning and Teaching –, Director of Learning Lab at SDA Bocconi School of Management, and SDA Associate Professor of Practice of Team management, and Negotiation and influence. His main research and teaching activities are in the following areas: learning and teaching innovation; international negotiation; organizational rethinking and redesign. He has a long and wide experience on designing and teaching graduate and executive education programs, based on traditional as

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CONTRIBUTION OF FIELDWORK TO INVERTEBRATE DIVERSITY IN A PREMEDICAL BIOLOGY COURSE

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ABSTRACT

Teaching a subject not directly connected to the profession the students have chosen is often challenging to keep them engaged. To make topics in biology interesting to premedical students is even more daunting because common perception of biology is often limited to human biology, not including a wide array of non-human organisms, especially invertebrate animals. This perception is even more acute in regions, including the Middle East, where exploration of nature is not as valued as in the West. This study focuses on the Qatar campus of a US medical school by comparing the student reported value of the topic of invertebrate diversity with and without a field trip component. Student survey data spanned 5 years from 2014 to 2018 on the invertebrate diversity lab in which basic morphological and ecological characteristics were covered. The content of the lab in the first three years did not include any field component while the last two years included a field trip to the northeast coast of Qatar where a large mangrove forest is located. The field trip included a semi-structured activity for students to search for organisms on a prepared checklist and observe the general coastal ecology of the area. Prior to the offering of the field trip the invertebrate diversity topic was often the least favorite topic of the lab with only a handful of students valuing its dissection activities on a couple of selected organisms. After the offering of the field trip, although some still not in favor of learning structural details of various invertebrate animals, the ratings of the topic appeared to be improved with higher percentage (27%) rating the topic as 5 out of 5. A separate survey on the field trip itself

showed high level of satisfaction for this activity in the two years since it has been offered. As about 50% of the college biology field courses or field trips in the US are being eliminated due to risk management issues, complication of costs and logistics, the results from this study suggest the important value of connecting classroom activities with field observations. Furthermore, as more and more institutions of higher education in the US has steered away from hands-on education such as laboratory activities due to costs, this study is a reminder of how critical it is to engage students by bringing students to the natural settings of the studied organisms.

Keywords: fieldwork, field course, invertebrate diversity, natural history education

Introduction

Providing an active learning environment in order to increase interest and performance in college students has been a goal to many if not most of the educators nowadays. To do so, many educators have developed tools using various modern technologies such as videos, interactive computer modules, online tutorials, and web-based course management systems ( ) and many of these technology-oriented teaching approaches are successful in engaging students ( ). Among the topics in biology and environmental science, however, some of the classic activities such as fieldwork and the natural history of organisms are still the best in achieving the goals of student engagement and better learning outcome (Scott et al, 2011). However, due to a variety of reasons, including costs, staffing, liability, suitable field sites and higher emphasis toward bench based biotechnology and probably student interests, the offering of fieldwork in these disciplines are in decline (Scott et al., 2011, Sparks, 2016).

The fieldwork

The Introductory Biology course sequence at Weill Cornell Medicine-Qatar (WCM-Q) is a two-semester course sequence required by all students in the six-year program that includes two-year premedical and four-year medical curriculum. In the fall semester the course focuses on biochemistry and cell biology while in the spring, evolution and biodiversity are the emphasis. Due to extreme heat in Qatar most months in a year, fieldwork is more feasible only between November and mid-April where daily temperature usually does not reach beyond 35° C. The invertebrate and coastal ecology fieldtrip was conducted in the third week of March for both 2017 and 2018. Students were informed of their preparation for the field trip through a logistics handout. A waiver form produced by the dean's office was distributed to students. In it, students are informed that the activity is voluntary and the institution (WCM-Q) is not held liable for any bodily or monetary damage incurred through the activity. A chartered bus with lunch and drinking water was arranged. The instructor and lab staff provided dip nets, cleaning water, first aid kit, changing tents, field book, and a prepared handout describing the coastal ecology of the mangrove forest in this northeast corner of Qatar. The bus ride is about one hour each way from the campus. Because of unavailability of facilities at the field site, the chartered bus made a stop at a hypermarket about 5 minutes away from the field site before and after the visit upon request. The time students actually spent in the field was about 2.5 to 3 hours. This included a hike from

the bus dropoff site through a 150-m trail covered with knee-deep seawater and flanked by gray mangrove (Avicennia marina) forest followed by an easy walk of about 1 km to the far end of the island. During wading, students saw a variety of marine invertebrates common in the Arabian Sea or Persian Gulf.

A brief mention was also made in the handout about the archeological significance of the island to the history of Qatar. Students then were instructed to follow the handout to search for organisms, either plants or animals that are common or special to the area in addition to the invertebrates. Students were then allowed to explore the island freely with safety in mind.

Evaluation and performance data

This study focuses on student interest of invertebrate diversity and structure and function of select invertebrate species. The evaluation data were collected in five consecutive spring semesters from 2014 through 2018 and student performance data available in the last three years, 2016 through 2018, from the final exam with practical component. The survey was conducted each year at the end of the spring semester by asking students to rate the lab topic in a scale of 1 to 5, 1 being the lowest and 5 being the highest for the value of the lab topic. Student performance data were based on two separate sets of questions related to invertebrates, first in the identification of a sample specimen and specific structural adaptation of the organism. The second set of questions asked students to identify the anatomical structures and functions of the example vertebrate animals, usually earthworm and cuttlefish.
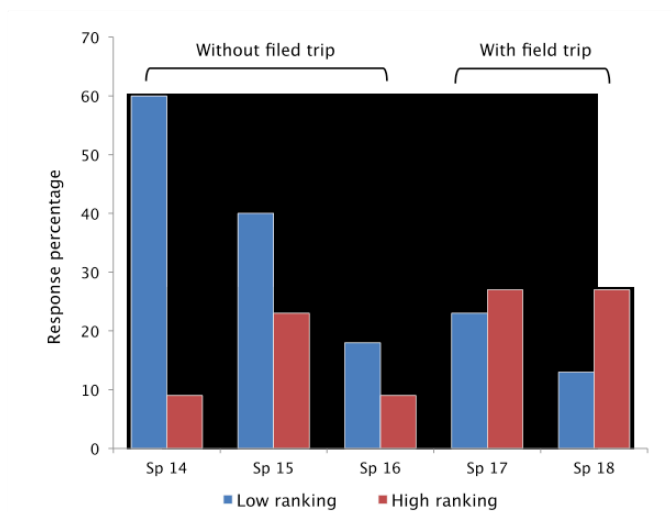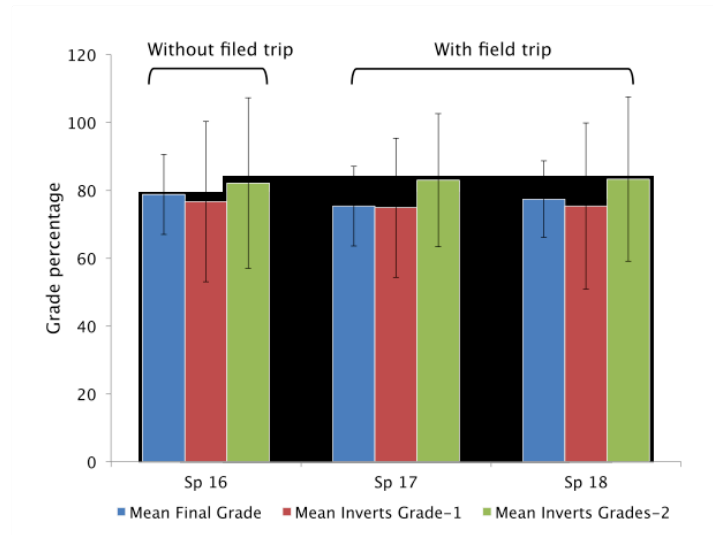
Additional student evaluation only on the field trip

In additional to the course-wide topic survey, students were asked specifically to rate the field trip itself on a separate survey. Only two questions were asked, first asked for the field trip and second, on how it supported the in-lab invertebrate survey in the week that followed. Both questions showed a rating about 4.14 out of 5 (Table 1).

Biography

After receiving her Ph.D. in biology from New York University, Kuei-Chiu Chen taught at University of California at Los Angeles, Cornell University, and presently at Weill Cornell Medicine-Qatar (WCM-Q) where she teaches introductory biology and conducts research with her students. Dr. Chen focuses her teaching on skill building primarily through scientific inquiry, experimental design and communication in science. Her student-centered research projects focus on population genetics, biodiversity and conservation of animal fauna in Qatar using molecular markers. She is successful in receiving external funding for student research and has led students in presentation at national and international conferences. With her dual interests in teaching and student-focused research, she has received Excellence in Teaching Award and Best Research Mentor Award at WCM-Q.

THE DIVERSITY EXPERIENCED BY LEFT-HANDERS: REPORTS OF FIVE DIFFERENT GENERATIONS

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ABSTRACT

This research aimed to understand how people experience the condition of being left-handed. It was possible to locate the difficulties faced by this group, the advantages of being left-handed, discussing the significance of this difference, and the myths and prejudices faced throughout their lives. A theoretical study was conducted to clarify the concept of, left-handed throughout history and conceptions about this condition. We worked with non-directive interviews, focusing on the life stories in the pursuit of understanding the constitution of the person. Five women between 23 and 82 years old, represented different generations, which allowed us to identify changes in how school and society realized and acted in relation to the left-handed. The data demonstrate varied experiences, with cases of repression of handedness by family and school, and others in which there was no objection. Difficulties remained in the material aspect, such as using scissors and desks, for example. Common form, found that this difference reaches a minority group, even if it involves some difficulties, is not a negative experience. We found that the left-handed accepts and is pleased with his condition, he feels that belongs to a group in which people recognize and value, and although throughout history left-handedness has been considered something allied to evil and negative, today there is a new look. The left-handed like to be different, to stand out among the rest.

Keywords: handedness, left-handedness, school and family

Biography

Degree in Education, Business and Master in Educational Psychology all at the Pontifícia Universidade Católica de São Paulo, Brazil. Family Coach, Holistic Therapist and Mediator works with self-improvement personal projects together with her clients in order to increase their wellbeing and contribution to the world.

AN APPROACH TO TEACHING WILLIAM FAULKNER'S "EVANGELINE" IN THE GOTHIC CONTEXT

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ABSTRACT

William Faulkner's short story, "Evangeline" requires the use of metacognitive reading strategies and a preliminary introduction to the Gothic tradition, as well as background knowledge on the author's biography together with the history of the American Civil War. Through his interweaving of complicated narrative techniques, past and present time shifts, historical allusions, and Gothic elements, Faulkner illustrates some of the social taboos present in his culture to which he strongly disagreed. A research study involving five-year high school students enrolled in the Baccalaureate International program shows that "Evangeline" did not appeal to them at first. The first study in the high school, Joseph François Perrault, shortly ended after an attempt to interpret the text that frustrated the students. Years later, the same text was approached in another public high school, Saint Luc, within the context of Gothic literature. This new contextual information, together with open-class discussions concerning the text opened up new interpretative perspectives.

Keywords: Gothic, Civil War, high school, students, social taboo

Introduction

Most often the teaching of intricate literary texts, such as William Faulkner's oeuvre, generates anxiety both for students and teachers. William Faulkner's works fall into the category of the hard-to-read or hard-to-follow texts requiring an appropriate teaching method. Critics such as Robert Dale Parker and Richard S. Turner conjectured that teachers often avoid teaching this author's texts and students usually become discouraged during the study. As many other pedagogues, Albert-Reiner Glaap (1997) thinks that "for various reasons, Faulkner should be (or become again) firmly established in the literary canon for English classes in our secondary schools" (p. 541). His works are meant to raise the reader's emotion and interest through the characters' social and living condition. Robert Hamblin (1994) explains that Faulkner's fiction transmits educational messages which may influence individuals' way of thinking, "only the individual can decide which aspects of any tradition he deems worth preserving; it is left to each person to discover [...] his own voice out of the many voices that float through his mind and experience" (p.15). Teachers are responsible for bringing over such hurdles to help students benefit from Faulkner's humanistic messages.

Among the various literary techniques and devices used by Faulkner in his works, the Gothic elements are obscure for many readers. Despite some studies conducted by Steven T. Ryan, Keith Lawrence, Elizabeth Kerr, Jennie J. Joiner that discuss Faulkner's use of such elements in some of his works, the short story, "Evangeline" still remains a difficult text to read and understand.

Having pondered over my students' comments I soon realized that their difficulties were due to their difficulty in recognizing the Gothic elements that are present in the text such as "the ghost" motif or "the dark house." As such, it becomes a necessity to ensure that students are given some context concerning the Gothic Tradition and the American Civil War. Years later, the same text was approached in another public high school, Saint Luc, within the context of Gothic literature.

Review of the Literature

The traditional pedagogy instruction, based on a teacher-centered approach, assumes that all students have similar levels of knowledge in the subject being taught and that they acquire new information in a similar pace. The teacher guides the student and offers him new information with little interaction. Contrarily, constructivist teachers engage students in experiences that

might engender contradictions to their initial hypotheses and then, encourage discussions both with the teacher and among students" (Zhang, 2008, p. 92). Teachers' valuing students' participation in the lesson develops students' autonomy and motivation. In other words, the idea of adopting constructivist pedagogy for learner development is based on Piloneta (2010)'s belief that "learners' mastery of how to learn is more important than the learning act itself" (p. 155). According to several critics such as Jay Parini and Blau Sheridan, students' learning success depends on teachers' involvement in the planning of classes and their coping with the students' unexpected difficulties. Reflecting on their own educational experiences, they consider the interaction framework pedagogy with the student at the center of the learning process and the teacher as a guide to the learning process. For Jay Parini (2005), the classroom "can become a place where sparks fly, where students confront their own best selves, thinking aloud, with [him]or against [him], as [they] move toward something like Truth" (p. 89). Blau Sheridan (2003) strongly believes that students need to be at the center of the learning process:

as long as teachers are teaching, students are not going to learn, because the kind of experience teachers have that enables them to learn what they have to teach is the experience that students need to have, if they are to be the ones who learn. [...] the experience of being taught was merely an experience of witnessing and possibly recording the teacher's learning, and not an experience of learning for oneself" (p.3).

Elaine Showalter (2002)'s view is like Marshall Gregory's noting that "we can't 'assume that one teaching method or another will solve all problems [...] No one teaching method can meet all the demands of learning'" and of T.S. Eliot's belief that "the only method is to be very intelligent" (p.42). Her opinions on teaching are also reminiscent of Biggs', that "there is no single ideal way to teach; what matters is 'how we conceive the process of teaching, and through reflection come to some conclusion about how we may do our particular job better'" (p.8).

Critics such as Gillian Lazar and Peter Barry also conjecture that the approaches to teaching literature are various and depend on the type of the text and the audience's needs. Showalter (2002) views are akin to Kenneth J. Eble's who suggests that "we need to keep 'a sense of play in teaching'" since "'teaching is an improviser's art'" (p.8). My reading of recent research in education together with my teaching experience contributed to my understanding of the advantage of applying a constructivist pedagogical framework to this study. Such a pedagogical method involves a metacognitive process for students. This stimulation is achieved by the

teachers' use of the "scaffolding" support which is defined as "a process in which a more knowledgeable speaker helps a less knowledgeable learner by providing assistance" (Lightbrown and Spada, 2006, p. 131). The student is central to the learning process and the teacher becomes the guide and the motivator. Students assist each other's learning by sharing socio-cultural perspectives and try to clarify confusion.

It has been shown that when reading and thinking processes are taught to students through dialogic interactions, they increase students' engagement and control of the reading comprehension process. Higher student achievement and more positive social, motivational, and attitudinal outcomes have also been found to occur in collaborative learning contexts (Wooley, 2010, p. 112).

Faulkner's use of intricate narrative techniques requires much of readers' attention. According to Cris Tovani (2000), the "text becomes inaccessible when students […] don't have the comprehension strategies necessary to unlock meaning […] don't have sufficient background knowledge […] don't recognize organizational patterns or lack purpose" (p.19-20). The use of metacognitive reading strategies (Table 1) helps to make meaningful connections in students' reading which enhances their understanding of the plot and structure of the text. According to Dawn R. Dolly (2004), this process implies that readers can "clearly identify reading purposes, identify relevant prior knowledge, identify important components of a message, selectively direct attention to the more important contents of a text […] use self-questioning to monitor comprehension, and take compensatory action when comprehension failure has occurred."(p. 53) This process enables students "to become aware of some of the knowledge needed" (Miholic, 1994, p. 84).

The Current Study

The current study is the result of a long-term reflection over my past teaching experience of William Faulkner's short story "Evangeline," which according to students had demonstrated their need for a special approach to the text due to the level of obscure meaning concerning the Gothic elements Faulkner uses. Elizabeth Kerr (1979) defines Gothic fiction as "being a fascination with the dark persistence of the past in sublime ruin, haunted relic, and hereditary curse" (p. 4). Her views are in line with Michael Sadleir's who writes that "the cult of ruin in

Gothic [...] projected a symbolic bond between ruined house and nobly ruined mind" (p. 4). Without that background information (often referred to as cultural literacy or intertextual literacy), the understanding of the symbolic use of dark elements, which encapsulate Faulkner's world vision, would be impossible.

 Considering students' manifested needs after their first reading of the short story together with the final pedagogical aims (interpretation of the author's general messages), I found that the study should consist of three steps: consistent acquiring of the contextual knowledge on the Gothic Tradition which proved to be key to their final interpretation and makes understanding the author's intentions easier. Therefore, it is imperative that students be introduced to William Faulkner's biography and the historical situation before and after the Civil war in preparation for "Evangeline."

The entire pedagogical process consisted of 18 periods of 75 minutes each. A constructive teaching approach involving the teacher's monitoring and prompt feedback to students coupled with providing students with the necessary contextual information helped widen their perspective on the underlying meaning in the text.

1. Background Knowledge on the Gothic Tradition

Some background information is essential to perceive Faulkner's complicated structures and narrative techniques enabling students to name the themes embedded in the work. While reading his texts, readers need to make connections between certain aspects and Faulkner's way of thinking as an artist. Having students acquire some background information about Faulkner's artistic vision and about the historical situation at that time, the teacher ensures students' possibility to metacognitively organize their thinking while reading as they make links between their knowledge and the information in the text in order to better understand the author's allusions.

After a short lecturing on the history of the Gothic tradition used in literature supported by a PowerPoint presentation, I had students brainstorm ideas based on their prior experience with Gothic works. Because they had not studied the same works, their change of opinions was not very effective. In view of their detecting and interpreting the same Gothic elements, I had them watch and afterwards discuss the original versions of the films Frankenstein and Jane Eyre.

During the open class discussion, students made up a list of the Gothic elements they found: decline from its former greatness (e.g. rundown castles /great country manors), hidden passages, trap doors, secret rooms, bleak environments, stormy weather, places far away from civilization, mystery, horror, dread etc.

The most relevant Gothic elements were selected after the groups had shared their findings in each film. Referring to Jane Eyre, I related its Gothic elements to the historical background during the Victorian age. Students' interest was evident as they became sensitive when revealing Charlotte Bronte's use of Gothic elements to present women's condition when their feelings were suppressed by the patriarchal authority that dominated the society during the 19th century.

Rosemary Timperley (2012)'s Harry vs Bierce (1984)'s A Diagnostic of Death

As I foresaw eventual reading difficulties in the upcoming reading of Faulkner's short story "Evangeline" because of the use of complicated narrative techniques (that make the understanding of the plot difficult, point of view hard to distinguish), I decided to approach two easy-to-read Gothic short stories Rosemary Timperley's Harry and Bierce's A Diagnosis of Death, in which students could notice two distinct narrative frameworks and the use of imagery in order to create some Gothic effects.

The learning process of each of the two texts was progressive. As an assignment, students read the texts individually and wrote down its main ideas. Back in class, they discussed each text in group activities. The teacher constantly monitored them providing them with feedback when necessary. To make sure they understood the storyline, students drew a story chart (exposition, narrative hook, rising action, climax, falling action), discussed the use of point of view, detected and revealed the meaning beyond the Gothic elements, and talked about the use of imagery.

The assessment consisted in formative evaluation (the teacher's constant observation of students' progress during the interactive activities) as well as in summative evaluation (their writing of an opinion piece in which they had to show which of the two authors, Rosemary Timperley or Ambrose Bierce, managed to best create Gothic effects. In their writing of the opinion text, students had to compare the two works in terms of the use of the structure

(narrative techniques such as point of view); Gothic elements and imagery used to suit the intended audience and purpose; the authors' general message.

Their comparison of the two texts revealed that students could identify and discuss Gothic elements in the two works as both writers meant to refer to societal taboos, the dark side of human nature, the oppressive settings. As a final project in which students were supposed to use their knowledge, in groups of four and make up their own Gothic short story which they would later present. As students were fascinated by the creative pieces being presented, they asked questions about different aspects which were either confusing or stirred their curiosity or interest.

2. Cultural Literacy – a basis for understanding "Evangeline"

The understanding of the author's world vision and the history of the American Civil War stands for the core meaning of the text. The watching of the DVD entitled, William Faulkner's Biography (Famous Authors series), was integrated in my brief introduction of William Faulkner to students. Understanding the author's choice of complicated narrative techniques, students are aware of the necessity of their engagement while reading the text. Back in class, students had the main ideas of the short story prepared in advance. While writing their opinions about their reading experience, most of the students expressed confusion but showed their interest to continue the study.

2.1. The Origins of Faulkner's Artistic Vision

The difficulty of his narrative techniques sprang out of both his private nature and his being a Modernist. On the one hand, Faulkner's apparent creative impersonality in his fiction made his literary intentions mysterious to the reader. He always disliked people prying into his life and in his interviews, he often seems to feel uncomfortable and he gives evasive or short answers. This attitude resulted from his secretive and introvert nature that he showed not only towards strangers but also with those close to him. Despite his determination to protect his privacy, he was curious and liked to approach people and develop relationships. The tension between these impulses forced him to create a variety of ways that he employed to keep himself at a distance. On the other hand, Thomas McHaney (1984) thinks that Faulkner was endowed with some innate talent comparing him to remarkable modernist artists such as, "Stravinsky, Picasso, Eliot,

Pound, Joyce, Williams, Stevens, Aiken, Cummings, Hemingway, and the rest of their generation, his was a prepared mind, fed with similar abstractions and cultural experiences and charged with sufficient ambition and discipline to accomplish tasks he deliberately undertook (qtd. In New Directions in Faulkner Studies, p. 43).

Faulkner's voyage to Paris inspired him with its innovative artists, changing his artistic vision. As Emily Watts (1971) puts it, "in the Paris of the last generation, creative minds in all areas of art met and exchanged ideas [...] it was a time when poets became librettists, painters became poets, musicians became painters" (p. 3). That period which favored such a creative fusion among literature, music, and painting seems to have inspired authors in the creation of their artistic styles. William Faulkner borrowed artistic devices, manipulated and transposed them into his novels in a uniquely original way.

Faulkner's intellectual interest in exploring art along with his life experience and his innate artistic talent as a writer illustrated the evolution of his idiosyncratic and exquisite literary artistry characterized especially by much subtlety. The origins of Faulkner's artistic achievement went far back to his youth. His mother was convinced that Faulkner had visual art inclinations. Meeting painters and hearing different excited discussions about art in New Orleans and Paris changed his artistic perspectives. Pantheia Reid (1993) describes his discussions with some students of modern art, which later persuaded him that the most important Bouguereau paintings at that time deserved "a curse" (qtd. in Faulkner and the Artist, Kartiganer and Abadie, p. 93). In addition to all these, his painting interpretations in the museums of New Orleans and Paris and the literary works of some modern writers he read changed some of his artistic perceptions. Faulkner's experiences symbolize a journey of his working mind over the world and art. Its destination is the projection of ideas organized according to the themes Faulkner chose. By means of such a vision, he manages to express his thoughts when writing his novels in the most abstract way possible.

Given these influential circumstances, Faulkner developed a unique style of his own. Panthea Reid (1993) exquisitely describes Faulkner's literary evolution as being marked by a passage from transparent language in his poetry - used as a vehicle to express loss, longing, and desire - to a sophisticated language. She also reveals that "Faulkner told Demsey that plot robbed literature of its quality; plot was cheap, absurd, childish, and limited. He theorized that the modern novel should eliminate plot"; however, he did not eliminate it but "...fragmented and juxtaposed bits of

plot in a manner that shows…a new understanding of what Cezanne and the avant-garde painters were accomplishing" (p. 89-90). As a result, "He developed an incremental faceting device of shifting, and filling, patterned after the artists' breaking and bending and reassembling planes on their canvases." (p. 102).

2.2. History – A Source of Faulkner's Concerns

A thorough examination of Faulkner's epoch is necessary to recognize and appreciate the tensions that weighed heavily on his heart. Some of Faulkner's themes spring out of his disagreement with the reality of that period during which moral and social factors overwhelm and oppress the individual. Virginia Hlavsa (1991) claims that "discovering the themes of Faulkner's chapters or divisions is critical to understanding his works" (p.10). Biljana Oklopcic (2014) notes that:

> As his fiction shows, Faulkner's view of the Old South does not center, even though he did feel nostalgia for it, in idealization of the plantation myth or the plantation aristocracy. Instead, he believed in the Old South's "moral order—a code of personal dignity, courage, honor and integrity" (Miller 1963, 204) that, in his opinion, had to be freed of rigid formalism, unnecessary violence, and sins of slavery (p. 6).

Faulkner struggled with the problems of American southern culture, the most controversial being white supremacy and segregation laws. White upper class were ruthless and cruel towards African Americans which Faulkner completely disagreed with. Faulkner expresses his distaste for these attitudes, subtly illustrating his ideals by portraying their opposites in a negative light. Some themes are created according to the idea of the force of race and class, gender and sexuality, poverty and abundance, failure and success as well as villains and victims. This is realized through a tendency toward a dehumanization of the individual and the presentation of the personal and moral issues with which the individual must deal. As Faulkner puts it "The artist's prerogative […] is to emphasize, to underline, to blow up facts, distort facts in order to state a truth" (qtd. in Gwynn and Blotner, p. 282). Attentively reading his works, the reader realizes that the author's preoccupation with the antebellum traditions represents one thread weaving the substratum meaning in his works.

Zooming down to Faulkner's central theme, the reader realizes that Faulkner's major interest is the individual's soul. As Faulkner puts it, "I was trying to write about people, which to me are the important thing. Just the human heart, it's not ideas" (qtd. in Gwynn and Blotner, 1959, p. 10). Faulkner supports the struggle of African Americans for equal rights. Faulkner believes in equity between races because man "is immortal, not because he alone among creatures has an inexhaustible voice, but because he has a soul, a spirit capable of compassion and sacrifice and endurance" (qtd. in O' Connor, 1968, 147-148).

3. Approaching "Evangeline" within a Constructive Pedagogy Instruction

Taking into account the students' comments, confusion and misunderstandings, I decided to reread the text in class and have students annotate it referring to Wooley (2010)'s metacognitive framework (see Table 1).

Table 1- Metacognitive framework (Wooley 2010)

Phases	PROCESSES		
	Visualizing/local Scenes/ events	Visualizing/ global Episodes/ story	Self-regulation? self-questioning
Before reading	Visualizing similar scenes from similar background experiences to draw the opening scene of the story.	Using a graphic organizer to understand the structure of the text to be read. Asking questions to help elaborate drawn pictures.	Goal setting What do I think will happen in this Story? Visualize likely scenarios.
During reading	Stopping at an appropriate place in the narrative and drawing a picture related to story events as the plot unfold ds.	Asking and answering questions related to character actions and scenes as it relates to the drawings.	Monitoring meaning/ self-questioning Is the story similar to what I imagined at the beginning? How is it the same/different? What do I think will happen now? Visualize a revised scenario.
After reading	Making a summary drawing of the resolution scene.	Using the graphic organizer as a way to organize a summary by placing each of the three drawings in the appropriate space on the organizer and making an oral summary.	Reflection on strategy used. What can I imagine now that I have come to the end? Were my predictions accurate? What was expected/ unexpected? What else could I have considered?

I asked questions concerning each paragraph to check students' comprehension and had them point out when the text became difficult to understand. I lectured as they needed to be situated in the context of the study. The explanation of the title "Evangeline" which was inspired from Wadsworth Longfellow's poem with the same title, in order "to set the tone" of this short story (Joiner, 2006, p. 526), captured the attention of my students and evoked their interest in proceeding with interpreting of the text. I recounted the poem which tells the story of the Acadian woman separated from her lover, Gabriel, because of the Acadians' forced deportation on different ships from Nova Scotia in 1755. The protagonist' s loyalty, purity, willfulness and determination to find her lover reminds one of both Jane Eyre, the protagonist in the film with the same title (previously interpreted in class), and Judith's loyalty and determination to wait for her husband and her stoicism to cope with the harsh conditions caused by the war "Judith had [Sutpen] fetch back to the house, and read the service for the dead herself and buried him"(Faulkner, 1981, p. 584) "Judith buried [her mother]" (p. 590), "busy around the house in an old dress like trash would wear [...] working with them before day and after dark"(p. 591). This dark imagery illustrates the harsh conditions following the Civil War. The story also reminds the students of the condition of the woman during the Victorian age (represented by Jane Eyre) and Judith's loyal waiting for Charles Bon, her husband. Students are also intrigued when discovering that the short story would later evolve into Faulkner's later novel, first entitled The Dark House and later Absalom, Absalom!.

In their initial reading of "Evangeline," the students experienced difficulties in understanding the plot because of its narrative techniques (the use of characters and narrators and the use of time which defines the narrative frames). Using metacognitive reading strategies such as asking questions, clarifying questions, making connections, visualizing, and summarizing (Table 1), I guided and helped them to understand what the text is about. Students also had to consider time shifts which are triggered by specific events whose relevance the narrator takes care to make evident. Then, I invited students to identify the events of the story. Beyond clarifying the sequence of events in "Evangeline," students had to infer the meaning created by dark imagery such as "darkness," 'summer darkness," "dark kitchen" (Faulkner p. 598- 600).

Identifying the characters helped students mentally visualize the story within the story structure, distinguish between two-time levels and talk about the point of view used. In "Evangeline", the anonymous journalist meets Raby, Sutpen's illegitimate daughter by an African American slave, who still lives in the mansion in the present time of the story. Her narration and conversation with the anonymous narrator constitute the present time narrative frame within which the story in the past is comprised. On the one hand, the present moment represented by the anonymous narrator, an unnamed reporter, who asks his friend Don to investigate a "ghost" in a small Mississippi village. Don learns about a man named Thomas Sutpen who once lived in a now-ruined mansion outside the village. Don and the reporter's discussing the Sutpens established the present-time frame. On the other hand, the story told by the characters already mentioned and at the same time, Raby, the loyal servant, and Thomas Sutpen's, the protagonist's illegitimate daughter represents the past framework of the text. In the past narrative frame, the focus is on the relationship of Charles Bon, Henry's classmate at college, and the Sutpen's children, Henry and Judith. Some hidden information that Henry does not reveal goads him to kill Charles. The short story ends with the death of all Sutpen's children and the burning of his house set on fire by his illegitimate African American daughter, Raby. The ghost motif is used as a pretext to employ a time shift in the story. More specifically, the anonymous journalist-narrator in "Evangeline" jumps from the present narration time into the past as he goes to Sutpen's mansion to find out more details about those still living there. The anonymous narrator searching for information can find Henry Sutpen ill and hidden in one of the rooms of the house where he had been keeping the secret for forty years. Thus, students get familiarized with the simple narration of "Evangeline" in which the two characters, Don and the anonymous narrator, reveal their curiosities and suppositions.

Once the structure of the text had been clarified and the plot had been explained and analyzed, students drew the story chart as an assignment. At this point, students are ready to focus and observe the use of the Gothic elements and the author's intention to express his critique of the historical and social realities. During the first reading, they found it difficult to interpret the symbol of the haunted house, of the ghost and the decaying atmosphere. Students learn that the code of the past strongly affects the present. Faulkner's discontent with the Civil War aftermath living conditions is expressed through the decaying atmosphere he created, symbolizing instability. Faulkner's emphasis on death in "Evangeline" also seems to represent the only means

of defense against corruption. The burning and collapse of the house at midnight with the calm figure in the center parallel the human's inability to react to the injustices caused by the profiteering people. The narrator finds the locket, that Judith gave Charles Bon, her husband, when he left for War, among the remnants, but it contains the portrait of Bon's African American wife instead. According to Joiner, the revealing of the African American woman's picture in the locket symbolizes that truth and past are resilient even when faced with absolute destruction. The revealing of this ghost like-presence in Judith's life, namely the existence of her husband's secret wife, proves to explain Henry's act of murder as he is the protector of feminine purity and social respect. Knowing about Charles' marriage to an African American woman, he strongly and firmly opposes his friend's intention to commit bigamy with his own sister and his spotting the Sutpen's family with his black blood. Having found out the truth, Judith understands that his having killed her husband was "an attempt to protect her under the Southern code of honor requiring adherence to rituals, conduct, and thought" (Joiner, 2006, p. 532).

The readers' attention is captured by mystery and suspense all through the text represented by the ghost that the narrator searches for, the reason why Henry murdered Charles Bon and the African-American woman's picture in the locket instead of Judith's. Raby' s recounting of the past facts leads the narrator's way into darkness, gloom, nightmare representing the passage into despair and death "I touched a wall and heard a door click and felt the door yawn inward upon a rush of stale, fetid air warm as an oven: a smell of old flesh, a closed room,[...] "I wondered quietly in that suspension of judgment how [the candle] could burn, live, at all in this dead room, this tomblike air [...] I went and stood above the bed, surrounded by that odor of stale and unwashed flesh and of death"(Faulkner 597-598). The Gothic atmosphere is completed by Henry's decaying portrayal "gaunt, pallid, skull-like head surrounded by long, unkempt hair of the same ivory color" "his mouth was open, and he breathed through it, peaceful, slow, faint, scarce stirring his beard. He lay with closed eyelids so thin that they looked like patches of dampened tissue paper pasted over the balls" (Faulkner, 1981, p. 598).

Faulkner's use of the Gothic effects in this short story emphasize the oppressive societal conditions in the post Civil War South, "'the feminine imperils the hierarchies set up in the southern social order: male over female, white over black, virgin over whore, angel over

demon'" (Roberts qtd. in Joiner, 2006, p. 531). Judith stoically endures the hardships during and after the Civil War, working to feed its inhabitants. She welcomes the corpse of her husband after the War whereas Raby, her African American stepsister, is devoted and loyal to the Sutpen family. She assists Judith in the burial of her mother, husband, and father and cares for her half-brother, Henry, and her half-sister, Judith until their deaths. Joiner notes that "Faulkner uses both Raby and Judith not only to represent a peril to the hierarchy of the old South but also to delineate and highlight the failure of the men of the old South - exemplified by Henry, Bon, and Sutpen – who went to war in an attempt to protect [the male supporting the institution of slavery, miscegenation] hierarchy but failed" (Faulkner, 1981, p. 531). Faulkner's use of the catharsis is represented through the burning of Sutpens' mansion (the dark house) which was built by unjust means and refers to the corrupt Southern society.

Results

To better reflect over the interpretation in class and to reinvest the knowledge acquired, students wrote a text consisting of introduction, body, and conclusion. Based on the background knowledge acquired, they had to prove that Faulkner used the Gothic tradition in his text "Evangeline" to express his discontent towards the historical and social realities before and after the Civil War. Not only did students show their ability to interpret the Gothic elements but they also proved originality in the creation of their text.

The Gothic context created through the discussion of the Gothic elements and the protagonist's social condition in the film Jane Eyre and the two texts interpreted in class was the foundation of the final analysis of Faulkner's short story. Observing the simple narrative structure and the Gothic elements represented the starting point of students' progressive learning of how to detect and interpret Gothic elements in an intricate text such as "Evangeline."

After the open-class interpretation and evaluation, students wrote their opinions about their learning process. The presentation of the social context and the historical situation, as well as a comprehensive interpretation of the text enlightened students, allowed them to better understand the overall meaning of the story according to the Faulkner's intentions. (Figure 1)

S1: "I now have a better understanding of the short story and because of that I appreciate it even more."

S2: "An astonishing story" I learn[ed] about the history of the United States", "it requires concentration" "I discovered another type of writing, it held my attention"

S3: "After further analysis, I was amazed how Faulkner could include so many elements about social adversities and develop them with Gothic elements."

S4: "I didn't quite see [the gothic elements] during my first reading."

Figure 1. Progressive Learning within a Constructive Teaching Approach
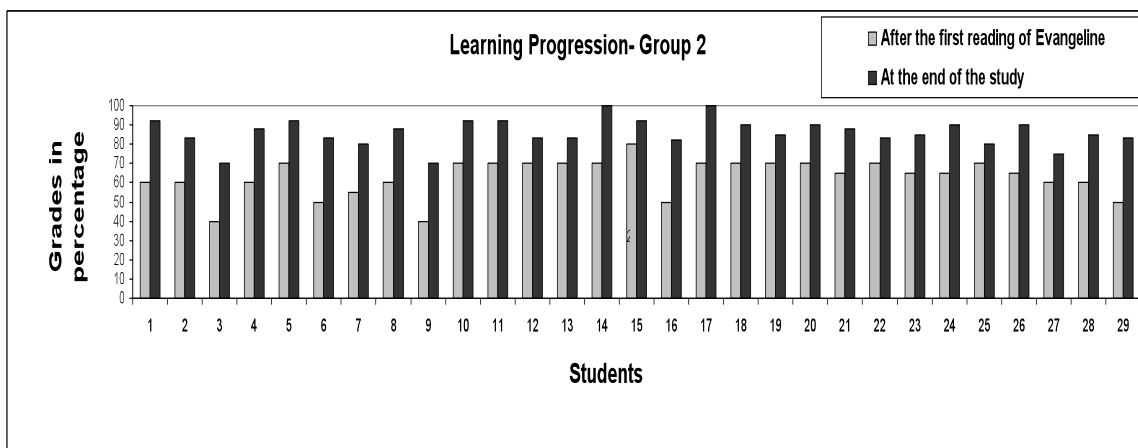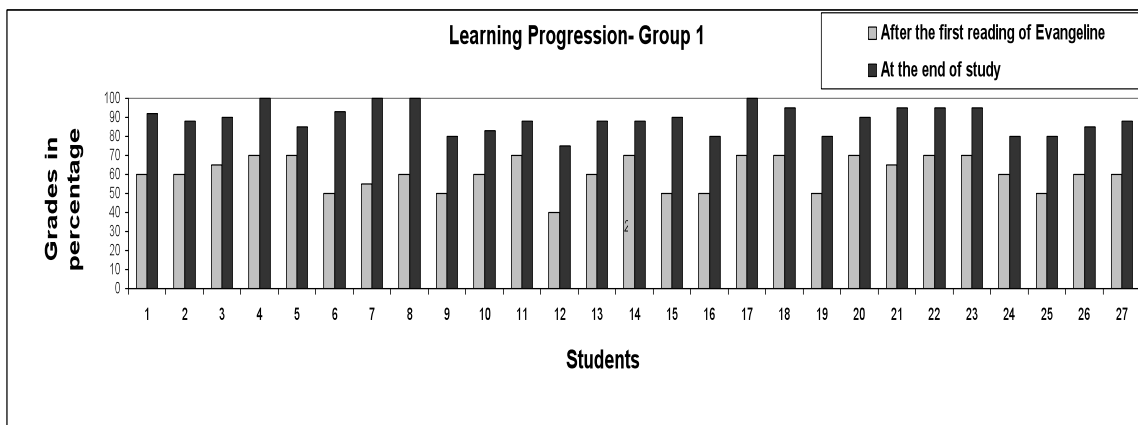
Conclusion

The learning progress occurs at two levels, the reading of the text and its interpretation. At the beginning, students were unaware of the Gothic elements woven in the text and of their significance and they could not refer the text to the historical realities the author criticized. Initially, they considered the author racist but at the end of the study, they cherished him, expressing their wish to read his other work. One student found the study "a little bit difficult at the beginning" but considered it could help her as "an easier transition from high school", and chose to continue her study of Gothic literature registering in one course entitled The American Gothic: Homesick Horror in Dawson College in Montreal. She hopes to have even more challenges as "they study the subject more in depth." The background information acquired before reading the short story "Evangeline," and the use of the constructive pedagogical framework (interaction and the teacher's guidance and feedback) were key to students' detection and interpretation of the Gothic elements in the text and their subsequent appreciation of the text.

Many critics consider Faulkner's texts as educational. Cowley believes that Faulkner's works "have the quality of being lived, absorbed, remembered rather than merely observed. And they have what is rare in the novels of our time, a warmth of family affection, brother for brother and sister, the father for his children - a love so warm and proud that it tries to shut out the rest of the world." (The Portable Faulkner xxviii). Students' thinking about the importance to distinguish between good and evil is illustrated in one of my student's statement:

S: "I liked the text because it discussed social issues and realities. Slavery, lies, loyalty etc." The use of fire signifies that" lies cannot disappear". "Through the recurring dos, we see how you can't run away from your past, from your problems."

Biography

Mrs. Daniela Duralia, Ph.D. graduated from Lucian Blaga University in 2003, majoring in English language and literature. Her experience as a student at this university inspired her to study abroad and take several courses in education at Université de Montreal, Concordia University, and McGill University, in Canada, in addition to embarking on a successful teaching career. In 2011, she enrolled as a graduate student in the program of Applied Linguistics at Concordia. In 2016 she graduated from a Doctoral Program in the field of American studies at West University of Timisoara, in the Letters and Arts Department.

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GRAMMAR PRACTICE IN AFL TEXTBOOKS

EL ESSAWI

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ABSTRACT

Recent research in the field of second language acquisition mostly stresses the importance of relating form to meaning when practicing grammar . Researchers like Dekeyser (2003) indicate that , "form-meaning connections are the essence of language, and taking them apart for practice activities would be unwise"(p.10). In fact Douhgty and Williams (1998) point out that "engagement with meaning" as is the case with communicative drills used as a form of grammar practice "is probably a cognitive prerequisite for learning new form" (Ortega, 2003:183). The importance of highlighting form and meaning during grammar practice is further highlighted by theories like Strategy Acquisition (SAT), which suggests that failure to use activities that balance focus on meaning and form is likely to block the process of transforming declarative knowledge (knowledge about formal aspects of language) to procedural knowledge (or proficiency in language communication) (Criado, 2016). Hence the importance of communicative grammar practice activities that encourage establishing the mentioned relationships as opposed to activities (like mechanical drills) that manipulate form without attention to meaning.

Studies done on language teaching textbooks however seem to suggest that activities that focus on form like mechanical drills still prevail in grammar practice. According to studies done by Aski (2003), Shelly (1995), Mitchel et al (1993), & Lally (1998), communicative practice represent a much smaller percentage in analyzed books compared to manipulative activities that highlight form only. This has led such studies to a conclusion that language teaching textbooks are lagging behind SLA research when it comes to grammar practice.

In an attempt to detect whether this problem also appears in AFL teaching textbooks, this study

attempts to review types of activities used in grammar practice sections in 3 textbook series. The study uses the Paulston's (1970)

classical typology that divides activities into mechanical, meaningful, and communicative drills; thus representing a continuum from most focused activities where learner focuses on form without any attention to meaning to communicative where meaning is paramount. Moreover, following the example of Aski (2003) , the study adds a fourth category which is communicative performance that corresponds to structure-based communication where use of structure is not compulsory and communication is more free compared to communicative drills presented by Paulston (1970).

The above mentioned typology is used to look into the frequency with which each type of activity appears in a set of randomly chosen lessons that were picked as a representative sample from each series. Prevalent types of activities are then highlighted. This is then followed by a discussion of what such prevalence indicates regarding how AFL textbooks seem to keep pace with second language acquisition research regarding grammar practice. The study also presents recommendations to teachers and material developers about aspects that need to be addressed regarding grammar practice in order to help AFL learners reach a high level of language fluency and accuracy..

THE SECONDARY LEAVING CERTIFICATE IN EGYPT: CHALLENGES AND CHANCES

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ABSTRACT

The college matriculation process is critical in students' educational journey as it decides their fields of study. Although parents and students are important stakeholders in this process their voices are not often neglected when national policies are formulated and decisions are made.

In Egypt the college admission process solely depends on students' results in the last year of the secondary school which is known as the Secondary Leaving Certificate. Students compete during the last year of their secondary education to secure places in their desired universities or institutes. (MoE, 2014). Despite the fact that several reforms have targeted the secondary education in Egypt, as well as tertiary education, the matriculation process has remained the same for decades. Public opinion is against the Secondary Leaving Certificate as the only criteria for college admission because many problems are associated to this certificate such as rote learning, private tutoring and exam leakage. Another equally important problem which is directly related to college admission is that the total scores of the secondary leaving certificate exams determine which colleges are available for students to join (Hargreaves,1997). Priority to college admission is given for high score achievers who usually aim at the so-called "top majors" which are mainly medicine, pharmacy, engineering, languages and political science.

As criteria and procedures of matriculation differ from one country to another, this pilot study aims at exploring different opinions of Egyptian stakeholders (students and parents) regarding the current system as well as investigating the practices of other Arab countries such as Sudan and Jordan. The objective of this study is trying to identify the major problems facing the Egyptian

system of college admissions according to Egyptian families who experience this process, know their suggestions for improving the system and get to know the various scenarios of transition from secondary school to university regarding free choice and social mobility.

The qualitative research is guided with the following questions: 1-To what extent is the process of college admission in Egypt fair regarding i)students' free choice of majors of study that matches one's preferences, interests and skills ii) chances of social mobility? 2-What are the most prominent suggestions that are based on the experiences of other countries can be taken into consideration when shifting to a new college admission system?

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PROBLEMS AND PROSPECTS OF OPEN AND DISTANCE LEARNING IN NIGERIA IN THE 21ST CENTURY

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ABSTRACT

Open and Distance Learning (ODL) programme has been considered as one of the most important educational innovations in Nigeria. It has provided opportunities for those who could not afford to leave their job to attend to full time conventional education. UNESCO (2002) stated 'in efforts to meet the new and changing demands for education and training, open and distance learning may be seen as an approach that is at least complementary and under certain circumstances, an appropriate substitute for the face-to-face methods that still dominates most educational systems'. ODL has offered access to many people who would have previously been denied access to educational opportunities based on where they live and work, poor-economic circumstances, social status etc. ODL remains the primary mechanism for the information-driven age, a tool that has bridged the gap between developed and developing communities. To this end, this the paper examined the problems and prospects of ODL and its relevance in Nigeria. It was discovered that despite the huge benefits of the ODL programme in Nigeria, proper implementation of the programme is still faced with a lot of challenges. It was recommended among others that the Nigerian government should thus subsidise ODL programmes just like the conventional school system and improve electricity supplies to the nation.

Keywords: Education, Open Learning (OL), Distance Learning (DL) Open and Distance Learning (ODL), University

Introduction

Education is considered as a continuous lifelong process in the existence of an individual and is seen as a critical element within a country's dynamics. It presented opportunities for educational advancement in most countries Nigeria inclusive. Open and distance learning education in Nigeria started as a necessity born out of the need of people to learn at their convenience outside the confines of the four walls of the traditional conventional system f education. This system created a new era that deviated from the common practices of the traditional school system. It has provided opportunity for those who could not afford to attend full time conventional education. It has offered access to many people who would have previously been denied access to educational opportunities based on where they live and work, poor economic circumstances, social status etc. This need characterized its emergence and eventual growth which resulted in a paradigm shift from the traditional face-to-face mode of instruction to one that is delivered from a distance. These correspondence courses gradually and steadily metamorphosed through many stages to emerge as a mainstream instructional delivery mode covering a wide range of course/ programmes in different fields of study, reaching people of varied ages and circumstances and using a variety of media.

Distance studies in Nigeria started in the 70s at the University of Ibadan and this was followed by correspondence study, part time programmes offered by conventional universities and other schools, continuing education programmes of Adult Education Department of the universities, programmes offered by the National Teacher Institute (NTI), the National Open University of Nigeria and sandwich programmes offered by universities and other institutions. These programmes are open to all categories of learners with varied entry qualifications ranging from Primary School Certificate, attempted School Certificate, School Certificate holders, Teacher Certificate Grade II(TCII teachers), Nigerian Certificate in Education (NCE) and first degree holders. This was to create access for those who are not able to make it to the conventional schools because of time and other factors

Although Open and Distance learning was introduced to the university education system in Nigeria in 1983, it only became functional in 2001. It is a timely and phenomenal evolution in the history of Nigerian higher education. The programme provides access to young, elderly and disadvantaged groups who are interested in the acquisition of university education, anytime and anywhere. Open and distance learning is flexible, and learner friendly. Multi perspective

approaches to learning are adopted in order to ascertain the quality of instruction. The National Policy on Education (2004) gave the following as the goals of ODL in Nigeria

◉Provide access to quality education and equity in educational equity in educational opportunities for those who otherwise would have been denied.

◉Meet special needs of employers by mounting special certificate courses for their employees at their work place

◉Encourage internalisation especially of tertiary education curricula

◉Ameliorate the effect of internal and external brain in tertiary institutions by utilizing Nigerian experts as teachers regardless of their locations or places of work.

Features of Open and Distance Learning

Ikegulu (2014) gave the following as the features of Open and Distance Learning:

i. Separation of teachers and learners in time or place or in both time and place.

ii. Institutional accreditation that is, learning is accredited or certified by some institutions or agencies.

iii. Use of mixed media courseware including print radio and television, broadcasts video and audio cassettes, computer-based learning and telecommunications.

iv. Two-way communication which allows learners and tutors to interact and one-way communication via broadcast signals.

v. Face-to-face meetings for tutorials, learner interaction, library study laboratory work, practice or counselling session, and

vi. Use of industrialized processes that is in large scale open and distance learning operations labour is divided and tasks are assigned to various staff who work together in course development teams and other task groups.

The Concept of Open and Distance Learning

The terms open learning and distance education (OL and DE) have been used for quite a long time, scholars continue to differ in their definitions. Marriot and Torres (2008) defines open learning as a flexible approach to education and training designed to make it more accessible, effective and responsive to individual needs. This definition places considerable responsibility on the learner and relies, in the main, on well produced course materials. According to Okonkwo, (2012), the concept of distance learning encompasses "any planned teaching/learning experience that uses a wide spectrum of technologies to reach learners at a distance and encourages learner interaction and certification of learning" open learning allows learners flexibility and choice over what, when, at what pace, where, and how they learn, distance learning is principally characterised by separation of geographic distance and time. Thus, open learning could be offered on campus or at a distance, and distance learning could be open or closed. In spite of the differences in definition, the concepts of open learning and distance learning share a common aspect in that they both provide alternative paths to the traditional mode of Learning. For the purpose of this paper both will be use as open and distance learning (ODL)

The concept of Open and Distance Learning (ODL) according to Biney and Worlanyo (2015) suggest an educational approach designed to reach students in their homes, offices and shops, where learning proceeds without attending formal classes in person, no matter where or when they want to study. The United Nations Educational, Scientific and Cultural Organisation, UNESCO (2002) defines open education as organised educational activities based on the use of instructional teaching materials, in which constraints on studying are minimised in terms of access, in time and place, pace, method of study or any combination of the aforementioned. According to Ajadi, Salawu and Adeoye (2008), distance learning is a system of education characterised by physical separation between the teacher and the learner, in which instruction is delivered through a variety of media. Okebukola (2009) states that Open implies "removing barrier to learning such as restriction on time or place of study" while Distance means "the learner and the tutor are physically separated from each other and teaching takes place via print, electronics and/or telecommunications media.

The concept of open learning and distance learning system focus on open access to education and training to make the learners free from the constraints of time and place, and offering flexible learning opportunities to individuals and groups of learners. Mujibul (2008) sees distance learning as situations in which learners are physically separated from the educational provider, and communicate in writing (using letters, e-mail, fax or computer conferencing) verbally (by telephone, audio, conferencing, videoconferencing), or in face to face tutorial sessions From the above definitions therefore, open and distance learning is forms of education and training in which using learning resources rather than attending classroom sessions, is the central feature of learning experience. It is a field of education that focuses on the pedagogy, technology and instructional system designs that aim to deliver education to students who are not physical "on site" in a traditional classroom or campus. It is a process used to create and provide access to learning when the source of information and the learners are separated by time and distance or both.

The practice of ODL in Nigeria takes various forms, which include correspondence study education, distance learning (Sandwich programmes), Part-Time Teacher Training Programme (PTTP), Open University, weekend programmes, adult literacy education programmes, National Teachers Institute (NTI) and e-learning. From the beginning of correspondence courses during the first half of the 19th century to the modern conception of Open and Distance Learning (ODL), students have been provided with useful knowledge, skills, attitudes and abilities.

The National Open University of Nigeria (NOUN), was established in July 1983. It is the first fully fledged university that operates in an exclusively open and distance learning (ODL) mode of education. The university focuses mainly on a distance teaching and learning system, and delivers its course materials via print in conjunction with information and communication technology (ICT). The National Open University of Nigeria currently has twenty three study centres which are spread throughout into the six geo political zones of the nation.

Challenges of Distance Education in Nigeria

Education is the bedrock to every development, and instrument of political stability, and industrial advancement. It is for all and not confined to age, ethnicity gender and social status. Education inculcate in human values that help informed their characters, attitudes and behavior as they contribute positively to the development of their communities hence, the establishment

of Open and Distance Education in Nigeria in order to give society's under-privileged individuals the possibility of accessing education, a type of education that will help inform their choices about life. For ODL to meet the challenges of the 21st century the following challenges and problems must be looked into. Fagunwa (2010) give the following as some of the challenges and problems facing ODL in Nigeria.

Lack of adequate planning. The mandate of open and distance education in Nigeria has not been achieved, despite its promises and good ideas, the programme has failed to see the importance of quality planning in implementing open and distance learning in Nigeria, because, the success of the programme supposed to be directed by the already conceived planning strategies. This would have ensured the need of allowing access to education for all.

Inequality of access to technology. The cost of a personal computer (PC) and lap top is still very high in Nigeria considering the income level of an average worker in the country. Few of the students that are privileged to have a PC/Laptop are not connected to the internet as this attracts extra cost which they cannot afford. Most of the students admitted through ODL have no computer education background, as a result they lack confidence in operating the computer, some go to the extent of hiring expert to fill their admission and registration and other document meant to fill online. However the few who have access to the computer do not know how to use and maximize its usage. Also the cost of accessing internet is still very high in Nigeria despite their poor service and slow speed of their server.

Government subsidy: the removal of government subsidies for staff and students' welfare have greatly affected Nigerian higher intuitions that were at the verge of collapse. Hence ODL was used as a revenue generating venture and a way of increasing their internally generated revenue (IGR). This observation was supported by UNESCO (2001) study that the lack of government funding hindered the quality and effective coordination of distance education initiatives in Nigeria

Managerial factor: the manager's major task is to merge educational purpose, administrative roles and teaching methodology to achieve the predetermined goals and objectives of the organization. The question then is how effective are those managing the programme in various institutions. Borisade (2007) reports that there are some ineffectiveness in the area of managing the staff, students, and community relationships, he affirms that the problem of staff was due to the fact that most of them are on temporary appointment. Another

managerial problem is the time schedule for the programme is inadequate and insufficient for the lecturers and students to adequately complete their coursework. Management admitted an outrageous number of candidates, which increased the staff student ratio and overstressed the available human and non human resources.

Students' factor: the Federal Government and the Nigeria University Commission (NUC) approval of ODL gave an opportunity to Nigerians to attain their academic desires, this led to explosion in enrolment of students. As a result of this, available facilities were not enough for the students, the increase in enrolment makes teaching and learning difficult for both lecturers and the students especially during examinations which gives room for examination malpractices such cheating, copying etc. most students also lack maintenance culture. The available facilities are vandalized and misused by the students.

Economic Factor: The poor state of the national economy leads to low funding and inadequate budgetary allocation by the government to ODL. Most of the approaches adopted in the dissemination of instructions in ODL programmes, such as the purchase of books, instructional materials, and provision of equipment, are capital intensive in Nigerian setting. UNESCO (2002) reports that the cost per average student of distance education is more expensive than that of conventional intuitions.

Instability which has been a major setback for our Technological Development: Some of the students that reside in the cities and towns are faced with the problem of epileptic supply of electricity while those of them who live in rural areas are not connected to the national grid. Successful ODL cannot be assured without the use of communication technologie. Incessant power failure creates problems for the effective integration of most instructional materials in the delivery of ODL. The poverty level among Nigerians makes alternative sources of electricity, such as generators, unavailable to most ODL students.

Poor postal system; the level of service by Nigeria postal system (NIPOST) is not up to international standard. Although improvements have been made in the postal services the service cannot guarantee efficient two-way communication between distant learners and distant education institutions.

Public perception of open distance learning in Nigeria. There is this believe that ODL students are not subjected to or exposed to all practical aspects of some courses, they are also not

exposed to direct university environment such as libraries, laboratories, student union etc. Some Nigerian employers do not value the certificate of those who attend open and distance learning as a result they do not upgrade their staff who acquire additional qualification through ODL.

Prospects of Open and Distance Learning

• For the students/ learners open and distance learning means increased access and flexibility as well as combination of work and education. It may also mean a more learner-centered approach, enrichment, higher quality and new ways of interaction. The barriers that may be overcome by distance learning include not only geographical distance but also other confining circumstances, such as personal constraints, cultural and social barriers. For working students it is often a cheaper alternative to pursuing a course through conventional methods. Since many people cannot afford to leave their work in order to study.

• Teacher education is an important area where distance learning had been used extensively to provide pre-service teacher preparation, upgrading of academic qualifications, and in-service continuing professional development in particular subjects, content areas and instructional methods. Many examples, particularly from developing countries, show that teacher training profound impact on the development of national education systems. The use of open distance learning for teacher education is therefore a crucial strategy when expansion or quality improvement is needed in the public education system.

• People who could have found it impossible to attend the conventional school system benefit from ODL. Many stakeholders in the education sector are interested in open and distance learning because it allows greater access to educational opportunities. This is in keeping with the stated objectives of the National Policy on Education that maximum efforts shall be made to enable those who can benefit from higher education to be given access to it. Such access may be through correspondence courses, open universities,e-learning, work study programmes etc

• For employers, open and distance learning offers the possibility of organising learning and professional development in the workplace itself, which is often more flexible and saves cost of travel, subsistence etc. the use of distance learning often puts both the firm and employees in a position of co-investment (money and time) in the pursuit of common goals, based on shared values and culture. It increases productivity and supports the development of communication and other work-related skills. With sufficient numbers of employees being trained, open and

distance learning is usually cost-effective. Other advantages for employer include the increased availability of the employee during the course of the training programme, and the portability of training programmes and processes.

• Open and distance learning have the potential to generate new patterns of teaching and learning strongly linked with developments in information and communication technologies; it is closed to development of new learning needs and new patters of information access and application and learning. There is evidence that it can lead to innovation in mainstream education itself. Open and distance learning therefore plays an especially decisive role in the creation of the global knowledge-based society.

• Non-formal education and community development represent other sectors where open and distance learning is increasingly used. Programmes at a distance often reach substantial numbers of women in societies where women lack equal opportunities for participation in conventional forms of education forms of education and training. Open and distance learning approaches lend themselves to the teaching of many of the complex issues of the modern world, in which input from variety of disciplines is necessary.

In summary, the following are the prospects both the learners and the country can achieve from ODL

-Increase access to learning and training opportunity;

-provide increased opportunities for updating, retraining and personal enrichment;

-improve cost-effectiveness of educational resources;

-support the quality and variety of existing educational structures;

-enhance and consolidate capacity ;

-balancing inequalities between age groups

-extending geographical access to education;

-delivering educational campaigns and other education for large audiences;

-providing speedy and efficient training for key target groups;

-expanding the capacity for education in new and multidisciplinary subject areas;

-offering the combination of education with work and family life;

-developing multiple competencies through recurrent and continuing education ;

-enhancing the international dimension of educational experience;

-improving the quality of existing educational services.

Conclusion

From the above discussion it can be concluded that the goals and prospects of ODL cannot be achieved where the problems of inconsistency in programme and policy implementation, poor economy, poor postal system, bad public image,, electricity problem, absence of trained teachers' etc. Therefore, there is the need to find lasting solutions to the aforementioned challenges.

Recommendations

Based on the challenges identified, the following recommendations are made:

The government should subsidize ODL programmes. The ideal of ODL programmes being an avenue to generate revenue or improve internally generated revenue s(IGRs) should be changed.

Management should admit students in line with the available resources on ground. The criteria for the admission of students should be in line with the conventional institutions.

Many would be distance learners in Nigeria have access to radio, television, and video tape, this makes these media good potential delivery for open and distance learning. The government should therefore look into the problem of electricity and find lasting solution to this problem.

No national educational system can rise above its teachers' quality. Hence teachers of ODL should be well trained to improve their effectiveness and efficiency in the teaching learning process.

Students also should be more focused, adopt a good maintenance culture for the available facilities and also develop good study habits.

Necessary infrastructures, equipment and fund must be available to provide means of communication with students and offering counselling Services to them. such means should not only be for the delivery of instructional contents to students but also for guidance, time management, techniques, technology training and assistance, and also initiatives to guard and encourage students' progress.

For ODL goals to be achieved, proper steps must be taken. The enthusiasm shown by government ad steps taken so far can only be sustained through proper funding, planning and monitored implementation.

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EDUCATION TRAINING PROGRAM FOR THE SKILLS OF PUNCHING FOR THE PLAYERS OF KICK BOXING DOWN SYNDROME

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ABSTRACT

In today's society, special needs have increased the interest of communities on the basis of the principle of equal access to education opportunities for all, and to allow their abilities and readiness. Therefore, the Down syndrome category of special education classes, which has become a phenomenon of human nature, requires to be treated very positively and in this way, the researcher sought to develop a training curriculum for this class to teach punches in kickboxing and try to bring them closer to their peers and suit their mental abilities and physical abilities . (N = 10) ages 17-19 years Psychometric measurements and tests: The IQ test was used to measure the IQ ratio of the HPERD test for mentally disabled children aged 8-18 years. Basic skills tests PUNCH SILLS1. Straight punch2-hook punch3. Upcutt punch...:

• *Statistical Processes:*

Using the Spss program, the following statistical processors are extracted:

Arithmetical mean - standard deviation - torsion factor - percentage - value (v) - correlation coefficient.

• *Recommendations:*

1- The application of the proposed program on the syndrome of Down by specialized cadres of graduates of colleges of physical education to develop physical capacity of interest and implementation Provide the tools to improve the rest of the basic skills of kicking in kickboxing..

Introduction

Increasing the attention of societies in the present age with special needs based on the principle of equal educational opportunities for all, and allow their abilities and readiness.

And Education efforts are aimed at everyone regardless of their mental levels and absorptive capacities. Therefore, all children, whether normal or not, can learn in different ways and have maturity and growth at different rates and levels.

so the category of Down syndrome of the categories of special education, which has become a phenomenon of human nature requires dealing with them very positively, and they are human beings deserve to pay more attention and attention in their education and education and rehabilitation and turn them into productive power rather than being disabled energy consumed so that they have the ability to adapt to the demands Life, self-reliance and daily life and getting a suitable career within their abilities and mental abilities, because they are members of society and have the right to live like their normal peers.(11:14)

Physical education has an important impact on the development of the lives of the mentally retarded, and attention to the development of the physical, motor, psychological and social abilities of those with Down syndrome is essential if we provide them with the activities in which they use their senses, muscles and limbs to walk, run and jump. To reduce the impact of disability and increase the chances of their integration and adaptation to society.(7:253)

In this way, the researcher sought to develop a training curriculum for this class to teach punches in kickboxing, and to try to bring them closer to their peers and to suit their mental abilities and physical abilities.

The importance of this research lies in the learning of these characteristics of the symptoms of Down syndrome in the Kickboxing.

People with Down syndrome have the ability to learn, but slowly, so they need more time to learn and develop, and to develop basic skills compared to normal persons, so they need special training curricula in the field of physical education commensurate with their mental abilities. (10:17)

Hassan al-Nawasra 2010 shows that the physical education programs for this group are no different from the programs of the normal students. However, the disability is slow in the

learning process. In addition, the mentally disabled students are weak in the performance of the body mechanics. On the growth of motor skills and the growth of social and psychological skills. It is very likely that children with mental disabilities will have impaired physical fitness and mobility compared to their normal peers in order to avoid participation motor coordination and balance in certain activities and may also be weak in motor coordination and balance.(2:159)

Research procedures:

Research Methodology: Experimental approach was used for its suitability to research nature.

Human field: A sample of (10) of the Down Syndrome (17-19) years.

Time domain: Duration from 7/4/2018 to 26/5/2018.

Spatial domain: Top Fitness Academy of Alexandria.

Tests and measurements:

-Mental measurements and tests:

Non-verbal Pictured IQ-test for measuring IQ. (9)

- Motor abilities tests for mentally disabled:

Test battery prepared by HPERD for mentally disabled (8-18 years) for American National Association for mentally disabled which contain the following tests. (8)

It includes the following tests:

1 - Flexed arm hang

(flexion jang catching from top) for the longest period of stability.

2 - Sit-Up

(Lying) lift the trunk high to touch specific mark.

3 - Shuttle-Run

(Front standing position; Facing two wood cube 10 meters far) running forward to bring first cube and then return to bring the second one.

4 - Standing Broad Jump

(Standing) jump forward to the farthest distance

5 - 50 Yard Dash

(Standing) Running forward around playground, for a distance of 50 yards.

6 - Softball throwing for distance

(Standing, Caught hockey ball in hand) throw the ball from the top of the head to the farthest distance.

7- 300 Yard run and walk(8:9)

(Standing) Running forward around playground, for a distance of 300 yards.

- Physical tests with skill indicators for mentally disabled:

- Coordination tests:

- Coordination between eye and hand: - Throw and receive a ball. (5:410)

- Coordination between legs and eyes: - Numbered circles test. (5:410)

1 – Throw and receive a ball.(5:412)

(Standing. Facing a wall at a distance of 1.5 meters away. Caught handball ball in hands) throw the ball on the wall and catch it after rebound from wall by hands.

2 - Numbered circles test.

(Standing. Facing a series of numbered circles drawn on the ground) jump into numbered circles.

- Balancing test:

- Stable Balance: - long standing with Feet on the bar. (5: 434)

- Motor balance: - walking test on the Swedish seat. (5: 429)

1 - Long standing with Feet on the bar.

(Forward Standing; high on a balance bar, Stability of the waist), Stable for longest possible time. (5:104)

2 - Walking test on the Swedish seat.

(High Standing on Swedish seat) Walk forward to the end of seat , return to change direction and then return to the beginning of the seat.(5:434)

- Agility test: -

Zigzag Running. (4: 357)

1 - Zigzag running Test

(Standing. Facing a set of colored cones on equal distances of 180 cm) forward zigzag run on colored line drawn on the ground between the cones.

- basic motor skills tests:

1 - Walking test (walking for 20 m distance). (3: 55)

2 - Running test (running for 30 m distance). (3: 55)

3 – Push test (medical ball pushing). (6: 414)

4 – Throw and catch (throw with one hand inside squares on a wall and catch with both hands). (3: 55)

5 – Throw test (throwing hockey ball t farthest distance). (3: 55)

PUNCH skills:

1 - Straight jab .

2 - Hook jab .

3- Uppercut jab .

Statistical work:

Using SPSS the following statistical coefficients and tests carried out and calculated:

Mean - standard deviation – skewness factor - percentage – (T) value - correlation coefficient.

Basic Study:

   The training program was distributed for 8-12 years over a period of 8 consecutive weeks with 3 training units per week. The training time was 40 minutes. The study started by applying the program as follows:

Experimental Group:

(24) Twenty-four training modules were implemented (Saturday - Monday - Wednesday) and for 2 months

Proposed program:

Program content

Module Components:

- Warm up: duration (7) minutes, and contains exercises in the form of games to generalize the muscles and activate the blood circulation and the formation of joints of the body to accept the effort.

The main part: Duration (30) minutes, and includes physical exercises for Punsh skills in kick boxing.

- Closing: Duration (3) minutes, and contains exercises to calm the body and return to almost normal state

Table (1) – The Statistical Significances of the Basic and Physical Variables and PUNCH skills of the Total Research Sample before Experiment   (n = 10)

Variables	Statistical indicators	Description indicators			
		Mean	± SD	Skewness coefficient	Variation Coefficient %
Basic Variables	Height (cm)	161.50	4.12	0.81	2.55
	Weight (kg)	78.10	3.41	-1.82	4.37
	Chronological age (years)	18.14	0.57	-0.30	3.16
	Mental age (years)	7.97	0.55	-1.19	6.90
	IQ score	76.25	0.92	0.80	1.21
Flexed arm hang (second)		10.20	0.79	1.29	7.73
Sit-Up (number/minute)		18.30	0.82	0.81	4.50
Shuttle-Run (second)		27.18	0.65	-1.35	2.39
Standing Broad Jump (cm)		85.90	2.33	-1.82	2.71
50 Yard Dash (second)		20.65	1.01	-0.54	4.90
Softball throwing for distance (m)		17.64	1.04	-0.84	5.87
300 Yard run and walk (second)		172.93	2.96	-0.96	1.71
Coordination between eye and hand	Amended Throw and receive a ball. (number/30 seconds)	10.81	0.86	0.44	7.92
Coordination between legs and hand	Numbered circles test. (second)	8.67	0.28	0.48	3.26
Stable Balance	long standing with Feet on the bar (second)	37.40	0.29	-0.78	0.77
Motor balance	walking on the Swedish seat (seconds)	7.79	0.22	0.00	2.83
Agility	Zigzag Running (seconds)	14.39	0.58	-0.26	4.02
PUNCH skills	Straight jab	2.34	0.24	-0.98	10.11
	Hook jab	2.03	0.17	0.43	8.39
	Uppercut jab	2.07	0.35	0.81	16.80

Table (1)shows that the skewedness co-efficient values range between -0.50 and 2.15 and that the kurtosis co-efficient values fall between -1.82and 0.81 Thus these values fall at ±3, thus proving that the sample is free from defects of non-normal distributions. All the values of difference co-efficients of the basic and physical variables of the total sample studied fall between 0.77% and 16.80% which is 20% below the mean, thus proving the homogeneity of the research subjects in all variables studied.

Table (2) - The Statistical Significances of the Basic and Physical Variables and punch skills of The Total Research Sample before and after Experime (n = 10)

Statistical indicators / Variables		Pre-measurement		Post-measurement		Difference between the two means		The T paired value	Improvement percentage %
		Mean	± standard deviation	Mean	± standard deviation	Mean	± standard deviation		
Flexed arm hang (second)		10.20	0.79	19.60	1.78	-9.40	2.01	*14.78	%92.16
Sit-Up (number/minute)		18.30	0.82	27.10	2.33	-8.80	1.99	*13.99	%48.09
Shuttle-Run (second)		27.18	0.65	17.55	1.07	9.63	1.04	*29.18	%35.43
Standing Broad Jump (cm)		85.90	2.33	117.20	3.74	-31.30	4.57	*21.65	%36.44
50 Yard Dash (second)		20.65	1.01	11.37	1.09	9.28	1.35	*21.78	%44.94
Softball throwing for distance (m)		17.64	1.04	27.70	1.66	-10.06	1.31	*24.22	%57.03
300 Yard run and walk (second)		172.93	2.96	149.46	4.08	23.46	4.34	*17.08	%13.57
Coordination between eye and hand	Amended Throw and receive a ball. (number/30 seconds)	10.81	0.86	19.02	0.35	-8.21	0.79	*32.79	%75.93
Coordination between legs and hand	Numbered circles test. (second)	8.67	0.28	5.91	0.33	2.77	0.51	*17.13	%31.89
Stable Balance	long standing with Feet on the bar (second)	37.40	0.29	55.99	2.31	-18.59	2.17	*27.14	%49.70
Motor balance	walking on the Swedish seat (seconds)	7.79	0.22	4.29	0.21	3.50	0.26	*42.89	%44.95
Agility	Zigzag Running (seconds)	14.39	0.58	9.25	0.87	5.14	1.19	*13.64	%35.72
Punch skills	Straight jab	2.34	0.24	5.73	0.25	-3.39	0.40	*26.90	%144.87
	Hook jab	2.03	0.17	4.30	0.48	-2.27	0.46	*15.46	%111.82
	Uppercut jab	2.07	0.55	4.75	0.26	-2.68	0.60	*14.05	%129.47

 The tabular T value at the level of 0.05 = 2.262

Table (2) shows that there are statistically significant differences at (0.05) between the tribal and remote measurements in favor of the post-measurement in all tests. The value of (T) was calculated between 13.64 and 42.89, At the level of (0.05).

Researcher return this improvement to effectiveness of the proposed physical exercise program, which was applied to the experimental group, including walk, leap and throw exercises ... Etc.

varied and exciting for this category, which in turn improved the physical abilities under discussion which has had greatest impact in improving PUNCH skills of the research sample.

These results are in consistent with findings of the Mohamed Mersal (1993), that basic movements development relatively slow as long as there is no suitable exercise, while this development is rapid and more diverse if we train pupils in a timely manner.(3:130)

Gomaa Sobhy (2006) confirmed that children training with mental disability on motor skills and craftsmanship bring them progress in motor performance and helps them to learn cognitive mental skills, because a mentally disabled child delayed in sitting, standing, walking, jumping and running, so he needs to train to develop of motor balance and motor skills development in general. (10:16)

In this regard Abdul Hakim Elmatar (1996), and Hassan Alnoasrh (2010) agreed that practicing sports activities lead to handicapped integration with their peers without disabilities, and acceptance of others. As lack in motor performance lead to withdrawal of disabled from motor experience motor, and thus lead to fall down of their performance level in sports skills, which leads to non-selection by their peers to participate in the play, which in turn leads to social isolation and inactivity life.(1:18) (2:158)

This is consistent with Kamel and elkholy (1998) that training, repetition and repetition is useful in children's learning and performance, and that repetition is very important in training the mentally disabled child and teaching him to acquire new skills and concepts (6:88)

- Conclusions:

1. The practice of the Down Syndrome for the proposed program of physical exercise and the purpose of using tools without tools and following the scientific bases in their implementation led to learning and improving the basic skills of kicks in the kickboxing.

2 - Development of the physical capacity of the syndrome of Down has a positive impact in improving the basic skills of quantifiers in kickboxing.

 Recommendations:

1 - The application of the proposed program on the syndrome of Down by specialized cadres of graduates of colleges of physical education.

2 - the need for attention to planners of the programs of Down syndrome programs to develop physical capacity of interest and implementation for them because of the positive impact in improving the performance of basic skills in kickboxing.

3 - Provide the tools used in the training of kickboxing of Down Syndrome.

4 - The need for further scientific studies for this category in order to improve the rest of the basic skills of kicking in kickboxing.

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ENRICHED CLASSROOM AS AN ALTERNATIVE TO EMPOWER COMPLEX LEARNING

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ABSTRACT

One of the most important topics during architecture teaching is related to structural criteria and procedures. This kind of learning is usually very difficult for many students. The problem is that in a regular class – I mean three hours of class a week during the trimester – students can hardly reach enough understanding to solve problems adequately. Because of his situation, many students often do not reach a passing grade. Fortunately, technologies now can be very useful to improve learning processes. In Metropolitan Autonomous University in the Mexico City, we have design a virtual class to help students to improve learning in this topics. The Enriched Classroom is a virtual educational space that incorporate digital and analogical didactic resources like structural models and software that help students to get better understanding. This virtual classroom has the following three important formal features:

1.First: it is a virtual classroom that is parallel to the real classroom. It means that every topic and each exercise that have been seen in the real classroom, is explained in the virtual classroom as well.

2.Second: it enriches the learning experience. It means that in this space, many tutorial videos are shown in which students can see many examples of structural model in operation and some other digital models produced by especial software, and the explanation about each exercise done in class as well.

3.Third: it has ubiquity, I mean, all students can get access to it through many mobile devices like cell phone, tablets, laptops, etc.

Besides all features cited above, the Enriched Classroom is based on a constructivist learning perspective and it proposes a pedagogical founded in the autonomous learning (that is, the ability to learn on their own) and in the collaborative learning as well (that is, based on sharing knowledge and helping their partners). Both kind of learning are promoted at the same time.

This proposal allows us beside, support students any time they have to do any kind of exam. It is very useful for people that because any reason they couldn't attend the class. We have been able to verify that this proposal has a favorable impact on school performance and terminal efficiency. In this paper, we describe our proposal and we share the results we have gotten by now.

Keywords: Educational innovation, virtual learning, b-learning, higher education

Introduction

In the training of future architects, the understanding of the criteria and structural principles that sustain buildings is a fundamental priority. In this sense, the learning of this kind of phenomena and the development of the skills to solve adequately of the problems about that, is a very important need.

However, the comprehension of this kind of topics use to be difficult for many students. That is why they fail frequently in solving their exams and they usually do not get a very good note. At the Metropolitan Autonomous University, Campus Azcapotzalco, in Mexico City, we have observed a low level of school achievement by the students in these subject-matters.

Based on the previous situation, we thought we needed to do something about that. Therefore, we decided to design a virtual space that could support to students in their learning process.

The historical situation: school performance in the subject-matters related to structural analysis

Into the architecture degree curriculum, we have the four following courses related to the design and analysis structural:

Statics for architects

Material resistance

Structural analysis (Continuous Beams)

Structural design

Historically, the school performance of students in these courses has not been so far, the optimum, given that the average observed of failed students is higher to 35%.

Average of failed students for each subject matter		
1	Statics	37.6
2	Material resistance	37.7
3	Structural analysis	38.1
4	Structural design	38.2

Figure 1: Average of failed students for each subject matter from the year 2005 to 2017. Coordination of School Systems Unit

Clearly, here we have a big problem. It is necessary to help students to reach a higher level of learning and developing skills. We are consensus that these kind of topics represent a cognitive challenge for many students, but fortunately, nowadays we can count on the technology resources and their power as didactic media. That is why we decided to plan and develop our proposal called «Enriched Classroom» the which is shown below.

The Enriched Classroom

Based on the situation observed and aware of the challenge it represents for some students these kind of topics, we thought that the use of tutorial videos could be a very good option to support their learning. Hence we needed two technological resources: a series of didactic and adequate videos and, a virtual platform to share them.

After a brief revision of a few alternatives, we decided that Google Classroom could be a very good option given that this virtual learning space offers the possibility for both kinds of operating systems; Windows and similar for using computers and Android for many devices like cellphones or tablets.

The project then, is based on video tutorials developed to reinforce the learning of concepts and procedures related to structural analysis and design, which is fundamental in the training of

architects. These videos are shared by using Google Classroom. It is important to say that not only videos are shared, but some other documents are shared by the virtual classroom as well, like solved and unsolved exercises.

The enriched classroom has the three following fundamental formal features:

It is a parallel learning space to traditional classrooms

Enriches the learning experience

It has ubiquity

Besides, this project has the three following basic educational characteristics as well:

Adopts a constructivist approaches

It promotes both: Autonomous Learning and collaborative learning too.

It is focused on process

All these features are described below

The Enriched Classroom: formal principles

Here we describe the formal principles of the Enriched Classroom. This principle is the features related to the way in which the project functions.

It is a parallel learning space to traditional classroom.

This is the first condition and it means that all subject-matters that are taught at face-to-face modality, are showed at virtual classroom as well. Every type of exercises and every single topic are taught in the both classrooms. This is a fundamental condition because in this way students are able to review all topics and they can check any time the process followed in each exercise.

It is clear, however, that not every single student can reach the same level of developing mathematics skills at the same time and that is why many of them would need to review the full explanations trough video tutorials.

As teachers of these subjects, we have frequently corroborated that, even when students review their own notes, sometimes they do not remember totally or did not fully understand what they saw in the previous class. The enriched classroom allows revising as many times as necessary, each of the explanations given in class. It is important to understand that learning is a complex and non-linear cognitive process, in which what Bruner called «scaffolding» is required.
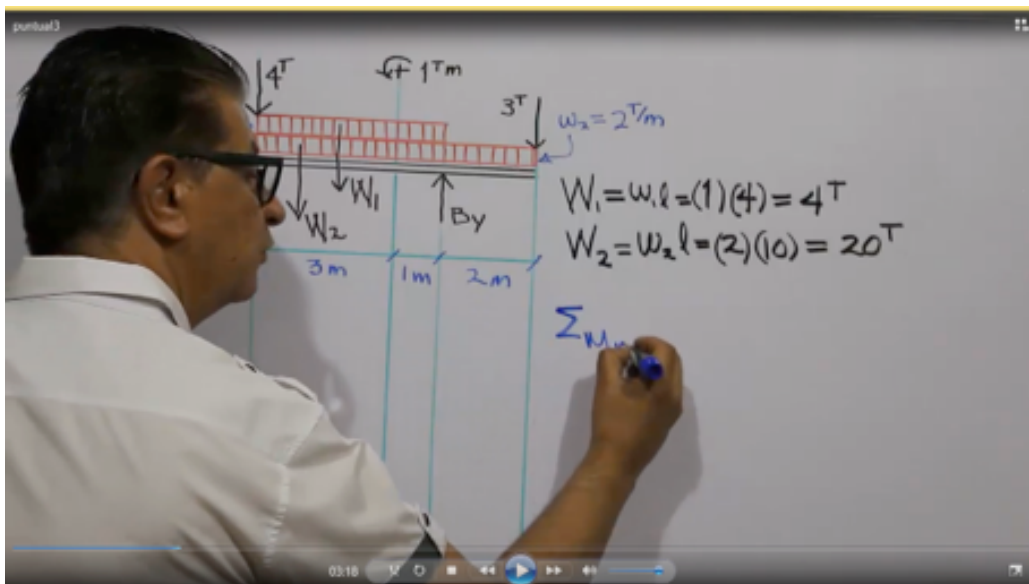
Figure 2: Video tutorial showing a similar exercise solved in class

It enriches the learning experience.

The second feature of the enriched classroom is related to using analogical or digital models that are able to show some effects or procedures that hardly we can show them in a face to face class. It could be appropriate to point out that in the <metropolitan Autonomous University, a group of professors have developed a Structural Models Laboratory. At this Laboratory we have a moderated, but very useful collection of structural models designed to show specific effects or phenomena related to structural behavior of diverse elements in the buildings. However, usually the professors hardly find the time to show them to students because many times the time we have in class is not enough. But we can always incorporate these models in a good video tutorial. In this way it could be possible enrich and enhance the learning experience by using video tutorials.
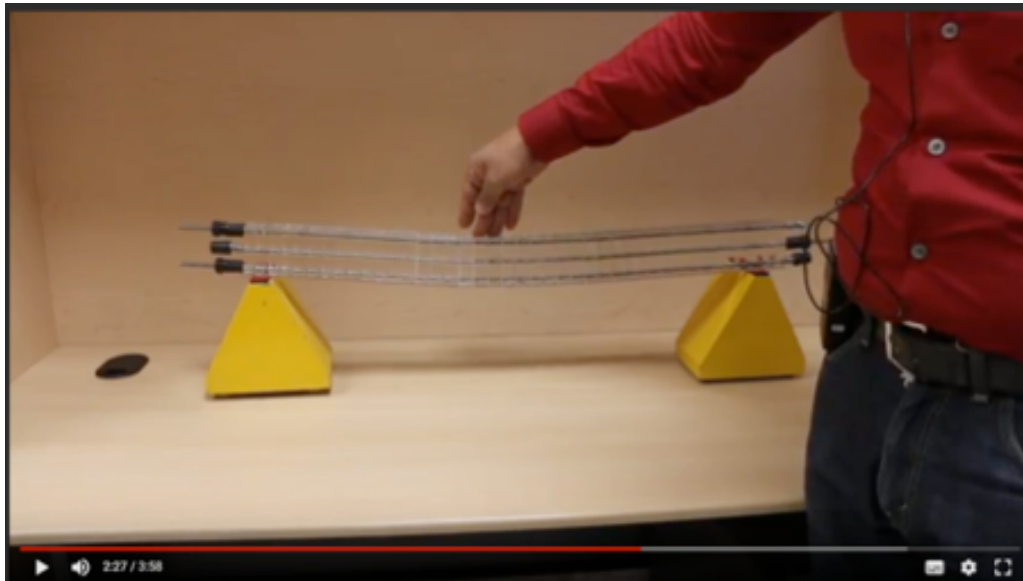
Figure 3: Beam in blocks with compressor axis, structural model to explain the importance of the moment of inertia of the section and the behavior of the supports

In addition to the use of material models, some technological tools have been incorporated, such as software and applications, web pages, etc.
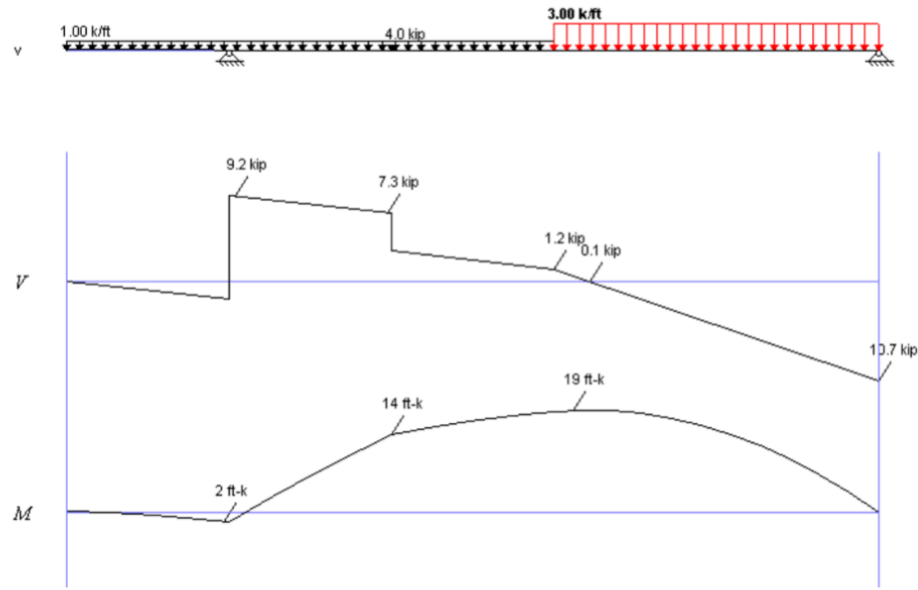
Figure 4: Shear and bending moment diagrams modeled by Dr. Beam software

The enriched classroom has ubiquity

Students today were grown up in a society surrounded by information and communication technology. That is why they usually use computers and mobile devices to interact, communicate, get fun, even, for learning all the time. One of the technological resources most used by students for learning about many practical things is the video tutorials. Many students mentioned this in a recent survey in the Metropolitan Autonomous University about it. According to the studio, 89.5% of the students questioned said they have used this kind of media to learn about different kind of subjects. By the other hand, the same survey showed that 100% of the students questioned had cell phone or other devices with access to the internet.

Based on the previous information, we decided to adopt Google Classroom as a learning space given this educational platform offers versions for both Windows and for Android as well, which allows students to get access to the class using computers or their cell phone, for example. This is the kind of ubiquity that we refer to

Psycho-pedagogical principles that govern the extended classroom

Nowadays, nobody doubts the importance of technological means of education. Frequently, the use of computers and other devices with Internet access is considered synonymous with the

educational vanguard, however, as we have indicated previously, the incorporation of technological resources does not imply, directly and automatically, any improvement in the quality of teaching.

We have to keep in mind that learning is a cognitive process, a personal experience, which can only occur to the extent that the information is processed internally by the student. In other words, learning is a process that takes place in the student's mind and not in computer circuits or chips of the any devices.

Therefore, the incorporation of technology should be supported on a pedagogical design which have to be based on an educational approach or proposal focused on cognitive processes. In this sense, the enriched classroom is founded on a cognitive approach to learning, as detailed below.

It is based on a constructivist learning approach

According wit this learning approach, knowledge is not gotten by the simple reception of information. It is necessary two fundamental factors: a cognitive internal process and; a rich interaction with the social environment. In the first place, students have to build their own knowledge through processing the information received; in the second place, they have to get a rich interaction with their student's fellows mainly.

As we know, Piaget has spoken about two complementary cognitive processes: assimilation and accommodation. His theory points out that these two processes occur alternately and allow the construction of knowledge. By the other hand, Vygotsky has pointed out the importance of the social interaction and the Zone of Proximal Development. Taken both theories together we can understand the constructivism learning approach.

Constructivism somehow integrates two seemingly opposite theories that are, in fact, complementary to each other. Since man is a social individual, he endows the world with meanings, but he does not create it from nothing, but it is derived from a set of meanings that are inculcated in the social environment in which it develops.

It promotes both autonomous and collaborative learning

Another of the fundamental characteristics of the enriched classroom in relation to its pedagogical design is that it promotes both autonomous learning and collaborative learning. Both types of learning are necessary.

Autonomous learning is based on conscious and controlled reflection on one's own cognitive processes and a permanent attitude towards the verifiability of what has been learned. In other words, the student takes conscious control over their cognitive processes and maintains an open attitude towards the verification of their knowledge. This is what is called a metacognitive approach.

In our proposal, students are asked to solve two types of exercises: those that include the correct answer and those that do not include it. In the first case, the student must check his own results with the answers offered by the teacher; In the second case, the student contrasts the results obtained by himself using different methods that allow them to accept or reject these results. This is part of autonomous learning. In other occasions, however, the student shares and compares his results with those of his other classmates and together they solve the doubts.

It is a process-centered virtual classroom

The learning of the subject-matters that make up the thematic axis in question implies both the understanding of concepts and the development of skills for the effective handling of mathematical procedures. That is why, in the explanatory videos, emphasis is placed on the orderly description of the procedure to be followed in each of the exercises presented. This is another of the characteristics that make up the proposal. This type of reinforcement allows the student to acquire guides and systematize the necessary procedures in the solution of problems related to structural analysis. This is what constitutes the schemes of action, necessary in cognitive learning.
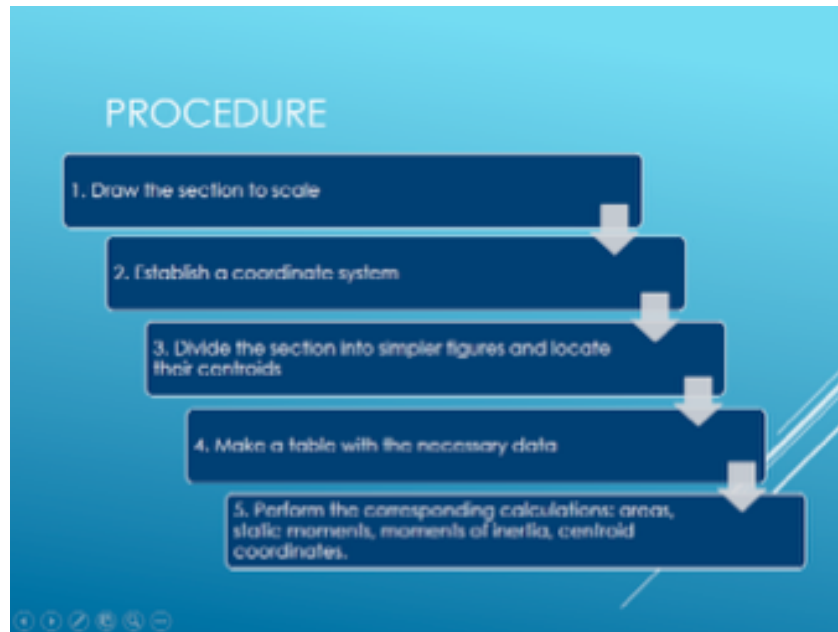
Figure 5: Procedure to obtain the centroid of a composite straight section

3. The advancement of the project and the experience achieved until today

As we have indicated, the goal is to cover the four courses that make up the thematic axis. Until now, we have developed and launched two of the courses already completed in its first phase and two others in the process of preparation, which we hope to have completed by the end of this year.

So far, this project was tested in two pilot groups from January to July 2018, teaching in a parallel way each topic in traditional classroom and using the "Google Classroom" platform at the same time. After of that experience and based on a convenience sample, a semi-structured interview was conducted in order to know about the experience lived by the students.

Besides, a statistical comparison based on the historical school performance observed in similar conditions and the performance of the group was done as well. The results show: on the one hand, greater acceptance of the students on the proposal and, on the other, a favorable impact on the approval rates, both in regular evaluations and in recovery exams.

Throughout the indicated period the videos were developed and uploaded to the platform according to the schedule of the face-to-face course. The initial plan was that, immediately after each class, the corresponding video was made available to the students. Unfortunately, this was not always possible due to the time involved in the planning, development and editing of the videos themselves, plus the technical complications that only the experience with the use of the technologies allows to overcome. However, at the end, the students could count on all the corresponding videos. In this regard, the opinion of the students who participated in the course was very favorable and the distribution of the videos was appreciated. It should be noted that 100% of students enrolled in the classroom course participated in the virtual classroom and more than 80% of them said they had reviewed the videos to reinforce what was seen in class.

Results

Once the course was completed, an online survey was conducted, in which only two questions were asked of the students. The first one, was a closed question and they were asked if they had ever used the videos to reinforce their learning or clarify doubts. The second one, was an open question and they were only asked to tell us about their experience in this regard. Following is the summary of the results:

The participation in the enriched classroom was 87.5%, in the case of the first pilot group and 94.2% in the second one. All the questioned students indicated that they had used the videos, at least once or twice.

Regarding to the received comments, 100% of the students made a good reference of the video tutorials. They said that the videos had been very useful for understanding better each exercise

On the other hand, the comparison between the notes gotten from students after the experience and the historical average in these courses we could observe that the level of passing ratings of the students was a little bit better. Following we show a graphic with these results. The passing rate of the first pilot group was 79.9%, while the historical average of passing of the groups in similar conditions (same teacher, same class) during the last five years was 69.52%
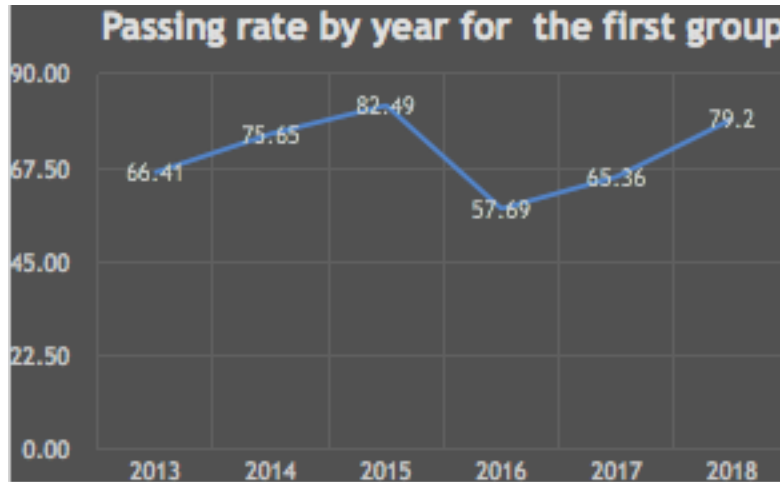
Figure 6: Comparison between the passing ratings reported from 2013 to 2017 and the passing rating corresponds to the first pilot group reported in 2018

Regard to the passing rate of the second pilot group was 79.2%, while the historical passing rate of the same class under similar conditions (and with the same teacher) was 76.5%.
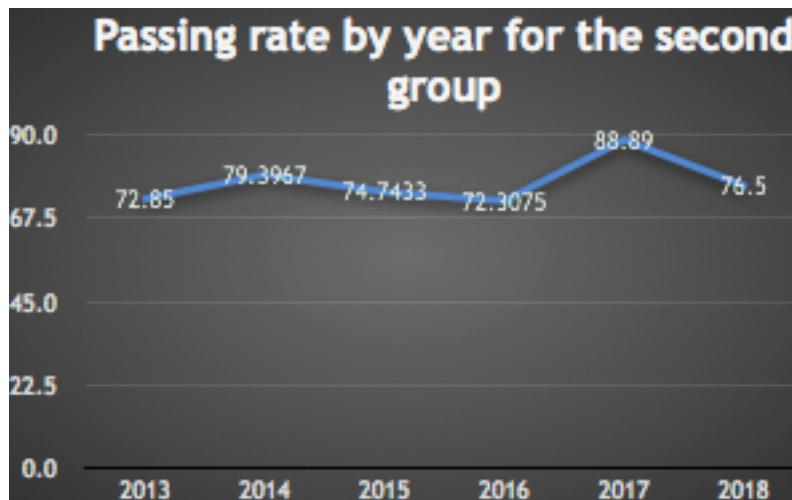
Figure 7: Comparison between the passing ratings reported from 2013 to 2017 and the passing rating corresponds to the first pilot group reported in 2018

It is clear that, based on the conditions in which the study was carried out and the diversity of variables that could have an important impact on the results, the validity of the information cannot be statistically guaranteed. In other words, the results obtained here should be taken carefully. As Campbell and Stanley (2001) have pointed out, in this type of studies there are

several factors that undermine internal and external validity. However, it cannot be denied that there are indications that suggest that the enriched classroom could have a positive impact both on qualitative indicators (the level of acceptance of the participating students) and on the qualitative indicators (approval rating). It is clear that the comparison between the levels of passing notes registered during the period in question (2013 to 2017) present a high level of variability, but it is also true that, taking the average of the approval rates in a global way and not year by year, there is a clear increase in both groups. Although these assessments cannot be conclusive by now, we hope that the validation of the study and the verification of the proposed hypothesis could be corroborated or refuted to the extent that the research is carried out repeatedly and longitudinally.

Conclusions

The results obtained do not rule out the possibility that the enriched classroom and the use of video tutorials have had a positive impact to improve learning. These considerations coincide with other studies carried out by various researchers (Brecht, 2012; Burns, 2013; DeCesare, 2014; Gottschall, 2017). From our point of view, the use of tutorial videos, as well as mobile devices, is currently very common among students at the university. This reality must be used to "extend" our teaching activity beyond the classroom. To put literally "within reach" of the students, the didactic resources that allow them to reinforce the learning of subjects that are usually complicated for them, is an action that we cannot postpone. That is why we propose the continuation of the project and its expansion towards other curricular axes and learning scenarios. We are fully convinced that the enriched classroom, as part of a didactic resource integration strategy, will not only facilitate and reinforce learning, but will also impact, in some way, the terminal efficiency of the architecture degree.

Many authors have highlighted the potential of video and other multimedia materials to strengthen learning processes. Mayer (2014), for example, proposes a series of principles for the design of educational materials where factors such as the theory of dual coding (Paivio) or the principle of divided attention have to be taken into account to avoid cognitive overload in the

processes of learning. Mayer (2014) says when these principles are properly considered, multimedia materials are usually adequate to promote learning effectively.

In this same sense, Koumi (2006), distinguishes three categories in which the video contributes in an important way in the educational practice:

a) As support for learning and development of skills

b) As a means to provide experiences

c) As a tool for motivation and the stimulation of feelings and feelings.

As it is seen, it is clear that the use of tutorial videos, developed from a clearly defined didactic proposal, should be considered as a potentially useful alternative to strengthen the learning of complex concepts. Many researchers have been considering it (Brecht, 2012; Burns, 2013; DeCesare, 2014; Gottschall, 2017).

Even though today, nobody questions the need of the use of technological tools in the education, it is necessary to understand that the improvement of learning does not occur automatically. As Burns (2013) mentions, "There is no universal and irrefutable proof that learning is improved exclusively through the use of the computer." Many recognized applications and software show no measurable impact or significant difference in student learning."

It is obvious then that all educational innovation must be based on a clearly defined didactic perspective which, in turn, requires a specific focus or conception of learning. These approaches should guide the pedagogical design and the use of materials and teaching aids. As Pogré points out (2001) "Every didactic proposal is based on an explicit or an implicit conception of learning". In this same sense, Yeung-Fang (2001) points out that: "If one aligns the learning perspective with the right methods and results, then one could have a good opportunity to apply the technology effectively."

Finally, one point to consider, however, is that the development of videos implies; on the one hand, careful planning and the provision of sufficient time for its editing and realization. Our experience in this regard indicates that, in the realization of a video of 15 minutes, for example, the time invested from its planning to its final edition is very variable, but it can be from 8 to 10 effective hours of work, however, it is worth all effort to expand the possibilities and make

available to the students an increasingly wide range of alternatives to reinforce and improve their learning.

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FACTORS ASSOCIATED WITH MEDICATION NONADHERENCE BEHAVIOR AMONG PERSONS WITH BIPOLAR DISORDER

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ABSTRACT

This descriptive correlational study examined relationships between age, occupational status, frequency of medication intake per day, attitude towards medication, medication side effects, and social support with medication nonadherence behavior in patients with Bipolar Disorder. The participants were 84 persons with Bipolar Disorder who met the inclusion criteria, visiting in psychiatric outpatient clinic of a university hospital in Bangkok, Thailand. Data were collected by interview using five questionnaires including socio-demographic questionnaires, Drug Attitude Inventory: DAI-10, Liverpool University Neuroleptic Side Effect Rating Scale (LUNSERS), Medical outcomes Study Social Support Survey (MOS-SSS) and Medication Adherence Report Scale (MARS). Descriptive statistics, Spearman's Rank-order Correlation, and Point-Biserial Correlation were used for data analysis.

Results showed that attitude towards medication and social support were positively and significantly related to medication nonadherence (rs = .263, p < .05; rs = .245, p < .05, respectively). Frequency of medication intake per day and medication side effects were negatively

and significantly related to medication nonadherence (rs = -.258, p < .05; rs = -.282, p < .05, respectively). Age and occupational status were not correlated to medication nonadherence.

Results from this study provided important information for use to plan for enhancing medication adherence behavior in Thai patients with Bipolar Disorder.

RELATIONSHIP BETWEEN STUDENTS' ATTITUDES TOWARDS ENGLISH AND ACHIEVEMENT

HUMERA JABBAR

ABSTRACT

The aim of this purely quantitative study is to discover that how the two independent variables, attitudes and achievement level, correlate with each other. The study is comprised of a five-point Likert scale questionnaire administered to 120 students of three variant colleges to measure their attitudes. Students' transcripts were compared with the attitudes to analyse the related understanding of the problem and their implication in Pakistan's three streamed education system. The correlation coefficient in this case Pearson r was computed and tabulated using SPSS statistical software to determine the relationship between the two variables. The information collected from the tools reveal that attitudes do correlate with achievement. The linear relationship is significant but very weak. Students have over all highly positive attitudes, no matter which type of institute they attend. The study also investigates the degree of variance among different types of institutes regarding attitudes and students' achievement level. Attitudes are of the same level in all the institutes but achievement level in last examination indicates slight difference.

Keywords: second language learning, attitudes, academic achievement, three streamed education system, variant colleges, correlation, one way ANOVA, measurement

FLIPPED LEARNING IN BUSINESS EDUCATION

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ABSTRACT

My university is the first higher education institution in the world that employs flipped learning methodology in all its departments. Therefore, I had the opportunity to practice flipping business administration courses in undergraduate classes for the last two years. As a result, I can openheartedly say that business classes are well suited for flipped approach for a number of reasons. First and foremost, with the pre-class videos, students are able to grasp the basics of that week's in-class -topic before coming to class. This is a very appealing and effective start for learning a business concept, as the new generation is more interested in watching videos than reading books or articles. Secondly, as the videos provide the abstracts of the topics, the instructor can save considerable amount of time from teaching long theory sessions in the classroom, which they can afterwards use for case discussions. Finally, the impact of peer-learning is much greater when using flipped methodology, as most student assignments are conducted in groups, instead of individual projects in this methodology. In short, I strongly believe that flipping business courses increase the level of interest of the students, as they better relate to the concepts through the use of multi-media tools and in-class discussions.

Keywords: Flipped learning, higher-education.

Biography: *Dr. Karadag is a faculty member in the Faculty of Administration, Economics and Social Sciences oin MEF University, İstanbul, Turkey. She also serves as the Director of Institute of Social Sciences and Lifelong Learning Center in the same University. Her book "Strategic Financial Management in Small and Medium Sized Companies" was published by Emerald Publishing Group in 2015. Dr. Karadag has her PhD in Strategic Management from Yeditepe University. She was also a visiting scholar in Wharton Entrepreneurship Center of*

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DESIGNING PREDOCTORAL DENTAL EDUCATION PEDAGOGY UTILIZATION

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ABSTRACT

Objectives:

The purpose of the study was to describe the current forms of pedagogical methodologies utilized by faculty at a single institution. Traditionally, dental education included a lecture-style classroom for didactic learning, but increasing numbers of new forms of educational methodologies are being studied and incorporated in dental education in recent years. However, little is known about the adoption of new teaching methods across the curriculum.

Methods:

An electronic survey was administered to the current course directors for the academic year 2017-2018 at Harvard School of Dental Medicine (HSDM). The online survey reviewed various pedagogical approaches used by faculty in the pre-doctoral curriculum and other questions, such as successes and barriers to implementing new teaching techniques.

Results:

Of 20 didactic course directors, 14 responded to our online survey that reviewed various pedagogical approaches used by faculty in the predoctoral curriculum; flipped classroom,

problem-based learning, case-based learning, team-based learning, and peer-to-peer learning. The most utilized pedagogy was still traditional lectures, followed by case-based learning, and team-based learning. Most directors learned new teaching methods by working with peer faculty members. Common barriers to implementing a new teaching methodology were time, logistics, and faculty on boarding.

Conclusion:

Pedagogical planning of the curriculum can help identify barriers to implementing new forms of pedagogy within an established curriculum, and courses that are more challenging to change. Also, this process helps find possible solutions to promote new educational approaches to learning and teaching and allows for targeted faculty development in areas of need or interest.

Keywords: dental education, pedagogy, faculty development

Introduction

Innovation in education methodologies, such as flipped classrooms, have been shown in higher education to create an environment ripe for active learning by the student.[1] Variety, and innovation in pedagogical approaches such as problem-based learning, team-based learning, case based collaborative learning, and blended learning classrooms has been implemented in settings including nursing[2], pharmacy, medical and dental professional schools.[3]

Dental schools have been inspired to reform curriculum[4] by way of competency based curriculum and unique teaching methods such as journals, reflective storytelling, and other heuristic strategies.[5] In fact recently, a study identified five teaching styles that appealed to the millennial generation of learners: E-learning, flipped classroom, simulation and gamification, peer to peer teaching, and social media.[6] These teaching styles are embedded in some aspects of self-directed whether in a flipped classroom, or in examples of peer to peer learning. However, historically, it has been documented in education that there are courses and instructors that are resistant to change.[7] One goal was to identify courses or instructors resistant to using new teaching methods, we have identified ways that we can provide support and encouragement for the faculty to embrace new methods of teaching and learning.[5]

A preferred method for pre-doctoral education builds on interactive approaches to scholarship that foster active learning and critical thinking. It presents a shift from fragmented learning to integrated, coherent, case-based, and deep learning. Moving from the standard lecture model to the flipped classroom model; from the rigidity of large classrooms and small-group problem-based learning tutorials to experimentation with different interactive group sizes and principles of team-based learning; and to a better balance between an interactive learning environment on the one hand, and higher expectations and student accountability for their own learning on the other.

Mapping the teaching methodologies utilized within the pre-doctoral dental curriculum offers valuable insights into any institution. It helps understand the penetration of new teaching approaches or effectiveness of faculty development, identify faculty or courses struggling with new curricular change, and offers an opportunity to produce targeted faculty development to support the diversification in teaching methodologies. At Harvard School of Dental Medicine (HSDM), we have recently made curricular reforms and are currently interested in seeing which

methodologies the faculty were using to engage students. This article evaluated the penetration of these pedagogical approaches in the predoctoral dental curriculum at HSDM.

The objectives of the study were to describe the current forms of pedagogy teaching methodologies being utilized in the predoctoral curriculum and understand the current pedagogies that are perceived to be effective and ineffective. The study also aimed to identify gaps in our current faculty development program and understand new mechanisms of faculty development that could be implemented to support course directors.

Methods

The research protocol for this study was reviewed and approved by the Institutional Review Board (IRB) of the HMS and HSDM (IRB Protocol #17-1293).

Design and Subjects:

The dental pedagogy and faculty development survey was created to understand the successes and challenges in implementing new forms of teaching methodologies among faculty. An electronic survey was created through an online survey tool (Survey Monkey, San Mateo, CA) and distributed to the twenty current didactic course directors for the academic year 2017-2018 at HMS and HSDM. The first-year dental students are taught jointly with HMS, and all HSDM and HMS course directors were included in the study. For instructors with limited email access, printed surveys were administered, and then entered into the data set.

The questionnaire was offered in an online response format that included a multiple-choice responses and short answers, specifically designed for responses in regard to barriers in implementing new methodologies. The overall questionnaire consisted of ten questions with required responses. Practice administrations during instrument development and implementation indicated that completion time was approximately four minutes. Of the twenty didactic course directors, 14 completed the survey, with a response rate of 70%. Course directors at HSDM and HMS are full time faculty who direct and facilitate predoctoral core courses.

Data Analysis:

All statistical analyses were conducted with R version 3.4.1 assuming a 2-tailed α of 0.05. Univariate analysis was used to describe the prevalence of teaching methodologies, attitudes and perceptions of directors, and learning methods for the instructors. Inductive coding was used assess the qualitative data from questions 9 and 10 in order to identify the prevalence of major barriers, and faculty development suggestions.

Results

The results of the study showed that the familiarity around teaching these different teaching methods among faculty, and are rated either familiar, neutral or unfamiliar as shown in Table 1. Of the 14 course directors the most utilized pedagogy was still traditional lectures. However, team-based learning, and case-based learning were used roughly in 81% of the courses. The least used method of adult learning was problem-based learning (36%). (Figure 1)

When inquiring about faculty attitudes and beliefs around the impact of these teaching methodologies, Table 2 shows that most faculty felt that case-based learning engaged the students the most (45%) and generated a deeper student understand of course material. As expected they noticed that traditional lectures engaged the student the least (73%). (Table 2) When responding to their ability in teaching a new methodology and their preparedness for the transition of using a new methodology most directors (55%) stated they needed more than 5 sessions to hone their skills, and many (36%) required 3-4 teaching sessions. When polling instructors on how they learned new methods the most common included; learning from a fellow instructor (73%), continuing education (64%), and HSDM Faculty Retreats (55%). (Figure 2) The team of course directors were most interested in HSDM providing opportunities to learn more about team-based learning (70%) and using a flipped classroom environment (50%).

The survey question addressing the major barriers directors have faced in implementing a new teaching methodology indicated that of the 14 responses, time, logistics, and faculty onboarding were themes equally mentioned as being a barrier for directors to implement a new teaching style. In addition, one instructor found engaging students and encouraging participation in a classroom setting to be a major barrier to education. The survey question requesting suggestions in improving the penetration and utilization of new teaching

methodologies revealed that faculty overwhelmingly suggested having protected time to prepare for courses, and additional audio-visual support for creating new content.

Discussion

Considering current teaching methodology usage within the dental curriculum can provide faculty in education an opportunity to find courses that would benefit students from implementing new teaching techniques. Exposure to new teaching techniques does not always equal utilization in the core curriculum. When faculty development targets new teaching techniques, a diversity in the teaching methods used will be seen with adequate support and training for the faculty. Understanding the trends, will help all educators target faculty development to removing barriers to implementation and a pictorial way to see if curriculum reform is being implemented at the course level.

As a new direction in predoctoral education in 2014, HSDM introduced flipped classrooms, followed by case-based collaborative learning (CBCL) which have been shown to facilitate active learning for students.9, 10, 11, 12 Traditional lectures are still a major component to courses, but most courses feature the new teaching methods including flipped classrooms, CBCL, and team-based learning.

The results of the study included reviewing various pedagogical approaches used by faculty in the pre-doctoral curriculum were flipped classroom, problem-based learning, case-based learning, team-based learning, and peer-to-peer learning.

Change is difficult, and similar to HSDM, the University of Pittsburgh College of Dental Medicine (UPCDM) reports that they spent about 1 year prior to major curricular and pedagogical change preparing and gaining buy – in from faculty in 2008.13 During this time of change they created a unique faculty retreated that supported and encouraged the new curriculum and had two goals "to prepare the faculty for a change in the culture and to teach in the new environment."13 They found that the most common methods of active learning that were adapted were case studies and small group activities. This was similar to what the faculty at HSDM found and they frequently implement case based and team-based learning. In the current study, HSDM faculty created short answer questions that allowed the faculty to speak freely about what would make encourage their learning and development as faculty. Like HSDM

faculty, the faculty at UPCDM requested more time, and further teaching instruction through the university.13

Qualitative analysis revealed that there were two courses or directors that were very unfamiliar with all content yet employed all teaching styles except problem-based learning. It is likely that they made an error in the survey and were thinking to select very familiar, or they could be employing these new techniques without understand the concepts.

When discussing the barriers to implementation of new teaching methods the faculty in the study, faculty stated that time, logistical support, and faculty training were the most common barriers. Across higher education the most frequently cited barriers for resistance in change include lack of training, time, and implementation of incentives.14 Understanding the common barriers faced by faculty will help create strategic change. Examples of strategic change that would benefit faculty included, protected teaching time for course directors while courses are undergoing pedagogical change, recruiting additional audiovisual support, and targeted faculty development trainings in team-based learning.

Managing the current forms of pedagogy teaching methodologies in dental education allows faculty and staff to understand how well their curriculum is incorporating innovative teaching methods. In addition, utilizing surveys that address the attitudes and beliefs of faculty engagement and development will allow faculty development to be strategic and targeted. The goal was to not just train faculty in new teaching methods, but to facilitate incorporation of diverse teaching methods into each core course of the curriculum and have a layer of accountability to evaluate curriculum reform.

The limitation of the study includes, the total sample size was rather small due to the size of the institution . Also, the focus of the current study included didactic teaching methods specifically, and the course directors of clinical rotations were not included in the sample. Directions for future study include follow up surveys that encompass mapping innovated teaching methods and assessments in our clinical courses.

Conclusion

Pedagogical planning of the curriculum can help identify barriers to implementing new forms of pedagogy within an established curriculum and offer potential directions to promote new approaches to learning and teaching.

BIOGRAPHY

Erinne N. Kennedy DMD, MPH
Erinne Kennedy graduated from Nova Southeastern University's College of Dental Medicine in 2015 with a degree in dentistry and a master in public health. Following, she attended a one-year general practice residency at the VA Hospital in Baltimore, MD. Erinne recently graduated from the dental public health specialty at Harvard University in Boston, MA and is working toward being the first master in dental education student graduate in May 2019. She is involved in organized dentistry through the American Dental Association, and by writing fro Dental Economics, Dental Entrepeneur, and DeW.Life Magazine.
Sang E. Park DMD, MMSc
Sang Park, DDS, MMSc is associate dean for Dental Education at the Harvard School of Dental Medicine. After completing a Certificate in Prosthodontics at HSDM in 2001, she joined the faculty in Restorative Dentistry. In 2009, as part of an exciting new direction in clinical dental education, she implemented the Case Completion Curriculum at HSDM. Dr. Park's research interests include the effectiveness of educational assessment methods such as case presentations and OSCE; the use of online portfolios, learning modules, and examination in dental education; and the integration of primary care medicine into dental education and patient care.

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Appendix

Table 1. Teaching Method Familiarity Among Faculty

	Unfamiliar*	Neutral	Familiar*
Flipped Classroom	14.3%	0%	85.7%
Case Based Learning	14.3%	0%	85.7%
Team Based Learning	14.3%	7.1%	78.5%
Problem Based Learning	14.3%	0%	85.7%
Traditional Lectures	14.3%	0%	85.7%

* During the analysis very familiar and somewhat familiar where combined to form the familiar category. The same was completed for unfamiliar with very unfamiliar and somewhat unfamiliar.
** This can add up to more than 100% as surveyors were allowed to select more than one.

Table 2. Faculty Attitudes around Teaching Methods

Question	Flipped Classroom	Case Based Learning	Team Based Learning	Problem Based Learning	Traditional Lectures
What form of pedagogy did they faculty feel engaged the student the most?	28.6%	57.1%	14.3%	0%	0%
What form of pedagogy did students learn the most? *	14.3%	28.6%	21.4%	35.7%	71.4%
What forms of pedagogy did students respond the least?	21.4%	0%	7.1%	0%	71.4%

* Question was not asked about students learning the least.

Figure 1. Current teaching methodology by course directors at HSDM
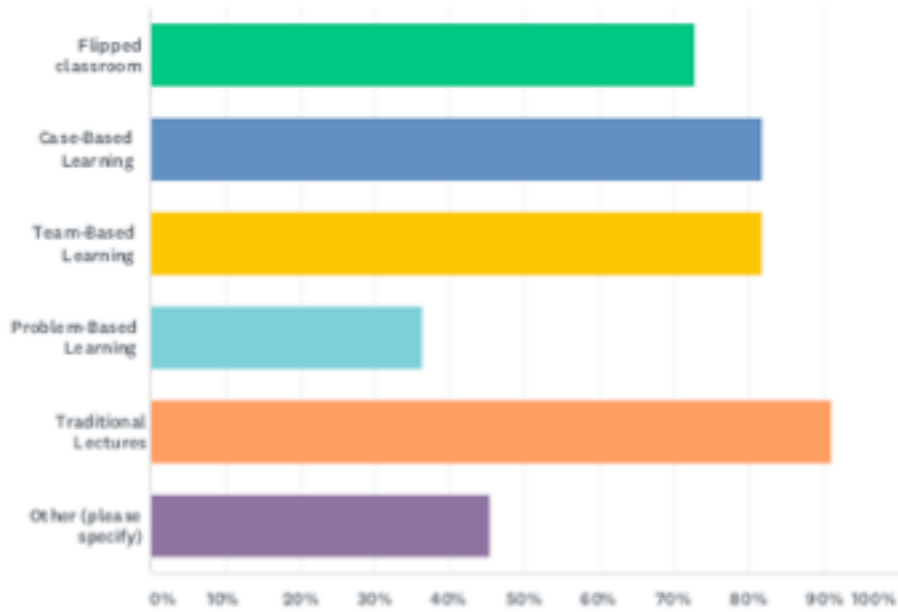
Figure 2. Faculty engagement and techniques used to learn new teaching methodologies at HSDM
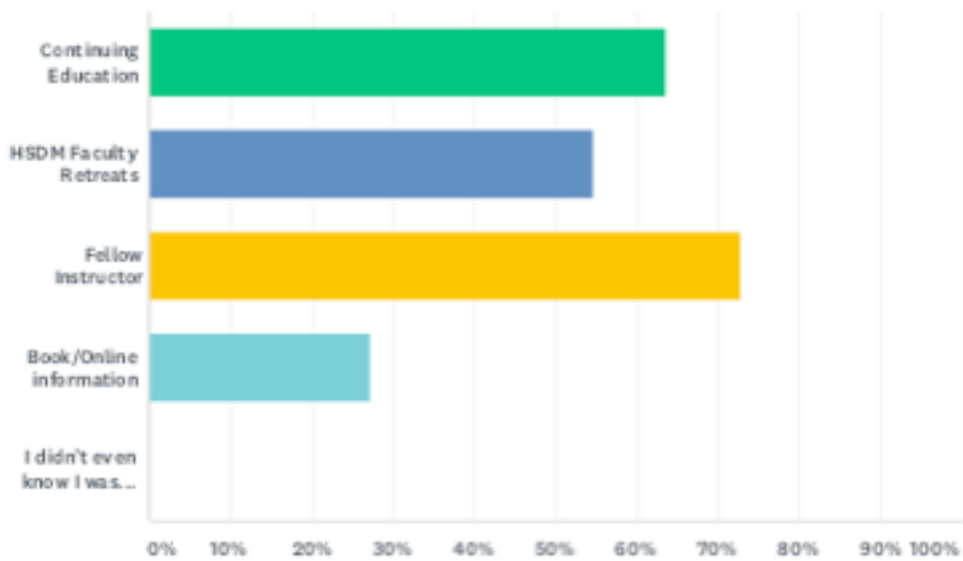
TECHNOLOGY AND SCHOOL UNIT IMPROVEMENT: RESEARCHING, RECONSIDERING AND RECONSTRUCTING THE SCHOOL CONTEXT THROUGH A MULTI - THEMATIC DIGITAL STORYTELLING PROJECT

THEODORA K. KOUVARA

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ABSTRACT

Digital stories comprise a technological tool which, if properly utilized in education so that teachers and learners get engaged in collaborative learning, can lead learners to experientially acquire knowledge through a constructive process. According to literature review, even learners who are academically and socially at a disadvantageous position, can cultivate and exploit their various skills and enhance their weaknesses through digital storytelling and the capabilities it provides. However, despite its capabilities, even nowadays the use of digital storytelling as a tool of inclusive education is limited in the educational process. The aim of the current action research, for which a cooperative network between academics and teachers was created, is to show how digital storytelling can emerge as a basic tool of inclusive education through investigating the changes brought about by its implementation on the academic and social context of a school unit.

In particular, the current research followed the three stages of a multi thematic digital story project (preparation, implementation, and evaluation), according to which learners, working in groups, were called to research, process and combine information, at their own different pace, from diverse cognitive domains (art, science, literature, mathematics, coding). In order to actively

engage all learners in the digital storytelling project, roles were distributed to groups of students (group of researchers, artists, narrators, scientists, coders, scriptwriters, and sound editors) with a view to providing them with a wide scope of action so as to unfold their skills.

The research tools employed were participatory observation, diary research and semi-structured interviews with the principal, the children and the teachers involved. More specifically, the research was conducted in a Greek primary school during the academic year 2017-2018 and lasted seven months (from September to March). It involved two fifth grade classes along with an integration class. Totally, five teachers and fifty students participated, four of which attend the integration class.

The research seems to have positively influenced the reconstruction of the school unit since through the implementation of a collaborative learning model, teachers reconsidered some of their educational techniques as non-inclusive, utilized technology as an instrument of constructive and experiential learning based on the diversity of each student, reinforced learners' critical thinking and imagination while cultivating a climate of empathy and self-confidence among students. Conclusively, cooperation networks between teachers, teachers - leadership, schools, and school - community were developed.

Keywords: Action research, Critical thinking, Inclusive education, School networks, Student engagement

Introduction

Modern trends in education and, especially, in special needs education require and essentially demand the creation of a school open to diversity. In specific, supporting students with special needs and social behavior problems has become a necessity which, according to Evans, Townsend, Duchnowski, & Hocutt (1996, as cited in September, 2008) is dictated by moral, educational and legal reasons. After the Salamanca Statement in 1994 which called for inclusion of all students in the regular schools to be the norm, the approach of inclusive education was adopted requiring that ordinary schools accommodate all children and that every child attend the neighborhood school (Στασινός, 2016). Hence, teachers should develop skills and knowledge towards a more inclusive culture (Αγαλιώτης, 2011). According to literature review, technology can greatly aid towards that direction mainly considering its constructivist dimension (Δημητριάδης, 2015; Μακράκης, 2000).

Based on the above assumption which puts forth technology as a basic educational tool, the aim of the current research is to explore the extent to which a multi-thematic digital storytelling project can emerge as a basic tool of inclusive education through investigating the changes brought about by its implementation on the academic and social context of a school unit. To this end, the following research questions were posed:

How can the implementation of a multi-thematic digital storytelling project can lead to leveraging learners' critical thinking?

How can the current project promote the adoption of a teaching approach which takes into consideration the needs and uniqueness of each learner?

How can the specific project lead to creating collaboration networks within the school unit?

Although ICT technologies have provided a novel and fertile ground for learning and teaching purpose, many Greek teachers hold a negative stance towards using educational technology as its use is deemed to be restricted on the ICT lessons while its use in special needs classrooms is also considered limited (Βεγουδάκης, 2006). Lack of school equipment, time pressure due to coursebook overload, lack of confidence and lack of theoretical and technical knowledge seem to be the main barriers impeding technology integration (Karkoulia, 2016; Lee, 2000). Most teachers consider that the use of technology should be restricted on the ICT lesson while its use in special needs classes also is considered limited. Due to the limited and one-sided use of

technology in education and especially in special needs education, the achievement of the current research's aim seems pertinent. What follows is the stages and the finding of the research after a brief presentation of the theoretical framework.

Digital Storytelling

Given that storytelling is "older than human history itself", the power of stories has been significant through generations since they represent one of the oldest forms of education (Czarnecki, 2009, p.10). Always at the heart of education, they hold a magical quality which can engage learners in a unique way that few other educational methods can. Still, when storytelling migrates to the digital realm, riding the adventure of emerging technology seems to be a digital story on its own. Digital storytelling is not a novel concept in educational technology, mainly thanks to Lambert, co-founders of the Center for Digital Storytelling in Berkley, California in 1993 (Robin, 2008). Not only does digital storytelling embrace traditional storytelling, but also reconfigures it by utilizing technological tools. It ignites learners' imagination and acts as a marriage between narration and technology in the students' attempt to create a story exploiting computer-based tools (Rossiter & Garcia, 2010).

Storytellers always used to avail themselves of the latest technology available to share their creations since instead of merely being a tool to spread stories, technology aids to expand its audience, thus constituting a deeply integrated part of the storytelling process (Czarnecki, 2009). Reaching back to the 80s, digital stories can be described as short vignettes that have been relying on multimedia elements including, images, video, audio and text (Frazel, Miller, Lambert, Ohler, Press & Kobler, 2011). The core theory underlying digital storytelling is that of constructivism which allows learners to construct new knowledge and employ critical and reflective thinking (Richards, 1998) while according to Teehan (2006), digital storytelling facilitates the convergence of four learner-centered learning strategies, namely project-based learning, learner engagement, reflection for deep thinking and the effective integration of technology into the learning process.

Needless to say, the digital tools currently abound and facilitate the story-teller to utilize these elements to narrate an effective story. Besides, creating a story with digital tools lets learners discover a world of creativity and a unique and ever broadening expression, cater for mixed

ability classes and diverse learning styles, promote learner-centeredness and cooperative learning (Frazel et al., 2011). Storytelling does not fit only in a language arts course, but spans the whole curriculum, thus letting learners uncover novel ideas while assembling resources for their digital stories. Also, Ohler (2013) argues that digital storytelling seems to be the most suitable vehicle for blending traditional and emerging literacy development while learners are required to "synthesize imagination, creativity, research and critical thinking" so as to "translate their ideas into some form of media-based expression" (Ohler, 2013, p. 13). In this way, learners develop high order thinking abilities defined by Thorne and Thomas (2007) as thinking on a level higher than memorizing facts or just restating facts. After gathering information, learners engage in processing, modifying and negotiating information as well as problem-solving, thus acting as autonomous and independent learners. He also claims that while digital storytelling involves literacies such as art, speaking and digital production, clear and old-fashioned writing seems to be the key.

Last but not least, digital storytelling in the classroom not only aids learners to get engaged in high order thinking abilities but also helps them develop various literacies, such as digital, global, computer or technology, visual, information and media, thus promoting 21st century skills and encompassing multiple literacy skills such as researching, problem-solving and assessment (Robin, 2008).

Methodology

The research was conducted in a provincial Greek primary school during the time period from 16 September to 30 March in the academic year 2017-2018.It lasted approximately 7 months and its impact on the school unit was investigated for 2,5 months after its completion. This school was not chosen at random, since it is a school that has a special needs classroom and is one of the few technology-equipped Greek primary schools. In contrast with other Greek schools which lack technological equipment, the specific school is renowned for its emphasis on European lifelong learning programs and its technological equipment as all classrooms are equipped with projectors and laptops, funded by European programs (Comenius, Erasmus+), local sponsors and parents. It goes without saying that it is a progressive school open to innovative actions which, instead of merely fostering rote learning, promotes research and critical thinking.

A qualitative approach to collecting and studying data was adopted, as, according to Βρασίδας (2014), qualitative research aims at in-depth study of the context in which the research is

conducted, requiring the researcher' presence in the research context. More specifically, the model of participatory action research was adopted, as this model, according to Αγγελίδης (2012) aims not only at data recording but also at reflecting on the practices of those involved in the research with a view to improving them.

A 6th grade, consisting of two classes with 50 students (25 students in each class), four of whom attended the special needs classroom, participated in the research along with 5 teachers and the school principal. The specific grade was chosen, firstly because it included students who attended the special needs classroom and, secondly, because students had been taught the Scratch programming language which would be the main technology tool used for creating the digital story. The sampling method adopted was Criterion Sampling (΄Ισαρη και Πουρκός, 2015), as only those being involved in the digital story project (pupils and teachers) were the object of the research.

The research team comprised five researchers. The first researcher, who had the role of the coordinator, had previous experience in inclusive education research and acted as an observer in the classroom of all the teachers who were engaged in the project. She also conducted two phases of recorded semi-structured interviews with the students, the teachers as well as the school principal, before and after the project. The second researcher was a teacher of the school where the research was conducted and was in charge of keeping a reflective diary. The third researcher was an ICT researcher, who participated in the research as an observer and was responsible for teaching the Scratch programming language to students and coordinating the coding part of the digital story. The fourth and fifth researchers were academics who had the role of supervisors and advisors throughout the research. All the researchers kept a reflective diary. The researchers met and discussed topics which mainly concerned the collaboration between teachers and students involved in the project, issues emerging from the findings and designed the next course of action.

The data analysis was based on two stages, proposed by Erickson (1986 as cited in Βρασίδας, 2014), namely deductive and inductive. With regard to the inductive stage, the cross-functional reasoning was adopted, according to which data findings were organized based on a common classification system (codification) (΄Ισαρη και Πουρκός, 2015). After the data classification – codification, the data were coded and, then, grouped and the first allegations were made (Τσιώλης, 2014). Finally, at the inductive stage, the process of documenting and rejecting

allegations from the previous stage was implemented through seeking for evidence from the data collected.

In order to ensure the reliability and validity of the research two forms of triangulation were followed (Miles & Huberman, 1994). In particular, the data were cross-verified through the use of different research tools (observation, interview, reflective diary) and different evaluators (each interviewee could check the transcript of the interview given). With regard to horizontal triangulation, the data were examined by all researchers from many different perspectives (Lincoln & Guba, 1985). Also, the technique of analyzing a negative case was adopted with a view to looking for data that contradict the conclusions (Χασσάνδρα & Γούδα, 2003). Pseudonyms were used for research purposes.

Project

The researchers employed the project-based framework as it is deemed an innovative approach to learning, allowing in-depth investigation of a specific topic (Sifakis & Georgoutzou, 2004). The overall aim of the project was to enable students create a digital story which would depict climate change through works of art. In specific, the objectives of the lesson were to develop learners' creativity, cultivate teamwork and cooperation among them, fire their imagination, develop new literacies[1] and promote real life skills.

A four and a half month period was the time needed for the completion of the project which assumed three main procedural stages, namely planning, presentation and evaluation (Booth, 2002; Dickins & Germaine, 1992). One month was devoted to the planning stage during which the topic of the project was decided and the steps to be followed were planned. The implementation stage was the actual project work and lasted almost two and a half months while the evaluation phase was conducted in a two weeks time period.

1st stage: Planning

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[1] New literacies refer to digital literacy (the ability to find, evaluate, utilize, share and create content using information technologies and internet), media literacy (the ability to synthesize, analyze and produce mediated messages), visual literacy (the ability to interpret, negotiate and make meaning from information presented through an image), information literacy (the ability to find, evaluate and synthesize information) and global literacy (the ability to read, interpret, respond and contextualize messages from a global perspective (November, 2008)

In the first week of the project (September 25-29), researches, teachers and students jointly decided that the thematic core of the digital story would focus on the ecological problem. Specifically, in the English language course the teacher set the scene by initiating a discussion on climate change and recent natural disasters in the area, thus activating schemata and background knowledge. Learners watched videos on global warming and talked about previous relevant projects they had conducted with a view to recalling prior knowledge on the issue and reviewing relevant language. The educational methods employed were mainly centered upon brainstorming and scaffolding learners' answers through questions (Kjader, Bull and Albaugh, 2005).

Learners were asked to produce something that would capture people's attention regarding the critical issue of climate change. While learners brainstormed ideas on how to sensitize the audience regarding the issue, works of art by famous artists were presented through the projector and learners, filled in relevant activities and were asked how they could exploit such works of art in order to awaken people's interest on the issue. The teacher tried to creatively inspire learners and move them into a mindset where they could visualize their story before writing the script in order to create a story that feels unique and powerful (Lambert, 2013)

 During the second week (October 2 - October 6), the project was launched and the learners, researches and teachers' action plan was set up. In particular, the time period during which learners along with their teachers would work on the project, the appropriate techniques they would use as well as their responsibilities were defined. Considering learners' ideas about this multi-thematic project, it was decided that famous paintings would be utilized as the backdrop of the digital story. In specific, the causes of the environmental destruction would be exposed in the first part of the story while in the second part, students, being represented by digital little humans designed through Scratch would search for solutions. Regarding the first part of the story, the backdrop would be photos of famous paintings while, regarding the second part, the backdrop would be recreations of famous paintings made by students, adding three-dimensional features to their creations. The story script would be written and recorded by students.

The Scratch programming language with which most students were already acquainted with, the Video Movie Maker as well as the Audacity software were technological tools chosen so that learners create and share the digital story. Scratch, according to Δημητριάδης (2015), is an appropriate programming environment for children and teenagers based on Lego′s ideas.

Essentially, photos of students' creations as well as photos of paintings would be uploaded into Scratch to be used as backdrop for the Scratch videos students would create. By using Scratch 2, students would give movement to the digital kid who would act in the paintings, by writing the appropriate code and writing the script. In this way, they would produce Scratch videos to be inserted into Movie Maker and produce a final video with all Scratch videos united.

In the third week (9-13 October), students of both classrooms were divided into groups and assigned roles. The composition of the teams would not remain stable but would vary while creating the digital story, depending on who would take the lead in each group, so that all the students would be team leaders at some point. In specific, each class consisted of 3 researchers (responsible for searching online material and information), 6 scriptwriters, 5 artists, 3 scratch programmers, 3 narrators and 5 scientific analysts. Worth noting is the fact that learners' responses in the interviews conducted (favorite subject, job, hobby) were taken into account as well as teachers' viewpoints regarding learners' talents and interests. In a similar vein, every team included both strong and weak students with a view to forming functional learner teams and fostering a collaboration climate.

The title of the project "Digital Literature Workshop: The Environment through Art" was selected in the last week (16-20 October) and learners along with teachers decided to present their end product in the 8th Digital Festival in May.

Learners and teacher also discussed over the seven elements necessary for creating an effective digital story, namely point of view, a dramatic question, emotional content, the gift of one's voice, the power of soundtrack, economy and pacing (Lambert, 2013). In specific, emphasis was given on the driving question of the story which would attract viewers' attention as well as the emotion evoked by the story which would lead to the audience's emotional engagement. Also, it was clarified to students that their end product would be evaluated according to these seven criteria, thus considering them as benchmarks of performance which would guide them through the project (Dochy, Segers, M., Bossche & Gijbels, 2003)

2nd stage: Implementation

The implementation phase lasted almost ten weeks (16 October – 12 January) without the Christmas holidays and mainly aimed at familiarizing students with the appropriate learning strategies so as to achieve their objective successfully (Legutke, Thomas & Candlin,, 2014). In

specific, during the first two weeks (October 16-27), the "researchers" team sought online information regarding the ecological problem, presented their findings in the English language course and discussed with their teacher and classmates how present the problem and its solutions in their the most effective way.

In the next two weeks (1-17 November), the students who had assumed the "artist" role searched for famous paintings which could depict the ecological disaster and presented them in the classroom along with information regarding the artist. After careful consideration, learners decided to select the following paintings for the first part of their story: "Iron Dome, Eilat" by Uri Blayer, "Seascape, Night Effect" by Claude Monet, "Resist" by Robert Bissell, "Feuerquelle" by Paul Klee , "Sinbad the Sailor" by Paul Klee.

During that stage, learners gathered, organized, synthesized and evaluated information with a view to creating a story and sharing their final product. Besides developing visual literacy in their attempt to find meaning with pictures, they learned how to employ learning strategies such as skimming websites to get the personal gist, scanning in order to find specific information as well as summarizing and synthesizing the information. They compiled and organized the information needed for the digital story and discarded the irrelevant one. Hence, learners made use of higher-order thinking skills as they thought on a level higher than just restating facts in accordance with Jenkins &Lonsdale's (2007) claim that a digital storyboard can act as an authentic context for fostering learners' higher-order thinking skills.

Regarding the second part of the story, learners had to choose which paintings would be reconstructed so as to acquire three-dimensional features and special effects. Five paintings were chosen, namely "The Starry Night" by Vincent van Gogh, "The Persistence of Memory" by Salvador Dali, "Ship with butterfly sails" by Salvador Dali, "Red Ballon" by Paul Klee, "Jeune fille endormie" by Pablo-Picasso and "The Meditative Rose" by Salvador Dali. Learners were divided into teams of five learners with the student who had undertaken the "artist" role being the leader. For this Learners of each team tried to ignite their imagination and generate ideas on how to present each painting three-dimensionally. The leader of each team was responsible for reporting the group ideas to the Art teacher who, in turn, elaborated on them, provided guidance, help and support when needed. Every team was in charge of reconstructing one painting of the five selected and collaborate with the group of the other class which was in charge of the same painting.

In the next two weeks (20 November - 1 December), children were given a storyboard and started writing the story script. According to Kajder et al.(2005) claim that the initial step in creating digital stories is writing the initial script and creating the storyboard prior to working with the technology and hence, learners were prompted to focus on the story first and the digital medium second so that their story does not get overpowered by technology (Ohler, 2006). Hence, before proceeding with supplementing the story with multimedia tools, learners drafted, redrafted and reviewed the story script in order to produce an engaging story (Robin, 2008).

At the same time period, learners started recreating the famous works of art in the Art lesson. In particular, regarding "Starry Night" learners decided to emphasize the chaotic vortices depicted on the painting by giving them a rotating and three-dimensional form. They used cardboard and created three-dimensional stars (larger than the ones depicted in the original painting), painted them with oil paintings and pierced them on the painting. They pinned the stars on the painting with large nails, which were placed in such a way so that each student could twist a star and give the impression to the audience that the stars rotate.

At the same time, the members of the specific team worked individually and painted the "Starry Night" on A4 sheets of paper. In specific, they painted the moon and the star-filled night sky while the village and the tree were photocopies of the original painting. The aim of this activity was to produce 5 paintings which would alternate at a high speed in the digital story, thus creating the illusion that the sky moves since students painted the sky without the same precision and approached its chaotic vortices based on their visual literacy and not on computational thinking (Picture 1, 2, 3, 4).

Picture 1

Picture 2

Picture 3

Picture 4

The second group, the group of "The Persistence of Memory", used a maquette and used several objects so as to recreate the painting by giving three dimensional features to it. They creased the upper side of the maquette where they painted the sky with olive paints and used clay to create the craggy rocks. They used clay to create the creature in the middle of the painting as well as the clocks which were then painted with olive paints. They also used a paper box and and pierced it with a small branch of tree and hang the "melting clock" made of clay on it so as to approach the painting as much as realistically possible (Picture 5).

Picture 5

The "Red Balloon" team attributed three dimensional features to the painting by using two cardboards. In the one cardboard, students painted the land on which the buildings are built and on the other cardboard, they painted the buildings built on it. In order to approach the original painting, they creased the cardboard with the buildings so as to give depth and placed it vertically on the other cardboard. The balloon was not painted as learners decided to add it digitally through Scratch (Picture 6).
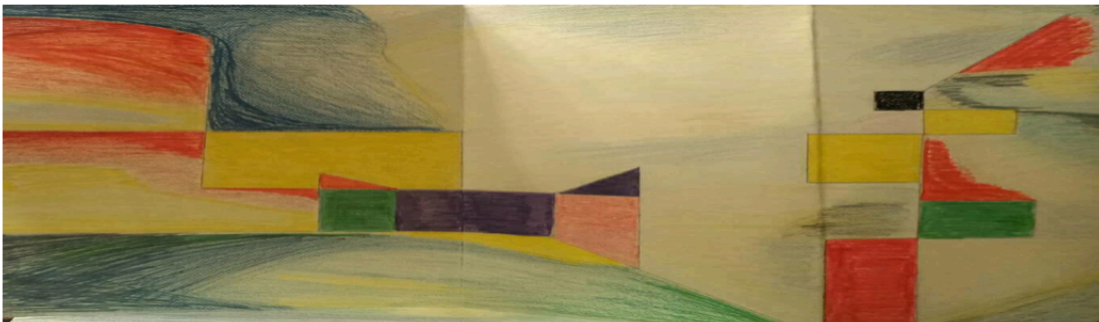
Picture 6

The "Ship with the butterfly sails" team designed the ship and branches of trees as the mast and painted plenteous butterflies in different shapes. Learners placed the butterflies in different places of the cardboard and were taking photographs of them. They used the specific photos as backdrop for the digital story as while adding the one photo after the other, they created the illusion that the big butterfly moves onto the story and makes the other butterflies move (Picture 7).
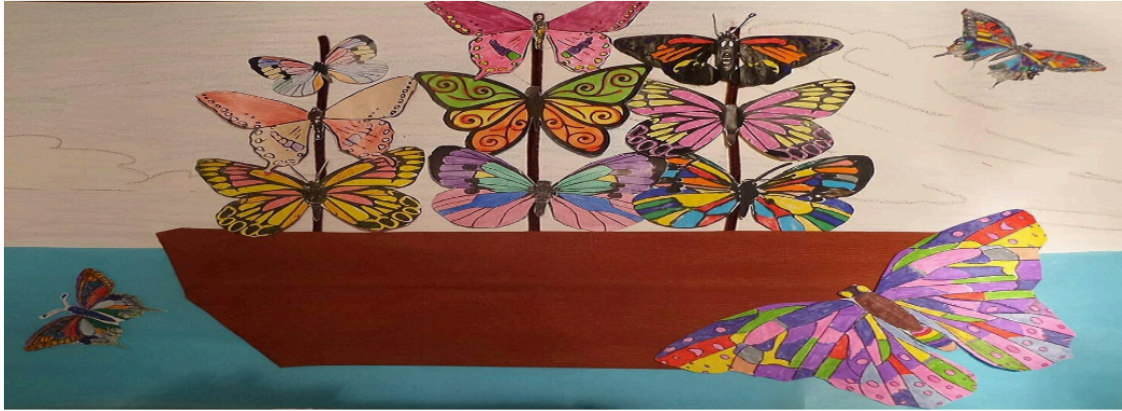
Picture 7

Finally, the "Jeune fille endormie" team decided to make the sleeping girl in the Picasso painting gradually waking in their digital story. In order to achieve this, an outline of the original painting was designed with pencil omitting the eyes of the girl. The outlines were photocopied and each student had to paint the painting and design the eyes of the girl at different phases (closed, partly closed, slightly open, open, wide open). Photos of the paintings were digitally added to the story, thus creating the impression that the sleeping girl in the Picasso painting wakes up (Pictures 8, 9 10).

Picture 8

Picture 9

Picture 10

 While recreating the famous paintings, learners got simultaneously engaged in script writing. In specific, learners of each class got divided into six teams with the learner who had assumed the "scriptwriter" role being the leader. In specific, at that stage learners started writing down the script to be recorded and narrated by a digital child who would act on each painting. According to the script, in the first part of the story, there is one digital human child wandering form painting to painting (backdrop) and presents the causes of the environmental destruction. In the second part of the story, a different digital child acts on one of the five paintings and expresses different thoughts about nature. Finally, in "The Meditative Rose" which is the last painting of the story, solutions to saving the earth are unveiled by all digital children gathered in the famous Dali's work of art.

During the next three weeks (December 4 -22), after voice recordings had been implemented by the "narrators", the "coders" started working on the digital story. In cooperation with the ICT teacher along with ICT researchers, the "coders" divided each class into three groups. In the first week (4 - 8 December) each group used Audacity software in order to make adjustments on the audio material and synchronize it with the video. The other team photographed the creations to be used as the story backdrop and filmed a small video of the "Starry Night" painting they recreated three-dimensionally to be included in the digital story through the Video Movie Maker software. Finally, in the next two weeks (11 - 22 December) each team worked on the digitization of the story through Scratch and the inclusion of the specific videos made through Scratch in the digital story created with Movie Maker.

In specific, the files-photos (paintings) were uploaded on the Scratch software and learners chose a Sprite from the Scratch library. They exploited the coding potential provided by Scratch in order to give movement to the human being (being represented by the Sprite selected) who would narrate the causes of environmental destruction depicted in the paintings used as the backdrop the story. Then, they inserted their videos into Movie Maker along with the voice recording files and the music selected (as an MP3 file) into Movie Maker.

The project was completed after the Christmas holidays (8 - 13 January) and was presented to students, parents and teachers in the school assembly hall on Saturday January the 13th, 2018. The students who had undertaken the "scientific analysts" role were responsible for the presentation of the digital story. They first presented the video and then, discussed scientific issues after they had gathered valuable information in cooperation with the Physics teacher.

In specific, students discussed the chaotic vorticles detected in Van Gogh's painting while in the Salvador Dali's painting students talked about the globality of the earth, since ,through Scratch, the students placed a digital ship in the background of the painting and programmed it to being diminished while moving, until it disappeared. In the "Red Ballon" painting they discussed the light analysis by performing a prism experiment, thus comparing the range of colors used in Klee's painting with the colors emerging through the prism experiment. In the "Ship with butterfly sails" painting, they talked about the butterflies stages of growth and, finally, in Dali's "The Meditative Rose" they discussed how the rose petals develop according to the Fibonacci sequence.

Evaluation

In the last stage which lasted two weeks (15-26 January), learners were prompted to reflect on the final outcome, evaluate it and provide and receive feedback by the teacher and their peers. They were prompted to evaluate the digital story creation process as well as the end story and comment on how they collaborated and any difficulties they dealt with (Singhal, 1987). While being involved in the evaluation process, learners got engaged in the learning process (Lambert, 2013) and claimed "ownership" of their own work. Through reflective thinking of the whole process, learner autonomy was nurtured which helps learners turn not only into independent learners but also into lifelong learners themselves (Koufadi, 2014). Finally, they were called to fill in an evaluation Google form, with criteria clarified to them at the planning stage, which acted as a reflective platform for both teachers and students (Karagianni, 2016).

Major research findings and discussion

The analysis of the data collected, as they emerged through the observation process, the use of the reflective diary and the two phases of interviews conducted to the learners, the teachers and the principal before and after the completion of the digital story, paved the way for comparing the findings and draw conclusions. What follows is an extensive presentation of the findings into three chapters with reference to the aim of the research as well as the initial research questions.

Critical thinking

What can be deduced from the research-based evidence is that digital storytelling greatly helped learners develop critical thinking. Worth mentioning is what the special education teacher mentioned in her interview. In specific she said the following:

> "Actually, the whole process surprised me in a pleasant way. For me, the interest shown by all my students, including those who attend the Integration class, shocked me. For example, Eleni who seemed to have completely lost interest for the learning process, gradually started being activated within the group. After assuming the role of an artist-leader, her ideas about reconstructing the Starry Night painting and the movement of the stars with nails was indeed amazing. The feeling of satisfaction she had after she realized her teacher's and classmates' enthusiasm regarding her idea

seemed to activate her in the learning process. She felt responsible for the final outcome which, in turn, made her fell precious and indispensable in her class. The feelings of responsibility and satisfaction were so powerful that made her overcome even her biggest fear. Despite her learning difficulties and problems she deals with in writing, she was aquite active during script writing…"

According to those mentioned by the teacher in the specific extract, Eleni seemed to being gradually activated within the group. She got engaged in problem solving regarding issues which kept emerging while implementing the project as her imagination kept igniting. The feeling of success she felt boosted her self-confidence, since she assumed an active role in various phases of the project even in those she considered herself weak. Worth noting is the fact that assuming the role of a group leader made her feel safe, responsible and able to deal with her obligations. As a consequence, she designed and promoted her own course of action, thus acting as an autonomous, independent learner by activating high-order thinking skills.

While recreating the famous paintings with three-dimensional characteristics, learners came up with plenteous innovative ideas similar to Eleni's aforementioned one. A point also worth mentioning is that some learners came up with an original idea and the rest members of the group developed and perfected it. Throughout the whole process teachers acted as guides and supporters by engaging learners in brainstorming while there were incidents during which discussion was initiated by learners themselves. An incident worth noting is that of Maria who proposed recreating Dali's "The Persistence of Memory" on a maquette to be used as backdrop in the digital story. Students started unfolding their ideas regarding the most suitable materials to be utilized as well as different techniques of working with the maquette.

Also, with regard to high order thinking skills, the ICT researcher mentioned the following in his reflective diary (11/12/2017):

"Today, the second week of coding with the programming language Scratch began. All students seemed to be focused on their goal. Every student started working with the Scratch library, working at his/her own pace and rhythm and considering his/her own preferences. In particular, George managed to write a script where two different sprites move simultaneously. The team leaders are students who seem to be acquainted with Scratch and seem to be engaging with coding in their free time. There were also some students who despite the fact they had difficulty in coding,

made suggestions which were considered by the team leader. All student seem to be promoting their ideas, thus creating a collaboration network".

In the light of this evidence, the obvious conclusion to be drawn is that the project promoted constructive learning which, in turn, fostered learners' imagination and critical thinking. George seemed to be working on something he relishes at his own pace and rhythm. What can be deduced is that learners were active participants, claimed ownership of their work while expressing themselves and experimenting "in the construction of things not only for themselves but also for others" (Papadopoulou & Vlachos, 2014, p. 250). They did not merely derive information from the web but they analyzed, processed, classified, modified, compared new data in order to create new knowledge. (Åberg, 2014; Karagianni, 2016; Papaefthymiou-Lytra, 2014)

Additionally, regarding the script writing phase, the teacher in charge mentioned the following:

> «..In my view, script writing was a process unexpectedly creative and I would dare say moving. Pupils seemed to be sensitized by the paintings and even enchanted by their aesthetic excellence. The second part of the digital story was intended to provoke the audience's emotions and students made use of everyday routine instants in order to build the script. It reminded me of my childhood. Especially, the combination of music, paintings of these wonderful works of art, the children's voices with their wonderful narration touched deeply me ..."

Clearly indicated from the aforementioned excerpt, learners engaged in purposeful and authentic writing as they got emotionally attached to the project content. They seemed to relish the writing process and far from viewing it as a writing skills assessment activity, they found their voice and discovered the art of writing. They engaged in process writing and discovered its recursive non-linear nature while demonstrating novel ideas through brainstorming, drafting and redrafting (Frazel et al., 2011; Ohler, 2013; Robin, 2018)

Conclusively, with reference to the first two stages of the project (preparation – implementation) learners' critical thinking was promoted since learners were prompted to work based on two rudimentary axes (transversely and horizontally) and at two different levels (micro level - macro level). In particular, the paintings reconstructions took place alongside script writing (transversely), both promoting each other's implementation, while the other stages succeeded each other by passing on the torch to the leader of the next group to undertake (horizontally).

Regarding the two levels of its implementation, micro-level referred to implementing a part of the stage (coding, script, craftwork, gathering of online information, selection of music) while macro-level referred to the completion of the end product, which demanded teams coordination and teachers and learners' flexibility so that learners assemble all stages and produce the digital story.

Consequently, action taking place in a methodical manner, the ability to predict and deal with difficulties at a micro level (stage) and the combination of transversal and horizontal action required the overall contribution and activation of each team member, which would lead to dealing with any difficulties arising in the macro stage (final product).Even students who seemed to be isolated within the class because of learning difficulties (Eleni's case) developed new skills and hidden talents, thus contributing to the end product at their own pace. Learners were prompted to synthesize, analyze and evaluate on a micro and macro level according to the method which best suited them.

Worth noting is, also, that learners' critical thinking was developed while presenting their digital story to the audience where students who assumed the role of scientific analysts played a pivotal role. In particular, the analysis of the story's central content and relevant scientific issues such as the butterfly growth stages- Ship with Butterfly Sails-the chaotic vortices-Starry Night-the light analysis-the Red Balloon-the digital boat getting lost in the horizon-the Persistence of Memory-the Fibonacci sequence-The Meditative Rose, triggered the audience's as well as the students' interest regarding the particular scientific information. A finding worth mentioning is that after the presentation learners started looking for further information on the specific issues and initiated a relevant discussion in the classroom with the teachers. The school principal stated in the interview he gave:

> "The presentation really surprised me. What we watched represents our culture, science, technology, biology and art and sends a clear message of respect was for me the whole of our gut culture, science, technology, biology and art, oriented to a purpose that is totally on the side of man, since the message of respect for nature is essentially a message about the human future. The feedback given to children and to ourselves is very significant since the approached scientific issues using data drawn by nature"

In the light of the evidence provided by the observation findings as well as the interviews conducted, the presentation of the digital story proved the extent to which digital storytelling can promote multi-faceted knowledge, creating stimuli of utmost importance. The power of the digital story, both through the aesthetic emotions it provokes through the blending of visuals and sound and the experiential approach adopted as learners exploited it to analyze issues regarding our natural and technical world triggered the teachers' and learners' interest for further engagement and action.

The aforementioned beliefs regarding the power of digital storytelling as a means of pumping information and experiential learning are also espoused by modern scientific researcher. Ανδρικοπούλου (2016) ; Κλινάκη (2012) ; Ράπτης και Ράπτη (2000) advocate that the use of the appropriate technological tools can lead to providing learners with equal learning opportunities, even to those with learning difficulties while Åberg (2014) and Δημητριάδης (2015) highlight the intrinsic motivation both learners and teachers exhibit. Conclusively, regarding the power of image, Αμανατίδης (2016) ; Kouvara, Karachristos, Stavropoulos and Verykios (2018) and Papadopoulou & Vlachos (2014) highlight how digital storytelling can help learners develop visual literacy, help them construct meaning through the critical reading of visuals as well as aid them to access, interpret and assess visuals in order to produce their own digital creation.

Learner engagement

 The digital storytelling project[2] seemed to have positively affected learners' critical thinking as well as their performance since motivation for exploring and acquiring knowledge was created. Consequently, what can be deduced is that when the process of exploring and constructing knowledge is gravitated towards learners' needs, learner engagement emerges as a natural outcome of an active procedure and creative expression.

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[2] Available at https://drive.google.com/file/d/10zOgp5FY2jWKLtbYYL8ZkQiO-uLB4gK6/view?usp=sharing

The teachers involved also realized the aforementioned positive results regarding learner engagement and adopted a more learner-centered and cooperative approach. In specific, the St 1 class teacher mentioned in her interview:

> "…..What I realized while implementing the project was that the planning stage is of crucial importance. Precision in the planning stage will result in precision in the implementation stage. I began researching what fits each of my students. In the history lesson, I started using more videos and provide students with notes. I used intense visuals since many students were interested in the artistic part and I utilized material form museums I have visited. They liked the idea and their interest was raised…"

In the light of this evidence, the specific teacher decided to adopt a different teaching approach considering the needs and interests of each student, having realized the positive impact of the project on learner engagement.

A point worth mentioning is that she seemed to reflect on the impact of the techniques used on her students such as the use of personal photos and adopt similar effective techniques. To be more specific, she realized that learners get more enticed when the presentation of visual material is combined with other elements such as a personal testimony.

In a similar vein, the teacher of St2 class mentioned in his interview:

> "…the digital storytelling project helped me realize that I have to become more inventive and flexible so as to aid each learner to engage in the learning process. The key is not to try out things blindly but take your learners' personality into account. I began to enrich my lessons with more visuals and videos and I started using drama as a teaching method. Of course, this venture demands work at home but, finally, it is rewarding since you can enjoy an incomparable better lesson which learners enjoy. You must be prepared to apply new things, which even if they do not succeed, reconsider and start building again…"

The specific teacher stressed that differentiation will be achieved only if learner needs are taken into account. He also integrated digital tools and techniques in his teaching methods so as to provoke learners' interest and consider learners' individual preferences. He differentiated his teaching methods in a way that would allow him to reconsider and adjust them accordingly. It

goes without saying that such an approach demands personal work but can lead to creative learning within a pleasant school climate.

Similar results were rendered through the observation method which also highlighted learners' interest to acquire and construct new knowledge. More specifically, the specific project led to the restructuring of the school climate as learners stared acting as researchers trying to construct knowledge. Worth mentioning is the fact that some learners differentiated what they stated in their second interview. For instance, Dimitra had stated in her first interview:

> "…I like Language. It is my favorite subject."

After the completion of the project, she stated:

> "…My favorite subject is Science. The teacher makes experiments and we discuss about the lesson. It becomes more pleasant…"

As a consequence, the results rendered both by the interviews conducted and the observation method highlight that the specific project provoked learners' interest to explore and construct new knowledge and led teachers to adopt new teaching techniques that sustain and enhances learners' interest.

The aforementioned beliefs are also espoused in modern educational research. In particular, Ainscow, Booth and Dyson (1999) and Messiou (2006) claim that differentiated instruction should consider all learners' needs, the "children's voices". In order to give prominence to children's voices and adopt a more inclusive differentiation, the appropriate preparation is of crucial importance (Αγγελίδης και Ευαγγέλου, 2012; Ματσαγγούρας, 2001).

Additionally, regarding the results of diversified instruction on the school climate, Frazel et al. (2011) advocates that the adoption of a structured teaching strategy orientated towards the uniqueness of students enhances learners' performance while Sadik (2008) claims that learners' self-confidence is boosted.. Conclusively, according to Frazel et al. (2011) cooperative techniques that emphasize experiential learning enhance learners' performance and affect their social skills.

Collaboration networks

The last research question refers to collaboration networks. In specific, the positive results rendered throughout the project with regard to learners and teachers' engagement seemed to promote the creation of collaboration networks.

Teachers assumed the role of supporter and coordinator, thus promoting collaboration among students while teachers seemed to apply collaboration techniques on lessons where learners were accustomed to work individually. In Maths, learners were divided into the same groups that had been created during the project so that all team members support each other. Although, at first, strong with novice students were placed into the same team, groups were modified because weak students became inactive within the group. Then, teachers adopted a new model where group members were equal while the problems they had to deal with was of different level of difficulty. One of the teachers stated:

> "..The initial method of group forming failed as the weak students and especially the special integration class students could not work within the groups. However, we were not discouraged. We formed new groups according to the method I mentioned. The new method demanded hard work as we had to prepare the appropriate activities which would promote all learners' cognitive level within the groups. In order to achieve this, both teachers cooperated on a daily basis while the integration class teacher greatly helped us supporting learners when necessary..."

According to what the specific teacher stated, teachers relished the benefits of collaborative learning and adopted the specific model while teaching core subjects. In Maths, teachers created a collaboration network so as to form learner groups in an effective way. They became more flexible and willing to modify their teaching methods aiming to form effective groups in collaboration with the special education teacher.

Similar course of action was taken in other subjects, as well, thus rendering positive results and activating learners who also helped their classmates. In specific, all learners contributed to the final outcome as each learner provided information to be processed by the group and lead to the appropriate solution. Finally, learner interviews revealed that learners were enthusiastic about the new teaching model according to how they expressed their feelings about the process adopted.

The aforementioned beliefs with reference to the benefits of collaborative learning are espoused by contemporary researchers. In specific, Αγγελίδης και Αβραμίδου (2012) advocate that knowledge through collaborative learning stems from its critical consideration since learners process it through different viewpoints. In a similar vein, Frazel et al. (2011) and Sadik (2008) claim that collaboration provides learners and teachers with the appropriate feedback so that they work in an active and methodic way within the groups. Finally, according to Αγγελίδης (2012) and Messiou (2006), when learners take initiatives within the group, they define the way teachers are going to take action. As a consequence, learners lie at the top of the learning process and lead teachers to take action.

Regarding leadership, foundations for a new collaboration network was created between the teachers and the school principal while implementing the digital storytelling project. The first researcher stated in her reflective diary (14/02/2018):

> "Today, the school principal seemed to more resilient in his views in the council. He attentively listened to what teachers suggested regarding piloting the model of co-education and decided to support them"

With reference to collaboration, the principal stated:

> "To be honest, the project was welcomed by parents, teachers and students which led me to reconsider some of my views. I decided to provide teachers with more freedom so that they act accordingly with their students. School should promote learning and this cannot be achieved when knowledge is imposed on the learner. At first, I believed that such innovations cannot be realized in the context of the centralized character of Greek education. However, through the project I realized that the required flexibility can ultimately come through collective action. I will dare to adopt a collaborative course of action so that we can all find ways to creatively build knowledge …"

Considering the aforementioned excerpts, the principal seemed to be trying to build bridges with students and teachers because of the feedback he received from the results yielded by the project. The acceptance of the project by the class as a whole has probably worked in such a way that made him perceive the value of cooperation and its contribution to issues that, if dealt through individual action, seemed impossible to be implemented.

The above data are also verified through the observation method. In particular, during observation the principal seemed to get engaged in dialogue with the teachers, parents and pupils, providing them with more and more responsibilities. At the same time, the teachers started approaching the director and facilitating him on issues related to the school unit while students started building better relationships with their principal.

Conclusively, the aforementioned viewpoints regarding leadership which will promote collaboration between principals and school units are also espoused by other researchers, too. In specific, Αγγελίδης και Ευαγγέλου (2012) discuss the future leader in their research, presenting a principal who can identify barriers, assign teachers with the appropriate duties and provide them with freedom of action and expression.

It is essentially a restructuring of the leadership, according to which all the decisions of the leadership are made with the learner being at the base of the learning process (Ainscow, Dyson, Goldrick, & West, 2012). Such a form of reversed leadership (bottom-up) to be realized requires coordination, cooperation and freedom of expression and creation (Αγγελίδου, 2011).

Conclusion

All things considered, the obvious conclusion to be drawn is that the initial aim of the research was attained since the specific project promoted inclusive education and led to the restructuring of the school unit. It goes without saying that the results of this research refer to the specific school unit and cannot be generalized because of its qualitative character, so they only point to the specific school unit. Besides, the purpose of this research was not the generalization but the in-depth study of the specific school unit.

A point worth mentioning is that future research with quantitative methods and larger sample is needed. At the same time, implementing the project on many classes of the school unit would be more efficient in order to build a more sophisticated picture of the school under research. Also, it would be interesting to implement similar research on the other levels of primary and secondary education. Conclusively, digital storytelling projects can prove a potent force in the field of intercultural education through the establishment of transnational school networks.

Acknowledgements:

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THE EFFECT OF SERVANT LEADERSHIP, SELF-EFFICACY, AND SPIRITUALITY OF WORK ON LECTURE'S JOB SATISFACTION OF THE MANADO STATE POLYTECHNIC

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ABSTRACT

The objective of this research is to study the direct effect of servant leadership, self efficacy and spirituality of work on job satisfaction of the lecture's the Manado state polytechnic. The research aimed to examine whether there is a direct positive influence of servant leadership, self-efficacy, and spirituality of work on job satisfaction. This reaserch used the quantitative approach with survey method. The samples of this research were 174 lectures selected randomly. The data were obtained by speading questionnaire and analyzed with path analysis. The result of the research concluded: (1) there is a direct positive influence of the servant leadership had a toward lecturer's job satisfaction, (2) there is a direct positive influence of the self efficacy toward lecturer's job satisfaction, (3) there is a direct positive influence of the spirituality of work toward lecturer's job satisfaction, (4) there is a direct positive influence of the servant leadership toward self efficacy, and (5) there is a direct positive influence of the servant leadership toward spirituality of work. As implication of this research finding is that improve lecture's job satisfaction, servant leadership, self efficacy and spirituality of work must be take into consideration.

Keywords: servant leadership, self efficacy, spirituality of work, and job satisfaction

VOICES OF GRADE 2 TEACHERS' PRACTICE OF SHARED READING AS A STRATEGY TO BUILD VOCABULARY AND COMPREHENSION DURING LITERACY INSTRUCTION

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ABSTRACT

Reading has been identified as a challenge in the foundation phase of South African learners.

International and local studies (The Progress in International Reading Literacy Study (PIRLS), 2007; ANA, 2011; NEEDU, 2013.2006; SAQMEC, 2004; The Times, June 29, 2011) show beyond any shadow of doubt that South African learners' reading literacy performance falls far below the required standard. The Southern African Consortium for Monitoring Educational Quality (SACMEQ, 2004) revealed that children in Grades 1 to 6 are reading two grade levels below their own in English and their mother tongue. Despite the recommended changes to Curriculum 2005 (DoE, C2005) to develop an improved curriculum for the 21stcentury, South Africa still faces reading literacy problems in the Foundation Phase (DoE, 2008; ANA, 2011). Concerns about learners' development of basic literacy skills at the foundational levels of education (Bloch, 1999; Lessing & De Witt, 2005) are consistently reflected in local and international research (Howie & Van Staden, 2007; Fleisch, 2008; SAQMEC, 2004; Howie, Venter, Van Staden, Zimmerman, Long, Scherman & Archer, 2006). In 2000, a Sunday Times headline proclaimed that South African children were the 'dunces of Africa' (16 July 2000:1). The article reported the findings of a comparative study of literacy and numeracy rates of primary school children from 12 countries in Africa, with South African children faring poorly in comparison with their African peers on both literacy and numeracy measures (Pretorius, 2000; Pretorius & Ribbens, 2005). This was further

supported by the then Minister of Education, Naledi Pandor, who pointed out that many schools in South Africa were experiencing reading problems, especially in the Foundation Phase (DoE, 2008). The minister referred to the data obtained from the PIRLS (2006) as shocking. She pointed out that the grade-by-grade reading strategy for the development of reading literacy skills was being implemented at a very slow pace.

The purpose of the study is to explore, by means of focus group discussions, the teaching of shared reading as an instructional strategy in the classroom.

The study found that teachers were excited in their belief that implementing shared reading was important and that they were aware of the need to use vocabulary and comprehension instruction during shared reading. The study found that teachers were not always able to implement the best practices in their classrooms. The study recommended that evidence of competence in teaching reading should form an integral part of policy on promotion in schools. This will ensure that the teaching of reading is taken seriously by the teachers;Professional development courses offered by the DBE should be varied and tailor-made to ensure relevance to the teaching of the five different components of reading and thatDBE should devise ways of constantly engaging teachers to motivate them to make it a priority to undertake professional development courses in teaching reading.

Keywords: strategies. Intervention strategies. Teaching. Shared reading. Group teaching. comprehension

STRESSORS AND COPING MECHANISMS OF CHILDREN OF OVERSEAS FILIPINO WORKERS IN HIGHER EDUCATION INSTITUTIONS IN ILOCOS SUR, PHILIPPINES

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ABSTRACT

Just like adults, children can experience stress in different ways. Children of Overseas Filipino Workers (OFWs) who are left behind experience or sense of abandonment, insecurity, anxiety and loss of closeness with parents. This study was conducted among the children of OFWs in the Higher Education Institutions in the province of Ilocos Sur, Philippines. The descriptive – correlational research design was employed. Questionnaire was the main instrument to answer the stressors of the respondents and to look into the coping mechanisms and symptoms of stress. Results showed that most of the respondents were female, Roman Catholics, have a nuclear family type of five members. The children of OFWs in HEIs exhibited boredom, headache, and under-eating symptoms of stress, experienced a "Low" level of stress along personal experience, physical health, family and home, school, and a "Very Low" level with their peers and tend to adopt more of the negative coping strategies when they are stressed. The respondents manifested a healthy coping mechanism as shown by their "Average" level of positive management and "Low" level of negative management. Though inversely related, religion has a bearing on the level of stress of the respondents. The researchers recommend that in order for the students to cope up with their stress, the guidance center should conduct and orient the students on activities such as a seminar-workshop on managing stress. Since the respondents tend to adopt more of the positive coping strategies, the guidance center should plan and spearhead stress

management programs, in order to improve their adaptive and active management strategies among all children of OFWs.

Keywords: Stressor, Coping Mechanism, Higher Education Institutions, Overseas Filipino Workers

IMPACT OF MANAGEMENT INFORMATION SYSTEM (MIS) ON SECONDARY SCHOOL ADMINISTRATION IN SELECTED SECONDARY SCHOOLS IN EDUCATION DISTRICT IV IN LAGOS STATE

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ABSTRACT

This research work which is on the Impact of Management Information System (MIS) on Secondary School Administration in selected Secondary Schools in Education District IV in Lagos State. A descriptive survey research design was adopted using questionnaire as the main instrument. One hundred respondents were randomly selected across the school in the Education District IV. The use of information technology in educational management has rapidly increased due to its efficiency and effectiveness. In the initial stages of its development, management information systems (MIS) main purpose and usage was to improve the efficiency of school office activities. It was used to store student and personnel data. The most concern was being focused on data entry and collation, rather than upon data transfer or analysis. The value of management information was recognized during its integration stages. Overall review of literature highlighted positive impact of MIS on school administration and management including better accessibility to information, more efficient administration, higher utilization of school resources, and reduction in workload, better time management, and improvement in the quality of reports. A number of inhibitors to MIS use are evident in the literature; foremost among these are lack of time, lack of confidence or skills, lack of training, lack of senior management support, and lack of technical support. MIS can provide administrators and teachers with the information required for informed planning, policy-making, and evaluation. MIS have changed school management in the areas of leadership, decision making, workload, human resource management, communication,

responsibility, and planning. These systems can assist the school manager in determining the aims of the school, formulating strategic plans, distributing resources, and evaluating staff performance as well as organizational success.

Keywords: Planning, Management Information System, Efficiency, Workload, Policy

Introduction

Education in Nigeria with references to the 1999 constitution is classified under the concurrent list which gives each States of the Federation a right to administer education in their respective states and thus, making the administration of secondary schools to have broad complex function (Federal Republic of Nigeria, 1999). This complex function emanated from the fact that the school system activities generate a wide range of records and reports, which has to be kept. Well processed and appropriately utilized to facilitate the process of effective school administration. Such records include accounting, auditing, budgeting, credit and collection, school enrolment records, staff record and a whole lot of other records and statistics that grow out of the operational activities of the school system, including the forces that influence human behaviour in the school organization. Poor performance of administrators in Nigerian school system is an age-long issue. These problems could emanate from inability of the administrator to inquire, inform, persuade or entertain, problems resulting from poor administrative capacity for information management. Incompetence by administrators can lead to accumulated delay, poor quality and productivity, resources mismanagement and difficulties in decision making.

Computers are seen to have the potential to make a significant contribution to the teaching, learning, and administration in schools. An extensive amount of investment that has gone into introducing information and communication technology (ICT) into schools including hardware, software, networking, and staff development will be considered worthwhile if there is evidence that it has made a commensurate impact on school performance and effectiveness (Condie, Munro, Seagraves, and Keneson, 2007).The use of information technology in educational management has rapidly increased due to its efficiency and effectiveness. School managers who used to spend large amount of time in solving complex allocation problems (e.g., staff allocation, resource allocation, timetabling) and monitoring the school operations have now better options due to enhanced technology. Information technologies facilitate the decentralization of work tasks and their coordination in an interactive network of communication in real time (Castells, 1996). They allow for greater flexibility and networking that emphasizes interdependence, interaction, and constant adaptation to an ever-changing environment (Castells, 2001).

Management information systems (MIS) are being used by schools to support a range of administrative activities including attendance monitoring, assessment records, reporting, financial management, and resource and staff allocation. MIS provide managers with the

information required to manage organizations efficiently and effectively. These systems are distinct from other information systems in that they are designed to be used to analyse and facilitate strategic and operational activities in the organization(O'Brien,1999).

MIS plays a vital role in the area of decision making as it can monitor by itself disturbances in a system, determine a course of action and take action to get the system in control. It is also relevant in non-programmed decisions as it provides support by supplying information for the search, the analysis, the evaluation and the choice and implementation process of decision making (Obi, 2003). These systems have the ability to provide its users the processed information, analytical models, real-time updates and hypothetical scenarios to assist their decision- making process.

Management Information System is designed to assist managers in performing their work through an organized and most effective mode of information collection, processing, storage and retrieval model. Modern management information system is a network of computer-based processing procedures that are integrated with manual and other processes to provide timely, effective and efficient information to support managerial planning and control.

The administration of secondary school is increasingly becoming complex. The application of modernized information management technique is to enhance effective and speedy decision-making can therefore not be ignored. This paper will give an account of the studies that have examined the impact of MIS on school administration and management. Some of these studies have also highlighted the factors that hinder MIS usage in school administration.

Management Information System (MIS) and Decision Making in Secondary Schools

The MIS is an idea which is associated with man, machine, marketing and methods for collecting information's from the internal and external source and processing this information for the purpose of facilitating the process of decision-making of the business.

The Management information system (MIS) is a concept of the last two decade or two. It has been understood and described in a number of ways. It is also known as the Information System, the Information and Decision System, the computer based Decision System. MIS is not new, only the computerization is new, before computers MIS techniques existed to supply managers with the information that would permit them to plan and control business operations. The computer has added on more dimensions such as speed, accuracy and increased volume of data that permit

the consideration of more alternatives in decision-making process. The scope and purpose of MIS is better understood if each part of them is defined individually, thus:

The decision-making is a fundamental prerequisite of each of the foregoing process, the job of MIS is facilitating decisions necessary for planning, organizing and controlling the work and functions of the business so that specified goals of business are achieved. Management is to achieve organizational goals efficiently and effectively through planning, organizing, directing and controlling organizational resources, its ability to achieve the goals by others. According to business dictionary, Management is the organization and coordination of the activities of a business in order to achieve defined objectives. Management is often included as a factor of production along with machines, materials, and money.

Data must be distinguished from information and the distinction is clear and important for present purpose. Data are facts and figures that are not currently being used in a decision-making process and usually are taken from the historical records that are recorded and filled without immediate intent to retrieve for decision-making.

Information consists of data that have been retrieved, processed or otherwise used for information or interference purpose, argument or as a basis forecasting or decision-making regarding any business unit. Information is knowledge that one derives from facts for effective functioning of systems placed in the right context with the purpose of reducing uncertainty regarding the alternative courses of action as they are based on description and measurement of attributes of various entities associated with the enterprise. Data is raw unprocessed facts and figures that have no context or purposeful meaning and information is processed data that has meaning and is presented in a context.

Information systems should best interacts and communicates with the end user in order to provide the accurate required information (Kirkman, 2000).

Information is the life blood of an organization, particularly in the case of system approach management. The MIS or Information system can be define as the knowledge communicated by others or obtained from investigation or study. It is a system providing needed information to each manager at the right time in the right form and relevant one which aids understanding and stimulates the action. MIS is an organized method of providing past, present and projection information relating to internal operations and externals intelligence. It supports the planning,

control and operational functions of an organization by furnishing uniform information in proper time frame to help the process of decision-making.

According to Lucey (2005), most organizations are structured along functional lines or dimensions of the organization. These functional structures are usually apparent from an organizational chart, which fundamentally shows authorities and responsibilities of organizational members. Typical functional areas in most organizations are: Accounting, Finance, Marketing, Personnel, Research and Development, Operations/ Production and so on. The MIS of an organization can be divided along these lines to produce effective outcomes.

Since the passage of the federal No Child Left Behind law, schools are attempting to move from opportunity-oriented organizations characterized by subjective decision-making to ones that are data driven and results oriented (Gentry, 2005). One innovation school administrators and instructional staff are utilizing to make this transformation is school management information systems (SMIS).

Being at the beginning stage of the School Management Information Systems, computerization of the school management is the basic subject of today's school management. Principals have started to make use of information systems in the gradually-increasing daily management staffs (May, 2003). Generally speaking, the reasons to use information systems can be stated as increasing effectiveness at work by processing information, increasing managerial effectiveness by meeting the need for information and gaining superiority in competitions by directing strategies (Yuen, Law and Wong, 2003).

In his study, Obi (2003) suggested that MIS is indispensable in the area of decision-making as it can monitor by itself the instability in a system, verify a course of action and take action to keep the system in control. Literatures also suggested that non-programmed decisions are relevant as they provide support by supplying information to the search, the analysis, the evaluation and the choice and implementation process of decision making. Zain, Atan and Idrus (2004) also maintains that MIS is useful in making decisions to solve many of the problems facing educational institution. Such problems include poor programed scheduling, poor estimate of staff requirement, lack of accurate information on students, personnel and facilities, piling-up of administrative matters, wastage of spaces, lack of feasible budget estimate among others. Oyetakin (2012) stressed the need for MIS in decision making as it provides information that is

needed for better decision making on the issues affecting the organization regarding human and material resources.

From the literatures presented, we can easily perceive that the importance of the role of both middle and top management to maintain a consistent approach to develop, use, and evaluate MIS systems within the institution. To financial institutions, MIS is used at various levels by top-management, middle and even by the operational staff as a support for decision making that aims to meet strategic goals and strategic objectives.

The above literatures also explore the importance of MIS in providing decision makers with facts, which consequently support and enhance the entire decision-making process. Furthermore, at the most senior level, MIS and DSS supply the data and required information to assist the board of directors and management levels to make an accurate and on time strategic decisions.

Statement of the Problem

Although there are various advantages on the impact of MIS on Secondary school administration, there are also some setbacks that do not enable MIS to function properly such as, lack of skill of some school managers in information management and also with the use of computers. Also, there is lack of sufficient funds that are necessary to purchase equipment. It is pertinent to find out if school administrators are actually performing below expectations in terms of their administrative assignment and how they are managing their information well to enhance modern decision-making in administrative process and their capacity for computer-based management information system in the day-to-day administration of their schools.

The purpose of this study is to critically examine the impact of Management Information System on secondary school administration performance with a view to:

determine if MIS policies or practices, processes, objectives and internal control are adequate in the school.

evaluate whether MIS application provides users with timely, accurate, consistent, complete and relevant information.

ascertain whether school administrators have adequate capacity for modernized management information system.

Research Questions

This research work attempt to find the answers to these research questions

Do MIS helps the school administrator in the decision making process?

Does availability of MIS increase the effectiveness of school administration?

Research Hypotheses

There is no significant relationship between the use of MIS and decision making process of the school administration.

There is no significant relationship in the use of MIS and effectiveness of school administration.

METHOD

The descriptive research of the survey type was used for this study. The descriptive survey type design was suitable because it afforded the existing attributes.

The population of the study consist of all school principals and teachers in secondary schools in Education District IV of Lagos State.

Sample and Sampling Procedure

The sample for this study consist of twenty (20) public secondary schools in Education District IV of Lagos State. Simple random sampling technique was used to select the twenty (20) public secondary schools, and ten respondents are expected to give their views on each school, thereby a total number of two hundred (200) respondents were used for this work.

Instrumentation

The instrument for this study was a questionnaire titled: The Impact of Management Information System on Secondary School Administration. The questionnaire was divided into two section A and B. Section A seeks for personal information on respondents such as school qualification, sex designation, and year of experience, while section B containing items that were used to elicit information from respondents on the impact of Management Information System on Secondary school administration. Response were obtained from respondents on each of the item on the questionnaire, the respondents were given options in terms of: strongly agree, agree,

strongly disagree and disagree. In all a total of 200 questionnaire were distributed for the study and all were gotten representing 100% of response.

Validity and Reliability of the Instrument

The face and the content validity of the instrument was done by researcher through other colleagues and experts, their corrections and observations were incorporated into the final draft of the instruments.

The reliability of the questionnaire for this study was determined via the test re-test procedure the test re-test reliability coefficient ensures that a group of people is measured twice. The reliability of 0.71 coefficient was recorded, this shows that the instrument was reliable enough before actual administration of the instrument to the respondents.

RESULTS

Research Question One

Do MIS helps the school administrator in the decision making process?

Table 1
MIS and the School Administrator in the Decision Making Process

S /N	Items	N	Minimum	Maximum	Mean	Std. Deviation
1	Provides timely, effective and efficient information to support managerial planning and control	200	2	4	3.18	.435
2	Enhances effective and quick decision making	200	1	4	3.17	.587
3	Provision of best alternative when making decisions	200	1	4	3.01	.674
4	Provides support supplying information for the search, analysis, the evaluation and choice of implementation process of decision making	200	1	4	3.08	.631
5	Support and enhances decision making process	200	1	4	3.32	.636
6	MIS improves and enhances decision making in the issues affecting human and material resources	200	1	4	3.05	.609
7	Makes projection into the future decisions	200	1	4	2.83	.933
	Valid N (listwise)	200				

Decision rule=2.5

Source: Fieldwork 2015

Table 1 shows that, MIS helps the school administrator in the decision making process (all means scores > 2.5).

Research Question two

Does availability of MIS increase the effectiveness of school administration?

Table 2

Availability of MIS and the Effectiveness of School Administration

S / N	Items	N	Minimum	Maximum	Mean	Std. Deviation
8	Encourages decentralization of authority which makes it possible for staffs to share valuable information to the school administration	200	1	4	3.10	.785
9	Guides staff in more effective service delivery	200	1	4	3.27	.649
10	Support program promotions and public awareness activities	200	1	4	3.06	.514
11	Improves the school and department techniques	200	2	4	3.20	.492
12	Teachers should be trained in Information Technology	200	1	4	3.51	.785
13	Smooth operations of administrative units such as finance and human resources	200	1	4	3.05	.539
14	The use of Information technology reduces workload	200	1	4	3.42	.819
15	Enabling long distance approach to learning	200	1	34	3.58	3.163
	Valid N (listwise)	200				

Decision rule=2.5

Source: Field work 2015

The table above shows that, availability of MIS increase the effectiveness of school administration (all means scores > 2.5).

Testing of Research Hypotheses

H01: There is no significant relationship between the use of MIS and decision making process of the school administration.

Table 3

Relationship between the use of MIS and decision making process of the school administration

Variables	N	Mean	SD	r. cal.	P
Use of MIS	200	1.68	0.468		
				0.589	<0.05
Decision Making Process	200	22.48	2.548		

Source: Field work 2015

The result from table 3 shows that, there is significance (r= 0.589; P< 0.05). This implies that the hypothesis is rejected. Therefore, there is a significant relationship between the use of MIS and decision making process of the school administration.

H02: There is no significant relationship in the use of MIS and effectiveness of school administration.

Table 4

Relationship in the use of MIS and effectiveness of school administration

Variables	N	Mean	SD	r. cal.	P
Use of MIS	200	1.68	0.468		
				0.267	<0.05
Effectiveness of School Admin	200	26.33	3.235		

Source: Field work 2015

Table 4 reveals that there is a significance relationship (r = .267; P< 0.05). This implies that the null hypothesis (Ho2) is rejected. Therefore, there is a significant relationship in the use of MIS and effectiveness of school administration.

Discussion

The study established that, MIS helps the school administrator in the decision making process. The rate at which the world is advancing in the area of technological development would have in for this findings. This report is supported by the report of Yuen, Law &Wong, (2003), according to them, the use information systems can be stated as increasing effectiveness at work by processing information, increasing managerial effectiveness by meeting the need for information and gaining superiority in competitions by directing strategies. The first hypothesis reveals that, there is significant relationship between the use of MIS and decision making process of the school administration. This reiterate the importance of use of MIS to every organisation. This findings corroborate the findings of Flanagan and Jacobson (2003) these contended that, From the educational point of view, it is believed that when the individuals′ discernment is challenged and they receive any sort of intellectual or practical support then their productive and creative talents are used which can also be enhanced

Another findings in this study reveals that, Availability of MIS increase the effectiveness of school administration. Thus, the rate at which people are getting to learn about MIS very fast and the effectiveness of MIS to educational development. This findings agrees with t the findings of Gentry (2005) the Primary purpose of management information system is to help an organization achieve its goals by providing managers with insight into the regular operations of the organization so that they can control, organize, and plan more effectively. In addition, management information system provide the right information to the right person in the right format at the right time. Hence, the rate at which every sector of the world is adopting technology has also affected school administration to adopt computerized methods in most of their dealings. This findings agrees with the findings of (Oyetakin, 2012; Demir, 2005)) management information system provides several benefits to the business organization: to come out with appropriate responses to a business situation; the means of effective and efficient coordination between different departments at all the levels of the organization; access to relevant data and

documents; use of less labour; improvement in organizational and departmental techniques; management of day-to day activities.

Conclusion

In general, the modern management information system (MMIS) is of paramount importance to reach effective decisions in secondary school administration. The overall review of literature indicates as a very positive impact of ICT use in the area of educational management. Principals and teachers' skills in working with ICT have developed significantly over the years and they are using ICT to support a range of administrative activities at both class and school level. School management information systems have greatly improved over the last two decades and most of them incorporate several important functions required by school administration; however, every school has its own specific needs.

Recommendations

Based on the findings of this research work, the following were recommendations were made:

A seminar to educate and enlighten school administrators should be organized to enable them to be computer literate for effective and efficient manipulation of MMIS to create easy and self-retrieval, dissemination and storage information.

School management should consider how to integrate ICT as part of teaching and learning modalities in their schools.

Senior management should support and motivate junior staffs.

The Secondary Education Management Board should urgently embark on the provision and equipment of Secondary School with the most current MMIS for profitability to administrators, students, teachers and society at large.

There should be regular power supply.

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YORÙBÁ LANGUAGE IN LITERATURE: A PEDAGOGICAL INQUIRY

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ABSTRACT

Language teaching method is designed to promote the correct and appropriate use of language in a variety of situations. It is true that in the language class, language is used as a means of communication. But, one of the main concerns in the language class is the development of the learner's ability to communicate his own ideas. Meanwhile, in the literature class, it is the communication of an author's ideas that is the main focus of attention. The major aim of the literature teacher is to enable his students to share in the imaginative life of author. The student's own expression of ideas is essentially a reaction. The student is a spectator in the literature class, whereas in the language class he/she is more of a participator. Therefore, literature is studied because it deals with matters of human concern. This paper discusses aspects of literature teaching, at the same time highlighting the importance of the language factor. The discussion centres around the purposes of teaching literature, the criteria to be used for selecting literature texts, various approaches to literature teaching and how should students interpretations of literature be assessed? However, the exposition of Yorùbá language expressions and views in the Novels of D.O Fágúnwà would be analysed to reflect the link of language in literature in the novels. The study concludes that the knowledge of the humanities and sciences can be gained from the study of literature through the language of expression and that the link with language is a key factor in studying literature.

Keywords: Language in Literature, Yorùbá Language, Yorùbá Language in Literature, Pedagogical Inquiry, D. O. Fágúnwà's Novels

Introduction

Language is man's principal means of expression. It is a necessary component of any educational attainment. Language is an appropriate system of communication and knowledge dissemination. The knowledge or skills acquired through language is the basis for measuring a child performance in education. The instrument of learning is therefore very crucial to child educational performance at any level of education. The influence of language on education can best be appreciated in the performance of a child because the extent to which a child or person can learn is determined largely by the degree to which he has mastered and used the language.

Brunner (1983) explains that language and thought are interdependent and that no one really masters any subject beyond mere learning without mastering the language first. It was also contended by Brunner that language as a means of communication and implementing concepts give power to cognitive activity. Olaofe (1997) exposes several studies that have shown that effectiveness and high proficiency in the language of education for instance, will facilitate adequate development of perception, critical and innovative thinking abilities, acquisition of knowledge and its utilization. Therefore, these language acquisition potentials are particularly vital for learning language in literature and literature in language vis-à-vis and also vital for social-economic and technological growth of individual and nation at large.

This paper submits that truly, literature is expressed through language and through language, literature is established. Yorùbá language learning start right from the cradle, although expressed orally but impact knowledge effectively in all sphere of life.

Language in Literature

Literature teacher might have been engaged at one time or the other in language teaching. The teacher might for this reason be quick to make use of every opportunity to point out aspects of language use in the literature class. Therefore, the purposes of teaching literature can be distinguished between general purpose on moral studies or for the purpose of advancement in cultural studies.

Williams (1999-266) identifies the general purpose of teaching literature using language as follows:

Transmitting of cultural values

Since literature is a vehicle of culture, a major purpose of literature teaching is the transmission of cultural values. Language study in literature enabling a child or individual to add to his store of knowledge of human values and experience. Also, such a learner becomes matured, wise, full of wisdom as he grows up due to the wide cultural knowledge that has been impacted into the child. The attitude or personality of such individual in the society, especially among the Yorùbá elders refer the person as 'Ọmọ ọ`dọ` àgbà' (an experienced personality)

Character development

Another purpose for the study of literature through language is that it teaches life, and thereby develops character and as well remould it. When a child or a person is confronted with an image of himself in a character in a story or novel; when he recognises a style of behaviour in a familiar situation in a short story or an emotion which has been captured in a lyrical poem, there is likely to be some positive effect on his own personal growth. Hence, the Yorùbá proverb 'Ọmọ tí yóò bá jẹ´ Àṣàmú, kékeré ní yóò ti máa jẹnu wúyẹ´wúyẹ´ (whoever would become a dignify personality at adulthood stage would begin his dignify attitude from his childhood). It is not a day job to become an outstanding personality.

Coping with modern life

The study of both language in literature and literature in language help to cope with the complexities of modern life. When a child has a deep knowledge of his/her cultural background reveals in literature through the language of the environment, there would have been afore warned on how a child will see to the issues of life. Williams (1999:267) attests that when we read a story, a play, or a poem, we are in a way shutting ourselves off from the world outside, with the printed word as our only companion. And, on an even more positive note, we can say that the study of literature keeps us in touch with the ideas of great minds in our age and in previous ages. We are acquainted with what is going on beyond our limited scope of experience, and so, can make reference to a universal background of culture and become more sophisticated in our outlook.

The centrality of literature in education

The study of literature has a central position in education. Williams posits that:

Knowledge of the humanities and sciences can be gained from the study of literature.

ii) The study of literature enables the child or student to understand himself better in relation to his society, and to evaluate his own culture in reference to other cultures.

iii) The study of literature promotes mental growth. It has its own 'facts' relevant to the various facets of the human condition, its own requirements for the precise understanding and interpretation of language.

iv) The study of literature develops critical thinking in the sense that; it requires close attention to the use of language and to textual details and evaluate a particular work from the point of view of fusion of content and style.

Agyekum (1999) avers that in literature teaching, no matter the language use, there is need for student(s) to know the purposes for teaching the different genres of literature. The genres exposes that poetry create an awareness of the richness and beauty of language, it representing language at its most perfect as it has been spoken, written, listened to by all or audience. Drama draws fully upon the resources of language. It is written to be performed by actors on a stage before the spectators and for Prose, it can be prose fiction which is more private and reflective than that of being part of an audience watching a dramatic work. The aim in studying a novel or a short story should be to sharpen the student awareness of life and to enable the student to share the imaginative experience of the author. Prose can also be prose non-fiction which deals with important issues in a variety of styles; such as polemical, informative and argumentative. It also includes biographies and autobiographies. It is a kind of literature expressed in language of environment to that exposes contemporary issue.

Criteria for selecting literature texts

The overriding criterion in the selection of literature texts is that of relevance. The literature selected should cater for both the psychological and linguistic needs of the child or

student(s). In considering psychological factors governing the selection of stories, for example, it is necessary to distinguish between type and setting insofar as these make literature a meaningful experience for students.

The selection of literature texts should be based on the psychological stage of development, corresponding to the age of the student or a child. As at the time the child or student grow, they tend to view life as a romantic spectable, played out along simple lines. They like to read about straight heroes and villains. Selection of literature should also be based not only on psychological but also on linguistic factors. Readability is the basic linguistics factors, it promotes, interest in, and enjoyment of literature.

Approaches to literature teaching

The literature lesson is not to be confused with the language lesson, a significant part of the literature lesson has to be devoted to the explication of language. There can be as many approaches to the teaching of literature as there are teachers and there are as many ways to conduct a literature lesson as there are literary works. There are certain features which may be regarded as essential to the proper development of a literature lesson. These are introducing the text extracting the theme insofar as they relate to everyday life- overweening ambition, disloyality, peer group influence of one individual over another, the forces of evil, the irony of life, chastity and so on. Reading the text questioning and discussion that should be based on the view of literature as an experienced to be entered into contemplated and shared by teachers and student alike.

Literature teaching should not be restricted to classroom talk. Williams (1999) suggests that dramatization can be used in any form of literature lessons to maximize student participation.

Evaluation in the teaching of literature

The language factor is basic in assessing as in teaching interpretation of literature. This assessement of interpretation can be done in terms of comprehension, analysis, and response sophistication. Since literature is a highly specialized register of language, comprehension of literature demands the ability to integrate lexical and grammatical information in order to grasp meaning. Literature analysis goes beyond mere recognition of literary meaning, evaluation of the reader's responses should focus on his ability to make explicit analyses of the author's method,

including; plot mechanism, characterization, language and style. The reader should also be assessed on his ability to analyze literary contents; theme, mood, development of ideas, narrative point of view, moral and cultural attitude and so on (Debe, 1983).

Yorùbá Language in Literature

The Yorùbá use the medium of literature to strive towards higher ideals or to correct a child ways and manners. Poem or stories for instance become a reminder of a child obligation to inculcate honesty, integrity, confidence and firmness with kindness whatever the circumstances. Mother-child relationship have significant effect on the social behaviour of the child in the future. Forde in Awoniyi (1978: 9-11) exposed that adult behaviour has its root from chilhood. Hence the Yorùbá would say 'Ilé la ti í kẹ́ṣọ̀ọ́ ròde'(Charity begins at home). That is why, literature either through prose, poetry, or drama are used to education a child through his linguistic development. For instance, tongue-twisters are created to make the child sharp in his speech, after all, the Yorùbá would say 'Ọmọ tí yo ba je , Àṣàmú, kekere ni yóò ti máa ṣenu wúyẹ́wúyẹ́.' (A child who is going to be sharp will be clear and precise in his speech from the childhood)

Awoniyi (1978) explains that nothing irritates a Yorùbá than to say his child is 'àbíìkọ́ (a child who is not well trained). A child may be (a child who refuses to learn), but the responsibility will be that of the child not the parents. Many factors go into character-building in Yorùbá education, especially, Yorùbá language in literature.

Yorùbá language in literature reveals that from childhood, the child is taught through proverbs, folk-tales, folk-lore, myths, direct instruction, songs and about the virtues of the society and so on. Particularly, folklore explains the common rules and establishes etiquette of daily life to the Yorùbá child. Truthfulness is revered in Yorùbá education, the lesson of truthfulness is inculcated into a child through the language of the environment and can be presented in literature of the Yorùbá. This can be through oral literature, novel, poetry and drama or the Yorùbá wise sayings (ọ̀rọ̀ àgbà). Some of the Yorùbá wise sayings teach persevearance and endurance. The Yorùbá would say' the going may be tough, but the child is reminded that when the going is tough, only the tough gets going'. Such is the advice in the child's language as 'ẹni tí ó bá jẹ oyin inú àpáta, kò ní wo ẹnu àáké' (whoever wishes to be great would not mind the challenges along the way)- that is whoever wants to be great would not mind the challenges along the journey of becoming great.

The child is also advice to learn how to bear buffets of fortune and to brave wealth and poverty. Examples of such Yorùbá expressions are: 'ìgbà kìí lọ bí òréré, ayé kìí lọ bí ọ̀pá ìbọn' (time and season are unpredictable, life is not static). Gradually, the child accepts that there is no rose without its thorns, but that behind every cloud, there is a silver lining. Yorùbá literature through Yorùbá expressions (language) in all things teach a child to respect elders, customs, tradition, and authority. The child accept that non-respect shown to the constituted authority is the source of the most conflicts in the world. Hence, the Yorùbá would say 'Àì fàgbà fẹ́nìkan ni kò jẹ́ káyé gún'. Socialization goes on as an integral part of wholesome development. Yorùbá literature in literature is taught to appreciate music, songs, and traditional poems. The talking drum has significant social and educational value to a Yorùbá child through the knowledge of literature (Awoniyi, 1978).

Fágúnwà's Novels : A pedagogical Inquiry of Yorùbá Language in Literature.

No educational system stands apart from the society which establishes it . It has purposes that must be achieved if that society is to continue in the right direction. Education is meant to be embedded in that society, drawing inspiration and nourishment from it and in turn conrtibuting to societal opportunities for growth and renewal.

As children observe the techniques and skills as well as habits of their elders and parents, systematic instruction in and with the local language is given. Stories, songs, myths, legends, dancing, specific instruction, and so on are all combined to give stimulus to the emotions of the children, quicken their perception, knowledge, ideas and views as well as guide to its tradition, history, religion, basis of life, all its heart and soul. This pedagogical approach of the Yorùbá language in literature confirms Awoniyi (1978:1) view on importance of a child's ability in learning his language. He says 'to deprive a people of its speech is to deprive it of its one eternal good'. That is to say, with language a heart of a people is created.

Fágúnwà's fictional works can be classified as 'novelhood' because they are long enough in presentations of the embodiments of the physical essence of man and his environment. The novels expose the literature of the Yorùbá, teaching all manner of issues according to the Yorùbá views of the world (Adisa, 2016). The novels established the sayings of the Yorùbá in all its approaches to impact good knowledge and morality in their children. Awoniyi (1978:10) ideas are likened to Fágúnwà's expressions through stories, songs, myths and legend in all the novels. Fágúnwà's literature teaching touches all aspects of education. The medium of stories, songs and

poem are quick means of planting ideas and knowledge to a child. All genres of literature are pedagogical medium of Fágúnwà's presentation of his teaching to his audience and readers.

Lessons in Fágúnwà's Literature Teaching

In Ìrèké, lesson on consequence of wickedness and pride is presented. The narrator says:

> *Ní ojọ́ tí Olódùmarè yí ò bá ṣe ìdájọ́ àwọn ọmọ ènìyàn,*
>
> *Èṣù yóò bá ara rẹ̀ nínú ìbànújẹ́ ṣùgbọ́n kí ilẹ̀ tó pòṣìkà,*
>
> *ti ẹni rere ti lè bàjẹ́. Nítorí náà, má ṣe jẹ́ kí Eṣù ta àbàwọ́n*
>
> *ìgbéraga sí ọ, ṣùgbọ́n irẹ̀lẹ̀ yàtọ̀ sí òmùgọ̀...(pp. 4-5)*

On the judgement day, the devil will surely be in sorrow,

its just unfortunate that many lives would have been destroyed. So, do not allow the devil to envelop you with pride, been quite is not stupidity...

This is to say that everyone should be careful about one attitude to the people in the society because God is watching everyone and there would be surprises on the day that God would judge the whole world. It is only that evil doers would have destroyed good fortune of the victim. The novels teach on hardworking and firmness at any assignment giving and also teach against timidity when an assignment is committed to one in the society. Hence, the Yorùbá would say ' a kì í fi ni joyè Àwòdì, kí ó má lè gbádìyẹ' (a leader must stand firm on his duty to perform the leadership roles and not been timid)

Fàgúnwà's novels also encourages thus:

> *Ìwọ ọmọ, nígbà tí ìwọ́ bá kúrò ní kékéré, tí o di ọkùnrin...*
>
> *Múra sí ẹ̀kọ́ rẹ... nítorí àkókò ń bọ̀ tí bàbá rẹ tí ìwọ́ ń wò yìí*
>
> *yóò pa ojú dé...(p5)*

My child, by the time you grow up and become very matured...

Make sure you face your studies... because a time is coming that

this your father would not be there for you again...

The Yorùbá would say' a gbójú lógún, fi ra rẹ̀ fóṣì ta' (whoever is depending on his father's inheritance is working towards poverty). So a child is encouraged to be serious in whatever he/she finds him/herself doing. To avoid regret in the future.

Persevearance is another topic treated by Fágúnwà in his novels. The narator in Ìrèké says:

Ìforítì ṣe pàtàkì púpọ̀... Ìforítì ni ẹnikẹ́ni lè fi jogún ayé...

oníforítì yóò dúró ní ibi ti àwọn ènìyàn ńlá-ńlá ti ń dúró,

óníṛẹ̀wẹ̀sì yóò wà láàrin àwọn èrò ẹ̀yìn (p5)

Persevearance is very important...Persevearance is the only

means of survival...whoever can persevere would be among

the nobles, the impatience would be among the poor.

Fágúnwà's novels teaches persevearance as a topic of enduarance, telling his audience or readers to face issues of life with ease. The novels exposed challenges faced by most of his characters in all the novels and used the approach applied by the victims to teach incoming generations who might one way or the other find themselves in such situation. The stories of the brave Hunters in Ògbójú , story of Olówóayé in Ìgbó, story of Ìrèké- Oníbùdó in Ìrèké, the story of Ìrìnkèrindò in Ìrìnkèrindò and the story of Àdììtú in Àdììtú revealed this fact. These characters go through alot but at the end they become heroes. Such lessons guides and gives courage to a child or the upcoming youth. It gives assurance of becoming great in the future inregardness of the present experience.

Another way in which Fágúnwàs novels impact knowledge through literature teaching is by teaching of humility. In Ìrèké, the narrator says:

Mo sì tún fẹ́ kí o kíyèsára nípa ìbọ̀wọ̀ fún àgbàlagbà…

Jọ̀wọ́ mo bẹ̀ ọ́ gidigidi, àbàwọ́n ni ìgbéraga,

má jẹ́ kí ó ta sí ọ lára. (p5)

I want you to be sensitive about been respectful to the elders…

I plead with you, pride is a big stain,

Avoid it.

Also in Ìrèké, the narrator (Ìtànforítì) in his teaching advices thus:

…Kí ènìyàn tó lè rí àǹfààní ńlá, olúwa rẹ̀ ni láti jìyà ńlá,

kí ènìyàn tó lè dé ipò ńlá, olúwa rẹ̀ ní láti mú sùúrù ńlá…(p.12)

…before someone can experience great opportunity, one may need to go through challenges

Before someone can attain to a greater height, the person may need to be more patient

This is sending a note of warning to the child or readers on how what might be someone experience or encounter in the journey of life or in attaining to be great. Mount Láńgbòdó/ Hílàhílo (Òkè Láńgbòdó/Hílàhílo) connotes struggles, challenges on man's journring in life . Ìtánforítì reveals one of the the Hunters experience thus:

… mo fẹ́ rẹ̀ lè tàkìtì ọ̀bọ níbi tí mo ti ń gun òkè Hílàhílo…(p120)

I nearly fell from the mountain

The expression above is a reflection of a kind of experince one may go through in the journey of life. Stress, weekness and so on but if one can endure the pains and agony, sweetneess will be the

end result. Another important lesson taught by Fágúnwà's literature is about belief in God and calling on him in time of trouble. The narrator in Ìrèké reveals what one of the Hunters says 'mo ké pe Ọlọ´run ọ`run kí ó yọ wa nínú hílàhílo' p.120 (I called on God to deliver us from the trouble)

Fágúnwà's literature teaching also teach against bad influence. Hence, the Yorùbá would say' ẹgbẹ´ burúkú ń ba ìwà rere jẹ´' (bad inluence destroys good character). Fágúnwà's novels teach against these ills. The narrator in Ìrèké says:

> Àwọn ọmọdé ní láti ṣorá wọn dáadáa nípa ẹgbẹ´kẹ´gbẹ´,
>
> kí wọ´n má bá ọmọ burúkú rìn kiri (p.12)

> Children need to be careful and avoid been influenced by friends,
>
> Evil birds, flock together

Another pedagogical ways of introducing Yorùbá literature into a child is what Fágúnwà displays in Igbó Olódùmarè. Fágúnwa likened the sage in Igbó Olódùmarè as a story teller, who narrates different stories to educate the Hunters on issues about life. The Hunters spent seven days with this sage like the way children would gather round a story teller during the moon time in Yorùbá setting. The sage in Igbó tells the story of how to live a contented life. He explains the consequences of not been content. The sage exposes the deadly experiences at the 'Death Abode' in the novel.

> ...Olúkúlùkù kò ní ṣài jèrè iṣẹ´ ọwọ´ rẹ`...yálà ní ode ayé tàbí òde ọ`run.
>
> Kíyèsí, ìwọ´ rí ìyà tí ó ń jẹ ọkùnrin náà nínú ilé mi. Má ṣe rò pé ìkà
>
> ni à ń ṣe sí i nítorí nígbà tí ọkùnrin náà wà láyé, ó ti pàṣẹ pé kí
>
> wọ´n bẹ´ ọ`pọ`lọpọ` ènìyàn lórí...kí wọn fi ìyà jẹ ogunlọ´gọ` àwọn ọmọ
>
> ènìyàn láì nídìí. (p.89)

...no one would go unpurnished...either here on earth or hereafter.

Behold, look at the purnishment this man is going through in my house.

Do not see it as been wicked because when the man was on earth,

he had commanded to behead some people unjustly...

purnishing thousands of people without no reason.

The sage ironically expresses a lesson on carefulness against untimely death. The sage warns:

...ẹni tí ó bá bọ ikú lọ´wọ´, ti olúwa rẹ` parí,

ẹni tí ó bá dọ`bálẹ` fun ti olúwa rẹ` sọnù, bẹ´ẹ` ni,

ẹni tí ó bá jókòó lórí àkéte rẹ`, ti olúwa rẹ` di ọ`run alákeji. (91)

...whoever is careless about his life is endagering himself,

Whoever is playing with death is drawing himself close to the grave,and

Whoever sits on the edge of trouble, death will be the end.

This is to warn a child about the consequences of endagering one's life due to peer group influence. However, these Fágúnwà's medium of transferring of knowledge is actually broad, meaningful in teaching literature within a language. Therefore, the literature teacher should adopt appropriate medium of use of literature in impacting knowledge using the child closest means of communication for effective understanding of any subject matter.

Suggestions

The introspective approach is not just an approach to language teaching in literature. The teacher or the story narrator must ensure by carefully prepared questions whether written or non written that the audience, children or students comprehend literal and implied meanings, and can comment on characters, events, and situations in a story, for example. What

introspective questioning does in addition to other kinds of questioning is to elicit genuineness of response to literature. The teacher does not adopt a 'from-me-to-you' attitude according to Williams (1999: 273), in which he uses the literature class as a forum for the promulgation of his knowledge and opinions about literary works and writers.

Therefore, literature teaching should not be restricted to classroom talk. There are other activities to choose. Dramatization can be used in the poetry lesson to maximize student participation. Pictures and illustrations can be collected from magazines, calendars and so on to arouse the imagination of the students. For example, a picture of the Hunters climbing Mount Hílàhílo in the Fágúnwà's Igbó Olódùmarè can be used to focus attention on a teaching point and generally assist student interpretation of literation. There can also be practical activities such as refering to atlases, visiting places mentioned in the text; making sketches, diagrams, producing and directing plays through the text.

Summary

At the end of the literature teaching class, student should be able to:

• Have full understanding of the lesson in the novel

• Appreciate the significance of the setting in which the conversation took place

• To comment adequately on the motives and behaviour of the characters involved

• Comprehend theme of the poem with respect to the issue of race and colour

• Have an understanding of the author's mood point of view and purpose of writing the novel

• Appreciate the stylistic devices (language, imagery, symbols, and so on) used by the author

• Attempt an evaluation of the literary worth of the poem as far as content and style are concerned

Conclusion

In the study of literature in Yorùbá language context, more emphasis can be given to the moral content of the traditional oral narrative, and to an ethos which promotes group as distinct

from individualist life styles. Whatever the moral standards of the writers in the European tradition, it is obviously more appropriate for African, Nigerians, especially, the Yorùbá boys and girls to emulate the behaviour of characters close to them. People who are recognisable, who respond to familiar cultural, social and environmental stimuli. The most important point in teaching literature through the language of environment in the upper forms is the unity inherent in all good literature. A novel is best presented in its entirety. If literature has to be divided for purposes of classroom teaching, the division should be on the basis of self-contained episodes. Detailed questions should be considered in relation to the general theme. The language factor is basic in assessing teaching interpretation of literature easily.

Fágúnwà's Novels Used Abbrevations
Ògbójú Ọdẹ nínú Igbó Irúnmọlẹ̀ _____Ògbójú
Igbó Olódùmarè   _____Igbó
Ìrìnkèrindò nínú Igbó Elégbèje _____Ìrìnkèrindò
Ìrèké Oníbùdó   _____Ìrèké

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THE EFFECT OF COMPLEX MATHEMATICAL MODELLING ON ENGINEERING PROBLEM SOLVING

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ABSTRACT

There is no doubt that there is a robust relationship between mathematics and engineering; such a relationship may turn to be a matter of dependency in many engineering topics or applications. Several engineering systems can be designed, observed and measured via experimental tools and devices but the analysis of the results or the interpretation of system's behavior can only be delivered by mathematical models. In some engineering fields, especially in digital communications, not only the results are represented mathematically but also the design is based on mathematical models and theories.

This study aims to investigate the null hypothesis that Mathematical Skills have no effect on students' performance in engineering problem solving. Mathematical skills can be divided into 7 categories:

Analytical Multistep calculation.

Complex Modeling (multivariable equations, summations and integrals,...)

Different representations of numerical data (graphical and symbolic)

Recognizing errors.

Using set theory.

Real-life applications of mathematical data.

Using MATLAB for problem solving.

This study will focus on the second skill and investigate its effect in engineering problem solving.

For detailed analysis of the above mentioned skill, a problem from the electromagnetism course is discussed. The formulas applied to reach the final solution are functions of different variables and sometimes change of variable methods are also added to ease the calculations. Note that students learn these mathematical tools and complex modeling skills (multivariable functions, summations and integrations, change of variables...) in the Calculus II course which is a prerequisite for the engineering course being studied. The grades of university students on both courses were studied carefully and a correlation coefficient was found to be 0.89, which serves to ascertain the presence of a strong positive relation. Moreover, the significance of this relation was tested using a t-test where the p-value was found to be 0.038, which made us reject the null hypothesis to the favor of the alternative hypothesis stating that there is a real effect of students' mathematical skills on their performance in engineering problem solving. This is a pilot study aiming to recommend alterations on the mathematical curricula for engineering students in higher education so that the complex modeling approach is adopted and reinforced. Further studies, currently undertaken by our team, are investigating the effects of the other skills on engineering problem solving. Our future aims are to recommend mathematical curricula that are more suited to engineering.

Keywords: Complex Modelling; Engineering Problem Solving; Mathematics; Education; University Students

EDUCATIONAL PROVISION GUIDELINES FOR VOLUNTEER SPIRIT DEVELOPMENT BASED ON HYFLEX LEARNING

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ABSTRACT

The objectives of this research were 1) to study desirable characteristics of the volunteer spirit 2) to make an analytical on how undergraduate students realize the problem of volunteer spirit development based on HyFlex learning   3) suggest educational provision guidelines for volunteer spirit development based on HyFlex learning. Both quantitative and qualitative methods were used to collect the data, survey research, interviews and focus group discussion. The research instruments consisted of questionnaires, which contained five-levels of rating scales and in-depth interview questions. The questionnaires data were analyzed by using mean, standard deviation and the data from in-depth interview questions were analyzed by content analysis. The results of this research were as follows :

1. Desirable characteristics of the volunteer spirit for the Thai society can be divided into 7 aspects. generosity, neutrality, kindness, do not expect a return, predilection, caring for others, sacrificing.

2. The study revealed that the undergraduate students realize the problem of volunteer spirit development based on HyFlex learning comprised 6 skills: time allocation of learning skills, self-directed learning skills, teamwork skills, communication skills, social interaction skills, and interpreting skills.

3. Three types of Educational provision guidelines are proposed for volunteer spirit development based on HyFlex learning. 1) Teaching approach focus on learner- centered instruction for real practices consists of project based learning, collaborative learning, problem based learning. 2)

Personal skills development consists of critical thinking skills, enhancing motivation skills, improving time management skills, self-regulation skills. 3) Social skills for participation activation consists of empowering teamwork skills, increasing social interaction skills, promoting volunteer networks skills, enhancing social responsibility skills.

Keywords: Educational provision guidelines, Volunteer spirit, HyFlex learning, development, Guidelines

Introduction

Plants are improved by cultivation, and men by education.[1] The role of education is considered a fundamental factor of human potential development as an instrument for social change and in this century the new face in the globalization internet are having a major impact on society as a whole and social media interaction have become an integral part of life, it was found that each day they use mobile phones or tablet computers to do many different activities from the time get up till their bedtimes. [2] The relationship of education with social change in this century is one in which the pursuit learning or classroom management, the teachers have a crucial role to play in preparing the leaners not only face to face in traditional classroom but should be based on HyFlex learning classroom. HyFlex (hybrid + flexibility) course design provides a hybrid format for face-to-face and online students and adds a flexible participation policy for students. Students may choose to attend face-to-face synchronous class sessions or complete course learning activities online without attending class in person. The instructor provides instructional structure, content, and activities to meet the needs of students participating both in class and online. Volunteer activities must be necessarily for Hyflex learning and online social interaction and the influence the internet is having on the volunteer sector this finding support the idea that the influence the internet is having on the volunteer sector. Volunteer Match has established itself as a valuable service to potential volunteers in facilitating the search for suitable volunteer opportunities and to nonprofits in expanding their reach to recruit new volunteers [3] and the findings of Aarsand [4] and Buckingham [5] both argue how new media technologies can unite and help bring family members and generations together. How teacher design course for this class room? Therefore this study an attempt to suggest educational provision guidelines for volunteer spirit development based on HyFlex learning, the findings of the study would be significant to the formulation of educational policy and ultimately provide a greater understanding to improve the conditions of volunteer spirit development based on HyFlex learning

Purpose of the Study

The purposes of this study were :

1) to study desirable characteristics of the volunteer spirit

2) to make an analytical on how undergraduate students realize the problem of volunteer spirit development based on HyFlex learning

3) to suggest educational provision guidelines for volunteer spirit development based on HyFlex learning.

Method

The population and the sample

The population for this study consisted of 325 undergraduate students of Burapha University who studied Volunteer spirit for Social Development course in 2017. A total of 177 graduate students were chosen based on the Krejcie and Morgan's sample size determination table.

Instrument

The research instruments consisted of questionnaires, which contained five-levels of rating scales for collected data focus on desirable characteristics of the volunteer spirit and the problem of volunteer spirit development based on HyFlex learning. In-depth interview questions for suggest educational provision guidelines for volunteer spirit development based on HyFlex learning.

Data analysis

The questionnaire for collected data focus on desirable characteristics of the volunteer spirit and the

problem of volunteer spirit development based on HyFlex learning were analyzed by using the statistical package for the social sciences for mean and standard deviation.

2. The data from in-depth interview questions for suggest educational provision guidelines for volunteer spirit development based on HyFlex learning were analyzed by content analysis.

Results

Part 1: Desirable characteristics of the volunteer spirit

This study found the mean scores and standard deviation from subjects asked desirable characteristics of the volunteer spirit are shown in table 1

Table 1 Mean scores and standard deviation of Desirable characteristics of the volunteer spirit.

	Mean (n=215)	Standard Deviation (n=215)	Level	Ranking
Generosity	4.73	0.57	highest	4
Neutrality	4.56	0.43	highest	7
Kindness	4.75	0.58	highest	3
Do not expect a return	4.85	0.61	highest	1
Predilection	4.67	0.54	highest	5
caring for others	4.62	0.63	highest	6
sacrificing	4.81	0.54	highest	2
	4.71	**0.56**	**highest**	

Table 1 shown that undergraduate students were asked towards the desirable characteristics of the volunteer spirit. The scale used was 1 to 5 to agreement scale with each of the perception statements. The scale descriptors were: 1= Strongly Disagree, 2 = Disagree, 3 = Uncertain, 4 = Agree, 5 = Strongly Agree. The mean values as a hole at the highest level (= 4.66, SD=0.56) and each statement were placed in descending order from the highest score to lowest score. When each aspect was considered, it was found that was a highest level of these aspects do not expect a return (= 4.85, SD=0.61), sacrificing (= 4.81, SD=0.54) and kindness (= 4.75, SD=0.58).

Part 2: The problem of volunteer spirit development based on HyFlex learning.

This study found the mean scores and standard deviation from subjects asked the problem of volunteer spirit development based on HyFlex learning are shown in table 2

Table 2 Mean scores and standard deviation of the problem of volunteer spirit development based on   HyFlex learning

	Mean (n=215)	Standard Deviation (n=215)	Level	Ranking
Time allocation of learning skills	4.84	0.53	highest	1
Self- directed learning skills	4.81	0.47	highest	2
Teamwork skills	4.78	0.52	highest	3
Communication skills	4.63	0.61	highest	6
Social interaction skills	4.75	0.54	highest	4
Interpreting skills	4.65	0.66	highest	5
	4.75	**0.56**	**highest**	

Table 2 shown that undergraduate students were asked towards the problem of volunteer spirit development based on HyFlex learning. The scale used was 1 to 5 to agreement scale with each of the perception statements. The scale descriptors were: 1= Strongly Disagree, 2 = Disagree, 3 = Uncertain, 4 = Agree, 5 = Strongly Agree. The mean values as a hole at the highest level (= 4.66, SD=0.56) and each statement were placed in descending order from the highest score to lowest score. When each aspect was considered, it was found that was a highest level of these aspects time allocation of learning skills (= 4.84, SD=0.53), self- directed learning skills (= 4.81, SD=0.47) and teamwork skills (= 4.78, SD=0.52).

Part 3: Educational provision guidelines are proposed for volunteer spirit development based on HyFlex

        learning

This study found that three types of Educational provision guidelines are proposed for volunteer spirit development based on HyFlex learning. 1) Teaching approach focus on learner- centered instruction for real practices consists of project based learning, collaborative learning, problem based learning. 2) Personal skills development consists of critical thinking skills, enhancing motivation skills, improving time management skills, self-regulation skills. 3) Social skills for participation activation consists of empowering teamwork skills, increasing social interaction

skills, promoting volunteer networks skills, enhancing social responsibility skills, are shown in figure 1

Figure 1 Three types of Educational provision guidelines are proposed for volunteer spirit development based on HyFlex learning.

Teaching approach focus on   learner-centered instruction for   real practices
- project based learning
- Collaborative learning
- problem based learning

Personal skills development
- critical thinking skills
- enhancing motivation skills
- improving time management skills
- self-regulation skills

Social skills for participation activation
- empowering teamwork skills
- increasing social interaction skills
- promoting volunteer networks skills
- enhancing social responsibility skills

Discussion

The purpose of this research were 1) to study desirable characteristics of the volunteer spirit 2) to make an analytical on how undergraduate students realize the problem of volunteer spirit development based on HyFlex learning 3) suggest educational provision guidelines for volunteer spirit development based on HyFlex learning. Both quantitative and qualitative methods were used to collect the data, survey research, interviews and focus group discussion.

Therefore this discussion based on the findings of the study as: desirable characteristics of the volunteer spirit found that the mean values as a hole at the highest level ($\bar{x}$= 4.66, SD=0.56) and each statement were placed in descending order from the highest score to lowest score. When each aspect was considered, it was found that was a highest level of these aspects do not expect a return ($\bar{x}$= 4.85, SD=0.61), sacrificing ($\bar{x}$= 4.81, SD=0.54) and kindness ($\bar{x}$= 4.75, SD=0.58). This implies that undergraduate students developed these meanings through their living which led to their definitions of volunteer spirit based on HyFlex learning classroom and volunteer activities must be necessarily for Hyflex learning and online social interaction and my results are in agreement with Kannika Mano (2011) that the volunteer spirit means giving without hoping to gain anything in return, and the volunteer spirit in connection and learning, learning through the experiences when they had been participating in volunteer activities which could be applied to their lives, in order to understand how to live with other people in the society, and to see values of each other. [6] The problem of volunteer spirit development based on HyFlex

learning found that the mean values as a hole at the highest level ($\bar{X}$= 4.66, SD=0.56) and each statement were placed in descending order from the highest score to lowest score. When each aspect was considered, it was found that was a highest level of these aspects time allocation of learning skills ($\bar{X}$= 4.84, SD=0.53), self- directed learning skills ($\bar{X}$= 4.81, SD=0.47) and teamwork skills ($\bar{X}$= 4.78, SD=0.52). Related to David Lasby (2004) found that time is the biggest barrier to volunteering and more than two thirds (69%) of non-volunteers said that lack of time prevented them from getting involved and the top three reasons why people volunteer are: belief in the cause supported by the organization (95% of volunteers), a desire to use their skills and experiences (81%), and being personally affected or knowing someone who has been personally affected by the cause (69%). [7] Moreover this study found that three types of Educational provision guidelines are proposed for volunteer spirit development based on HyFlex learning.1) Teaching approach focus on learner- centered instruction for real practices consists of project based learning, collaborative learning, problem based learning. 2) Personal skills development consists of critical thinking skills, enhancing motivation skills, improving time management skills, self-regulation skills. 3) Social skills for participation activation consists of empowering teamwork skills, increasing social interaction skills, promoting volunteer networks skills, enhancing social responsibility skills. My results are in agreement with Elizabeth W Gichovi (2012) that Communication through the phone as text messages, individuals are not required to interact with others socially in a face-to-face manner; they can do it all through messaging. Although, teenagers use SMS communications for the positive purposes such as, sharing information and greeting, it is also noticeable that the purpose of most of SMS sent and received is not positive. [8]   Related to Humpherys, L. (2005) found that many people are involved in an abundant number of relationships through social media, but sometimes the quantity of these associations leaves people feeling qualitatively empty. [9] For that reason the findings of the study emphasize the relationship between volunteer spirit development based on HyFlex learning in the new face in the globalization the world of "Internet of Things.

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DISCOVER COLOR AT SCHOOL: INTERDISCIPLINARY EXPERIENCES FOR CHILDREN AND TEACHERS

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ABSTRACT

This study presents the opportunities for children to use color experience not only as pigment paint, but also as significant experiences to discover the color between color pigment/ color and light/color, through emotional and cultural perspectives.

The idea is founded on the use of color at school through a pathway based on the interdisciplinary learning and teaching about the complexity of color culture. The activities were designed to propose to children significant color experiences that can to become other opportunities to discover new dimension of knowledge.

The aim of this research explores the color potential education oriented to perceptive/sensorial training and the creativity of communication act.

Keywords: Color Education, interdisciplinary approach

THE EXPERIMENTATION AND ASSESSMENT OF THE DIGITAL DIORAMA

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ABSTRACT

The Digital Diorama research project founded on the digitalization of some dioramas of the Italian Natural History Museums and on their transformation into interactive interfaces. These can be used, in the main way, through the Multimedia Interactive Whiteboard (MIW), the PC and the tablet and other mobile devices. The research project is funded by the Italian Ministry of Education, University and Research MIUR – Law 26 June 2012 no. 369 –. The project started in 2013. During the realization of the first multimedia hypertext prototype and the testing of the user interface Digital Diorama was completed. The experimentation, in the classroom, started at different levels, after testing the usability of the interface as described early.

After the quantitative usability evaluation, based on video observations of students' visual behaviour, an experimentation has been carried out in several steps.

The first results lead to an assessment of the Digital Dioramas as an extraordinary digital tool to teach and share knowledge in biology and biology education. The Digital Dioramas offer:

- An interesting interdisciplinary use in primary and secondary schools to introduce the biology and ecology items.

- A precious tool in University courses to teach how to approach to biology and ecology subjects at their basic level.

- A real interactive approach of the users to these scientific arguments

- A new way of reticular teaching/learning enhancing the traditional teaching methods

- enhancing cooperative learning, not only by students but also by common people

- discovering and exploring new environments as well as the comparison between local and distant environments

- During the student work on the DDs, inside and outside of the school, another aspect would be to improve a part of the European skills in the scientific field basic.

THE CINEMA AT SCHOOL AND ITS EDUCATIONAL POTENTIAL TO DISCOVER THE HUMAN RIGHTS

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ABSTRACT

The 20 November of 1989 in New York City the first text of the Convention ONU on the Rights of the Children and teenagers was signed, subsequently the text was enriched with more articles. From this date, the ONU has confirmed, in the Convention, the faith in the respect of the fundamental rights of the man.

The European Commission in the 2000, from the meeting in Lisbon, had started also a variety of political initiatives dedicated to promoting and supporting digital literacy, and particularly in the protection and promotion of human rights.

This paper presents the educational role of cinema at school through the description of several experiences proposed in Italian school context. The cinema at school had considered as a tool and an educational resource for teaching and learning.

Thanks to the contribution of digital technologies, teachers and students could explore the benefit and the value of cinema in classroom and its educational potential in relation to the important contemporary social issues. In the digital age, the schools of each levels today are called to bring a different perspective on cinema and digital media education.

The use of cinema, with an interdisciplinary approach, promotes activities among students of different school levels; these activities are oriented to enhance inclusive experiences and to discover the articles of ONU Convention on the Rights of the Child.

Keywords: Cinema at school, Interdisciplinary approach, Convention on the Rights of the Child

EXCITED GENERAL ELECTIONS IN DEMOCRATIC INDIA

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ABSTRACT

The British Empire's rule for centuries on India was relieved in 1947 because of the constant, strenuous and naval exercises nurtured by M.K.GANDHI (Mohandoss Karamchandra Gandhi) who brought absolute unanimity among his countrymen who were immersed in various cultures and different languages fortified with exalted egoism. That unanimity came after Gandhi was cautiously nourished by his most trusted follower, Nehru (Jawaharlal Nehru) and the most respectable leader, Patel (Vallabai Patel). This process automatically guided India to go for the general election in 1952 in accordance with the indigenous CONSTITUTION of INDIA framed by her own reliable and meritorious sons.

When the constitution was floated, the country, due to its long foreign rule, was very much behind all of the developed countries. India, with a disgrace of an underdeveloped country, shouldered unwise and humiliation social customs and cultures, and thus, did not prevail anywhere in the world. The dominant religious sect created the prevalence of boy/ husband and girl/ wife; the unbelievable and treacherous customs of untouchability, slavery of womanhood, illiteracy; the most prevalent child labour and domination of the so called upper class by virtue of their birth over the socially lower class, that too by virtue of birth.

Having adopted the electoral process through the constitution of India for establishing indigenous rule, most of the leaders were roaring over the platforms about the backwardness of the country: getting votes from the people but paying less attention to the unacceptable social customs.

However, laws were enacted against the above customs, but did not make a difference due to the lack of implementation.

The constitution demands general election once every FIVE years, and according to which FOURTEEN elections should have been held up to 2014 since 1952. But the history of election reveals SIXTEEN elections, showing a difference of TWO. Similarly, only fourteen Prime Ministers should have been elected, instead of the EIGHTEEN who had actually been elected in this infant and toddling Indian democracy. Still, the democracy was upheld by the Political leaders with the help of Indian infant voters. My article on the election process would analyze causes for the differences, bringing in the festive moods of the voters during all elections, as told by many illiterate voters for whom universal adult suffrage was bestowed by the graceful Indian Democracy.

The election Commission of India since 1952 to 2014 has crowned EIGHTEEN notable political leaders of various parties, commencing from Nehru and ending with the present Prime Minister, Narendra Modi. There were Prime Ministers for 13 days, 13 months, 19 months and even for TEN YEARS. I would bring out the causes for this disparity with the available election records along with my own inventory in my full paper as I had been living throughout the eighteen elections and ENJOYED THE FORTUNE OF voting in most of the elections.

Keywords: India, Constitution, election, prime ministers

Introduction

India, under the rule of British Empire for centuries, got independence by virtue of the strenuous effort that M. C. Gandhi, the freedom fighter, put up for the unanimity amongst the various regions of different languages fortified with different egoistic cultures and achieved his aim of independence from imperialism and freed the Indian population in 1947-- nearly after one century of British rule. That unanimity was achieved after Gandhi was cautiously nurtured by Jawaharlal Nehru and Vallabahbah Patel and other freedom fighters. That was the political background when India got independence. These are all on the political side.

On the social side, the Indian society was suppressed by the Aryan culture. The entire society was divided into many classes. Each class was embodied with certain customs. Castes, a concrete source to bifurcate the society permanently, existed. The Brahmins were placed at the top and the working class, with its innumerable divisions, was thrown to bottom. The elevation of Brahmins in the caste system could be judged from the statement of Gandhi himself. He stated, "When I was taken to a Brahmins house at Madras, they allowed me to sit in the verandha of the house and to that extent the caste menace had been narrowed down." There existed untouchablity, a disgraceful social menace. There existed child marriage, the unkind social custom. There existed the unsound custom of boy/ husband and girl/ wife. There existed the widow system, the most merciless and barbaric system of mankind. Illiteracy and gender imbalance prevailed throughout India. Unemployment, starvation, poverty and begging in the street were also common. That was the social background, before and after India got independence and just before democratic elections.

After India got independence in 1947, it was steered towards development through FIVE year plans designed and floated by the then Prime Minister, Jawaharlal Nehru. India then decided to enter into self- rule, for which it constituted a constituent assembly and through which the constitution of India was drafted. That draft was brought to implementation by 1950 in which it has been stated that, we, the people of India would enter into a Sovereign Democratic Republic. After this declaration, India has joined with the other republics such as England, the U.S.A. France, Spain, and so on. The world history depicts that San Marino is often considered as the world's oldest republic (year 301). Ireland became a republic just one year ahead of India. The Indian constitution has borrowed social features from the Ireland constitution.

The Constitution of India has constituted the bicameral system of the Parliament. It has TWO houses, namely LOK SABHA (The lower house) and RAJYA SABHA (The upper house). The members of this Lok Sabha are elected by universal adult suffrage and the elected members are designated as Members of Lok Sabha M.P. {In addition, it has constituted Legislative Assemblies in all the 26 States and the 7 Union Territories. The members of these Assemblies are also elected by universal adult suffrage, like that of Lok Sabha, and these members are designated as Members of Legislative Assembly (M.L.A.)}

Having adopted the constitution, India marched forward to the first General election in accordance to the constitution which assigns power to the election commission to conduct an election once in every five years to elect the Lok Shabha (Lower House of Parliament) members at the center and Legislative Assembly Members for Assembly in the State. My article is confined to the Lok Sabha Members and the election of the Prime Ministers, the executive head of the country.

ELECTIONS and BY ELECTIONS

1952- 1st Lok Sabha Election

When the FIRST general election was announced in 1952, The Indian National Congress Party and Communist Party were spread over the entire country. In addition, TWO of the ministers in Nehru's 1947 cabinet founded new parties. Shyama Prasad Mukerjee, a fundamentalist of Hindu religion, founded JANA SANGH (now PJP). B.R.Ambedkar, belonging to Schedule Caste, the most oppressed class, revived his Schedule Caste Federation (now Republican Party). Following these two leaders, Acharya Kripalani, ex. President of the Congress, founded Kisan Mazdoor Praja Parishad, protecting the Agricultural industry. Ram Manohar Lohiya and Jayaprakash Narayan founded the Socialist Party projecting Socialism. The Communist Party was already there along with the Congress Party. These are all designated as central parties. In addition, numerous Parties either formed or were in existence in various states and were ready to contest the 1952 election. Further independent candidates in large numbers were also waiting to contest the election.

The first election in 1952 started. The leaders who were in rooms, offices, and working centres came out, just like tigers and lions coming out of their cages, and were roaring in the platforms to get votes. They were very cordial even to the downtrodden who were never allowed to stand near

them and talk to them. To that extent, the election procedure tamed them, making the oppressed and lower class people very happy and taking the election as a festival in their area. Nehru explained to the people that the FIVE year plan drawn and executed has advanced the country in respect of production and benefits. He drew large crowds because of his previous acquaintance with the people during the freedom struggle. Other party leaders were new to the large mass and therefore drew a lesser crowd. Therefore, the Congress Party, under Nehru's leadership, came out victorious with a thumping majority.

Seats won by various parties:

Congress: 364, Communist Party of India: 16; Socialist Party: 12; Independents: 37; Other Parties: 60.

After the win, the Congress Party elected Jawaharlal Nehru as the first Prime Minister of India, a Sovereign Republic State. This was the outcome of the first General Election in India, the youngest Democracy then. The INFANT democratic child during the election process was prevented to walk straight because of the multiple cultures, multiple languages, multiple religions, and multiple caste systems: an arrow to keep people always divided. The wonder was that the illiterate people themselves accepted their bordering and was living with a burden of humiliation, disgrace, starvation, and separation from rich and from other caste people. They had been debarred to live with other caste people.

Highlight of the 1952 election (First Election)

It was estimated that about 200,000 police and allied personals were engaged to maintain regularity and peace. It was a record to know that 100 special trains, thousands of service buses and one dozen helicopters were put on service for the easy conduction of the election in the vast and differential terrain country. The election period extended for TWO months yielding a voter rate of 62.2%. This was termed as the maximum percentage of votes polled in an infant democratic country in India where a conglomeration of 26 States and 7 Union Territories were directly ruled by a Central Government. It was estimated then that the moslem votes in Lakdaveep islands excelled the moslem votes in Jammu and Kashmir State.

Polling booths were established invariably in all places irrespective of the nature of terrain. In the hill area booths of Arunachala Pradesh, only one vote was cast in a particular booth. Similarly, in the GIR forest, sanctuary of lions of West Bengal, in a booth maintained by five officials, only one vote was cast. The fact that 814 million voters cast their votes in nine interludes within a period of a five week election was considered as a moment of excitement in Indian elections. Of the six National Parties and about sixty regional parties that were centered in various states, Jawaharlrl Nehru alone, as the leader of the Congress Party Ambedkar was defeated in Bombay North Central Constituency by a little known Congress Candidate. Similarly, the founder of Kisan Mazdoor Praza Parishad Party, Acharya Kripalani, was defeated in the Faizabad parliamentary constituency in Utter Pradesh, his home state.

1957-2nd Lok Sabha Election

The next general election was held in 1957 after a gap of 5 years from the previous election. This election halted the free walk of the Congress Party over the election platforms and at the counting centers.

Still the Congress increased its strength from 364 to 371, an increase of 7 members. But the Communist Party had increased its strength from 11 to 27, a sizable increase pushing back the other parties.

The combination of S.A. Dange, Secretary of the Communist Party of India, and EMS Nambudripad , Kerala state communist party secretary, not only raised the parliamentary seat but also raised the members of the Kerala state assembly to a level of single largest Party. Therefore Nambudripad formed the communist Government in Kerala state, the second elected communist Government in the world, the first being San Marion. Similarly Jana Sangh Party with religious background was able to step into the secular parliament.

The Communist Government of Kerala enacted two laws of which one for the improvement of education system and the other for distributing excess land of any single person to landless poor people. The education law affected the Catholic Church and agricultural law affected the Nair community who were possessing large extent of land. The church people first started agitation and the Nair community joined with them later. The agitation was intensified to a point of no return and Prime Minister Nehru was pressurized to dislodge the elected communist

government. He obliged, earning a black mark to him, to the Central Government and in turn to the Congress Party. In addition, the dismissal of the Kerala Communist Government in 1959 became a precedent for the later dismissals.

1962-3rd Lok Sabha Election

1962 elections were announced. Each and every party was getting ready to face the election. Along with these parties one new party joined in the contest. Rajagopalachariar alias Rajaji, former Governor general of Independent India, started criticizing Nehru on his license and permit policies during previous election. As his comment and criticism did not yield any expected results, he formed a new party, naming it the Swathandra Party, and he allowed it to contest in 1962 General Election. He created a good will with Jana Sangh Party and this adjustment worked well for both the parties. This base helped the Jana Sang Party, later renamed as BJP, for speedy development and to captyre the power. Further the dislodging of Nambudripat's Government in Kerala in 1959 created hostility towards congress and therefore the Congress Party suffered and the winning seats were reduced. The following is the tally of seats by various parties.

Congress: 361 with 10 seats less; CPI; 29 seats with 2 seats more; Jana Sangh, 14 with 10 seats in excess; Swathandra Party 18; a new account. Dravida Munnetra Kazhagam ; DMK. 7 a new account

With the reduced strength the Congress Party formed a Government with Nehru as Prime Minister. He had to face the Chinese war at the Indian border which he did not expect. Therefore he had to take the help of the U.S.A. in contrast to his non- aligned policy and had to sack his most trusted cabinet minister, Krishna Menon, who held defense portfolio. Above all he could not recoup the area abducted by China. These chains of humiliating events negatively impacted his health heavily, and he had to go to Kashmir to take rest. On return to Delhi he could not withstand the humiliating failure of his tenure in office which caused his life. As the term of the election period was not over even after the death of Nehru, the interim period brought two Congress Prime ministers and the next election was announced for 1967.

1967-4th Lok Sabha Election

The 1967 election was unique. The Congress had to face the Election without the leadership of Nehru, the uncrowned monarch of India, as he was called then, for the first time. Further there existed a deep disgrace among the senior congress leaders on the choice of Indira Gandhi as Prime Minister because of their aspiration for the highest post. The communist party leader S.A.Dange's 1924 submissive letter to the British rule created suspicion on him among the party cadres which resulted in a split in the Communist Party of India in 1964.Therefore the Communist Party of India was split into two wings, CPI and CPIM (Marxist). That was the first time in election history of India that the Communist Party had to fight the election in two groups. Another new party, DMK, in Tamil Nadu had been constantly building up its image and had become an invincible force. The Bharathia Jana Sangh and the Praja Socialist Party (Formerly it was Socialist Party) had been in the fray of the 1967 general election.

The results were announced and they are shown as

Congress: 283 with 78 seats loss; CPI: 23; CPI (M) : 19; Barathiya Jan Sangh : 35 with 21 seats gain; Praja Socialist Party: 13; DMK: 25; gain:18.

Indira Gandhi, being elected as the Congress Parliamentary Party leader, the largest single Party became the Prime Minister. The disgruntled senior Congress leaders were subjected to work under her. But they were having the Party with them. In the history of Congress that was the first time to rule with minimum majority. Indira Gandhi did not feel comfortable to run the Government with the meager and therefore she implemented reforms such as Bank nationalization, abolition of privy purses and some other reforms without consulting the party high command. That irked the party leaders and they removed her from Party membership. The annoyed Indira Gandhi with the meager allegiance members and with some likeminded parties was running the Government and with the opposition of Congress leaders. In course of time, she felt uncomfortable to run the Government and therefore she recommended dissolution of the parliament and for fresh elections.

1971-5th Lok Sabha Mid- term Election

The 1971 election witnessed the legendary Congress Party working in two groups as communist Party did in 1967 election. Indira Gandhi was more careful to win in the election and floated a slogan, (Garibi hatao) "poverty to be done with" People with much enthusiasm voted for "poverty to be done with" and Indira Gandhi's Party-

 Congress (I) won the election with thumping majority securing 352 seats, an increase of 93. All the other parties got fewer seats and therefore a suspicion arose among the opposition parties and they charged that the election was rigged.

Therefore they filed a suit in the Allahabad High Court and hearing went on. Nevertheless the court decreed setting aside the victory of Indira Gandhi in the 1971 election. Instead of taking direct action on the court decree she appealed to higher court and clamped National Emergency, the first of its kind in Indian history and continued her rule. Simultaneously, she imprisoned most of the senior opposition leaders and extended her own term in office. Karunanithi who was then Chief Minister of Tamil Nadu, passed a resolution condemning the National Emergency and extended asylum for the leaders who came in search of him. That action of Karunanithi annoyed her and dissolved the assembly just before 40 days before ending her term in office. That was the first time in the history of democratic India the Parliament worked one year more than the schedule period of five years.

1977-6th Lkok Sabha Election

For any action there should be an end. Likewise the emergency ended in 1977 and the election was announced. The opposition Parties, Congress (O), Bharadhiya Jana Sangh, Lok Dhal and Socialist parties whose leaders were humiliated and jailed, lined up to oppose Indira Gandhi forming a new JANATA Party. As Indira Gandhi floated the slogan Garibi Hatao, in earlier election, the Janatha Party floated a catch phrase, "Democracy or Dictatorship" and requested the people to carefully select either one of them. People selected Democracy and Janata Party came out successful as single largest Party and formed Government.

The election results were Janata Party: 298; The total of Janata alliance and independents : 345 ; Congress (I) : 153; Congress alliance and independents:188 ; Janata alliance won subjecting Congress (I) to disgrace and humiliation.Janata Party formed the Government with Morarji Desai as Prime Minister. The leaders like Charan Singh and Jagajeevan Ram who held positions equal

to that of Morarji Desai earlier in Nehru's Ministry were not comfortable in Desai's ministry and therefore both of them slowly started their dissatisfaction with Morarji's ministry and finally came out of the ministry. This was followed by Bharadhiya Jana Sangh and the Janata Government fell nearly after 3 years of rule.

Taking advantage of the remaining 2 years term, Charan Singh, with his Lok Dhall Party formed Government with the support of Congress Party. Indira Gandhi pressurized Charan Singh to withdraw the cases framed on her and her son during the rule of Janata Party. He refused and therefore the Congress withdrew its support and Charan Singh resigned and called for fresh elections in January 1980.

1980-7th Lok Sabha Midterm Election

All these diversified events, with heavy heart but with patience, were watched by the democratic DMK leader of Tamil Nadu State. He was a staunch believer in stable Government rule and therefore he rushed to Delhi and met the humiliated Indira Gandhi and appealed to her to forget the recent past and get her involved in the immediate next election to be held in 1980. His DMK Party would give her unconditional support and as a token of joint work he called her to Chennai to address a joint meeting. Indira Gandhi, accepting his invitation, went to Chennai where she received an unparalleled welcome even at the airport and along her route. Both encouraged by the events worked hard for the 1980 election. Their propaganda was centered on the Stable Government and that would be given only by Congress Party. People tired of many recent rulers of different parties and therefore supported the Congress(I) and took it to victory, Indira Gandhi for the first time contested in parliament constituency in Medak of Andra Pradeh and won. Thereafter she became Prime Minister.

Results : Congress (I) : 353 ; an increase of 200 seats; Janata Party: 31; Janata Party (Secular):41; cpm:37; CPI:10 ; DMK:16.

That was the first occasion Indira Gandhi became the Prime Minister as a Lok Shaba member. During the previous occasions she was Prime Minister as Rajya Shaba member only. TIME again subjected her to be caught in the cyclonic unrest in Punjab State. She resumed the task that she

left there before three years back. Her egoism tempted her to use military power to tackle the unrest and even allowed the military to enter into their holy temple, Hariduvar   due to which she was shot dead by her own Punjabi body guards in October 1984. Rajiv Gandhi, her eldest son, succeeded her as interim Prime Minister and he ordered for the next election in 1984 before the end 1980 election term.

1984 –8th Lok Sabha Midterm Election

The 1984 midterm election was just announced. People rushed to the polling booth with their identification card in their hands with full sympathy towards Indira Gandhi's death and cast their votes. The propaganda of all the other parties was rejected by the people. Congress returned with thumping majority and Rajiv Gandhi entered the Parliament with ever largest members facilitating Rajiv Gandhi to officiate for the full term

Results; Congress:404; BJP : 2; Janata Party: 10; CPIM : 22; Telugu Desam: 30; DMK:2 ADMK: 12.

During the tenure of Rajiv Gandhi, a misunderstanding arose between him and his defense minister, V. P. Singh. It went to an extent of sacking him and the sacked V. P. Singh formed a new party Jan Morcha with an aim to contest in the next election. Though Rajeev Gandhi returned with largest members of Lok Shaba, the Punjab turmoil and the LTTE (Liberation Tigers of Tamil Elam) civil war with the Sri Lankan Government put him under unrest. The LTTE issue brought the Tamil Nadu AIADMK leader Jayalalitha very close to Rajiv Gandhi which later pulled down rise of Rajiv Gandhi. Jayalalitha's arch rival, DMK leader Karunanidhi who was once very close to Indira Gandhi was driven to be close to V. P. Singh, the arch rival of Rajeev Gandhi, as chain of events. At the end of the term of the 1984 election, the 1989 election was announced.

1989—9th Lok Sabha Election.

The election more or less was a tough personal fight between Rajeev Gandhi and his former cabinet minister, V. P. Singh who merged his Jan Morcha Party with that of the Janata Party, Lok Dal, and Congress (s), a splinter group of Congress and named it as Janata Dal. Watching these developments, many regional parties including the DMK of Tamil Nadu rallied with Janata Dal. The BJP and the communist parties supported the alliance from outside and the overall alliance was named the "National Front." Rajiv Gandhi was cornered not only with the newly formed National Front but also was caught by the Bofors Scandal, unearthed by V. P. Singh against Gandhi. In the history of Indian elections this was the largest alliance. The election was fought ferociously and the results were,

Congress (I): 197; Janata Dal : 143; PJP:85; CPI: 12; CPIM:33

National Front formed ministry headed by V.P.Singh with the outside support of BJP and Communist Parties. During his tenure, V. P. Singh had to decide on the Mandal Commission Report in respect of some concession to backward castes. Karunanithi, DMK leader, champion of backward classes and alliance partner, was very close to the Prime Minister then, suggested to V. P. Singh to take action on the report and V. P. Singh obliged. That sparked internal rift and the nationalist party B.J.P. opposing indirectly took "ratha yatra" which resulted in the toppling of V. P. Singh ministry.

Chandrasekar, Janata Party leader and arch enemy of V. P. Singh, taking advantage of the remaining term, formed a Government with the outside support of the Congress Party. While he was officiating, Rajiv Gandhi put up a demand to Chandrasekar to dislodge the DMK Government as tutored to him by Jayalalitha, the Tamil Nadu AIADMK leader and close friend of Rajeev Gandhi. Therefore Chandrasekar obliged and the DMK Government in Tamil Nadu was dislodged. Having satisfied that his job was over, Rajiv Gandhi withdrew his support to Chandrasekar and Chandrasekar Government fell and fresh elections were announced before the end of the 1989 election term.

1991 -10th Lok Sabha Midterm Election

It was a three cornered fight amongst the Congress, PJP and the National Front- Janata Dal (S)-left front coalition. In the platforms, the Mandal Commission implementation by the National Front which allotted 27 percent of Government jobs to the other Backward Classes and the removal demand of the disputed Babri Musjid structure at Ayodhya by the BJP were the main issues. A day after the first round of polling, Rajiv Gandhi during his election campaign at Sriperumpudur of Tamil Nadu was shot dead by LTTE of Sri Lankan freedom fighters and therefore the election throughout India was postponed to June 12th and 15th which started by May 10th.The highlight of that election was that the polling percentage touched the lowest mark of 53 percent; it threw a hung Parliament showing the following the results as:

Janata Dal:69; CPI (M):35; CPI:14; Congrss:244; BJP:120.

Another extraordinary highlight of that election was that the Congress Party as the single largest Party formed the Government with the support of likeminded parties and it ruled the full term and then the next election for 1996 was announced.

1996 --11th Lok Sabha Election

The 1966 election was complicated with so many issues beyond the expectations of any expert politicians. The previous Congress Government headed by P.V.Narasimha Rao was charged with corruption. The image of BJP also was not up to expectations as its leader L.k. Advani was caught in cyclonic "Hawala' scandal and stepped down yielding way to Atal Bihari Vajpayee. The "Third Front," after the collapse of its alliance, was slowly recovering and the three main parties- the left Front, Janata Dal and Telugu Desam- formed an alliance with lesser force as no regional parties opted to join with the alliance in spite of their efforts and was ready for election with lesser fortune. The tragedy was that no regional parties willingly came forward to join with either the central parties or centrally sponsored alliance.

Under these fluid conditions, the central parties and alliance groups had to face the 1966 elections and the result ended with no party receiving an absolute majority. Following the Westminster customs, Vajpayee, the leader of the single largest group formed a minority

Government, hoping to make it a majority Government but he failed in his efforts. Therefore he resigned after being a Prime Minister for thirteen days only.

Had the Congress, the immediate next largest Party tried to form the ministry, the story of Indian Democracy could had changed its course of journey. But the Party failed miserably, losing chances of further rule also which was within the vicinity. Waiting for the chance to form Government, the Janata Party (Secular) with its alliance formed Government and Deve Gowda was elected as the Prime Minister of India. But his Government also fell due to internal differences.

The Congress Party, instead of trying to capture the power that time also, not only failed but also supported the National Front leader I.K.Gujral. As a prize for supporting Gujral, the Congress demanded the dismissal of the DMK Ministers in his cabinet. Gujral rejected the demand of the Congress and in turn the Congress withdrew its support to Gujral Ministry and the ministry fell. But Gujral was allowed to act as interim Prime Minister for the rest of the term for the 1966 election and at the end of that period mid election for 1998 was announced.

1998 -12th Lok Sabha Mid Term Election.

After the Deve Gowda and I.K.Gujral Governments' fall, the country entered into the 1998 elections. The PJP contested the election with its alliance and the Congress as usual lonely. Two Communist Parties also contested. Along with these central parties numerable regional parties were also in the fray. The winning party members were:

 PJP alliance (National Democratic Alliance): 182; The Congress Party :141; CPI(M) with its alliance :32; CPI with its alliance: 9; AIADMK of Tamil Nadu :18

As the single largest Party, Vajpayee decided to form ministry under the National Democratic Alliance but with precautions so that his ministry would not be subjected to either resigning or dismissal. Therefore he took the support of AIADMK Party of Tamil Nadu as that Party was maintaining cordiality with the PJP on earlier occasions and therefore formed his Government second time with full hope of ruling the country for the full term.

During that period, DMK was the ruling Party in Tamil Nadu and had been talking much about the corruption by Jayalalitha during her previous rule of Tamil Nadu. One, Subramania swami of

Janata Party filed a suit in the court about her corruption and DMK also joined. Jayalalitha got annoyed of DMK Government and started treating DMK as her arch enemy. With that background she approached Vajpayee to dismiss the DMK government in Tamil Nadu.

In the beginning Vajpayee was pacifying her and as days rolled she started pressurization and Vajpayee declined her request and in turn Jayalalitha withdrew her Party's support and Vajpayee Government fell. In spite of it, Vajpayee did not feel sorry but was happy as he felt that he had succeeded in saving a democratically elected Government and had withstood the pressure of a person on whom corruption charges were pending in the court. Thus, in my opinion, Vajpayee, even today stands tall as a democracy savior and I salute him. Vajpayee, to prevent immediate election which would cost millions of rupees for the Government opted for a trust motion after trying with other small parties to align with him. Still he was defeated in the floor of the Parliament by only one vote and resigned without hesitation once again and left the seat of power. The election for 1999 was announced.

1999–13th Lok Sabha Midterm Election

The PJP, with its 20 party alliance, faced the election. The long-traditional leftist dominant party, the Congress, in this election, opposed the PJP not alone but by aligning itself with some smaller parties and thus forming a league, headed by Sonia Gandhi, the wife of late Rajiv Gandhi. A third front consisting of left wing parties was also in the election field. Besides these, about one thousand candidates of unaffiliated parties were in the field. Even within the Congress, Sonia Gandhi's leadership was subjected to criticisms because of her Italian birth. That issue was taken advantage of by the BJP. Vajpayee and the BJP leaders in all election meetings highlighted Sonia's foreign birth as an election issue. The constant increase of seats of BJP in the previous elections of 1991, 1996 and 1998 with this added allegations seemed advantageous to BJP and the BJP circle was confident in winning. In addition to the propaganda, the victory of the Kargil war over the Pakistan and the improved economy of the Nation by the BJP rule were in favour of BJP. The BJP leader Vajpayee, with his expertise of leading the alliance parties, lead this time also to success and the election results were:

NDA :270; UPA :156;

The NDA formed Government and Vajpayee was elected as Prime Minister and ruled the Nation full term very successfully and at the end of his rule ordered for the next election IN 2004.

2004-14th Lok Sabha Election.

The 2004 election noticed head to head contest between the two national party leaders. The Congress, after deeply analyzing its failure of supporting other weak coalition Governments in the past, had corrected itself in forming its own UPA (United Progressive Alliance), taking in other National and even Regional parties as its alliance to oppose the NDA alliance. In the history of Indian election, this was the first time in which two opposition alliances - not parties- faced head to head, breaking all the norms of previous elections held. This election was fought by the two giant alliances, NDA headed by Vajpayee and UPA headed by Sonia Gandhi. The left parties, CPI and CPIM contested of their own. And the election results were:

The Congress on its own account had won: 145 seats and with its alliance put together the number of seats were: 225. Similarly the PJP on its own account had won 138 seats and with its alliance the number of seats won was: 189; and the third front managed to win 55 seats.

Generally the leader of the winning party would form the Government. In this case, the leader of the winning party, Sonia Gandhi, instead of becoming the head of the Nation, opted that post to Manmohan Singh and Manmohan Singh became the Prime Minister of India. Though the Government formed by Manmohan Singh was a minority one, it received the outside support of the left parties, CPIM, CPI, AIFB (All India Forward Block) and other minor parties.

2009–15th Lok Sabha Election

This election was also fought by the two giant alliances, NDA and UPA headed by Vajpayee, the BJP President, and Sonia Gandhi, the Congress President respectively. The fighting was very tough as both the alliances determined to win over the other. The UPA bought the Oscar-winning sound track, "Jai Ho" and used it as official campaign song of the Congress Party. The meaning of jai ho is "Let there be victory". In the election manifesto of Congress, another slogan, "Aam Adhmi Ke Badthe Kadam, Har Padam par Bharat Buland," which means, "The common man moves forward, And with his every step India prospers". The song and the phrase floated by the Congress Party galvanized the masses towards the victory of UPA. In addition, the

UPA in its election manifesto had highlighted the various developments that the Government implemented in its 2004 rule, and promised the people that the UPA would focus on the poor and underprivileged societies. In contrast to the Jai Ho song and the catch phrase of the UPA, NDA coined the phrase, "Able leader, decisive Government," and promised the people that if the NDA was voted to power it would provide good Governance, appreciable development and strict security. Further the CPIM formed a Third Front aiming to win over a minimum of 100 seats. The election period looked like a festival throughout India and the results were:

 NDA: 262 seats 159 seats; CPIM, Third front: 79.

The UPA formed the Government for a consecutive second term.

It ruled the full term of FIVE years and called for the 2014 election.

2014—16th Lok Sabha Election.

This election was received with songs and elation by the 100 million youths of age group 18-19 for whom voting power was bestowed by the Government. Both the alliances with all their might fought the elections. The highlight of this election was the propaganda of a veteran Social Worker and former Congress man, Anna Hajare. He conducted a number of meetings at New Delhi charging the Governments for the abnormal corruptions and the rise in prices of almost all the commodities prevailing in the market. These meetings affected the Congress prospectus and the Congress was thrown to the defending side. The party could not be able to counter the corruption charges and so lost its winning chances. BJP came victorious in the election and Narendra Modi, BJP candidate, pre declared for the post of Prime Minister formed the Ministry and he still continues in power.

HONOURABLE PRIME MINISTERS OF INDIA

In my abstract of this article, "EXCITED DEMOCRATIC GENERAL ELECTIONS IN INDIA" I had mentioned that the Prime Minister's seat of India was decorated from Jawaharlal Nehru to Narendra Modi. SIXTEEN Lok Sabha elections were held from 1952 to 2014 but only FIFTEEN Prime Ministers were actually in power.

The Constitution of India empowers the Election Commission, to conduct general election to Lok Sabha (Parliament) once in FIVE years, starting from 1952. According to which only twelve elections to Lok Sabha should have been held till 2014 and the number of Prime Ministers should be twelve. But the events that prevailed in various stages necessitated for Sixteen Lok Sabha elections, the first in 1952 and the last in 2014 and the elected Prime Ministers were only Fifteen have been taken into account leaving the interim Prime Ministers and Prime Ministers elected more than once. Thus Guljarilal Nanda who acted as interim Prime Minister twice had been omitted in numbering and Vajpayee's three times election as Prime Minister had been counted as two only dropping the other one. Why these differences and disparities and how the infant democracy managed survival amidst these odd happenings are analyzed.

Jawaharlal Nehru: 1st Prime Minister-April 1952 to 27th May 1964--Twelve years

The Prime Ministers of India are generally elected by Lok Sabha members who are elected directly by the people who are gifted with adult suffrage by the Constitution of India. Under this concept the first Lok Sabha election was held in 1952. The legendary Congress Party along with Communist Party of India and other small parties contested the election. The Congress Party by virtue of its popularity gained in the freedom struggle was voted to absolute majority. Jawaharlal Nehru was elected as the FIRST Prime Minister of Democratic India.

In the second Lok Sabha elections, held in 1957, in absence of strong opposition parties, Congress was again voted to power and Nehru was elected as second time as Prime Minister of India and he served for the full term of Five years.

In the third Lok Sabha elections held in 1962, considering the development that he made in irrigation, power, industry and other minor sectors including political sociology and basic social reforms in the past ten years of service as Prime Minister, people again gave thumping majority and Nehru was elected as Prime Minister as third consecutive period, a rare record in such a vast multi religious, multiple languages, multiple cultural and other customs and formalities.

In spite of his selfless service to the Nation, he involved himself in antidemocratic activity also, by dissolving the democratically elected Kerala Communist State Government in 1959. Knowingly or unknowingly he failed to arrest the growth such parties with reactionary policies. Since then his fame started declining. Added to these incidents, the Chinese invasion on the Indian border compelled him to dismiss his close friend Krishna Menon from the cabinet and he had to set aside his own non-alignment policy and to move towards USA for the safety of his country. All these crowed setbacks, one behind the other caused ill health and finally he breathed his lost in May 1964 before the end of his term in office.

-Guljarilal Nanda -not counted-   27th May 1964to 9th June 1964----- 13 days

After the demise of Nehru he was installed as the first " Interim Prime Minister of India" and he held that office for 13 days only

 Lal Bhadur Shastri: 2nd Prime Minister-- - 8th June 1964 to 11th January 1966----- 1Year 216 days

Before the election of Lal Bahadur Shastri, senior leader, Morarji Desai was involved in capturing the coveted post. There existed complete disorder among the leaders and confusion among the people of India. Closely observing all the happenings the iron willed Congress President Kamaraj, keeping aside all the speculations proposed the then Minister for Home Affairs in Nehru's ministry, Lal Bahadur Sastri and with his stewardship got him elected as the Prime Minister of India and arranged for the appointment of Indira Gandhi, daughter of Nehru as Minister of Information and Broad casting and silenced all the speculations. This could be taken as the first time that the infant democracy in India has been rooted deep and the Nation paid its tribute to Kamaraj, the President of the Congress Party. But Alas! Lal Bhadur Shastri after successfully handling the war with Pakistan passed away suddenly and the country was in need of another Prime Minister.

 Kuljarilal Nanda not counted---- 11th January 1966 to 24th January 1966–13 days

Acting quickly as before, Kamaraj, the Congress President, installed Kuljarilal Nanda as interim Prime Minister, making way for electing the next Prime Minister.

Indira Gandhi: 3rd Prime Minister–24th January 1966 to April 1967 and April 1967 to 24th March 1977–(TWO terms)-- 11 years and 59 days

The choice of selecting another Prime Minister again fell on the then Congress President Kamaraj. He proposed Indira Gandhi by- passing the senior leader Morarji Desai. This irked Morarji Desai and came out with his proposal to contest that could not be avoided. In the party election Indira Gandhi won and she was waiting to be appointed as the Prime Minister by the President of India and during that time some patch up work within the party was under way. At the end, Indira Gandhi, junior in the party became the Prime Minister and Morarji Desai, considered as next to Nehru by virtue of his seniority and senior leader was appointed by the junior leader as Deputy Prime Minister. How such an unexpected formula worked? But it worked successfully under the diplomacy of the able President of the Congress Party Kamaraj! These events had again confirmed that the infant democracy in India was on safer side!

Time passed and next 1967 general election was announced. Due to the internal fight in the Congress and increase of regional parties in various States put the Congress under test and due to which the Lok Sabha members elected by Congress party were decreased considerably. Indira Gandhi was again elected as Prime Minister. She reviewed the cause for the reduced members and the country's unsound economy. She devalued the rupee value and settled the Privy Purse guarantee for former Indian royalty. She nationalized the banks, a major reformation. The Congress high command was annoyed and the party removed Indira Gandhi from the membership of the party in 1979. She however managed to run the Government with her reduced loyal followers and with likeminded opposition parties. Still she was under criticism of the Congress and therefore dissolved the Lok Sabha and ordered for fresh elections in 1971 before the end of 1967 election term. She was returned with thumping majority and formed Government. In 1974 the Allahabad High Court found Indira Gandhi guilty of misusing Government Machinery for election purposes. Instead of stepping down, she promulgated National Emergency and suspended many civil liberties against the raised voice of all the parties. The Tamil Nadu State Assembly even passed a resolution condemning the emergency and the Chief Minister of that state, Karunanidhi extended asylum. Annoyed Indira Gandhi dismissed the Karunanithi's DMK Government dissolving the Assembly also. In course of time everything including Punjab agitation were slowly moving out of her control and therefore she withdrew national emergency and ordered for fresh elections in 1977.

Morarji Desai: 4th Prime Minister----24th March 1977 to 28th July 1978–2 years 126 days.

Immediately the Congress (O) formed an alliance of four main parties and headed the alliance. Their winning Phrase Democracy or Dictatorship gave them required dividends and the Janata Party with single majority won the elections. It formed Government with the support of other parties electing Morarji Desai as the first non-Congress Prime Minister. What Morarji Desai could not be achieved in his parent party where he had been a disciplined worker and able leader at the cost of his ICS cadre, he received in this alliance. Very shortly, two of his egoist cabinet ministers who were colleague of Desai in Nehru's Ministry, left the Janata Party followed by BJP which thought that its growth would be paralyzed if it continued its support to Morarji's Government. Morarji lost trust vote and he resigned.

Charan Singh: 5th Prime Minister—98th July 1979 to 14th January 1980---170 days

As the 1977 election term was not over, the Lok Dal leader, Charan Singh with the alliance of the remaining members of Janata Party formed Government with outside support of the Congress Party in July 1979. But later, the Congress Party put up a demand to withdraw all the cases framed by the former Janata Party Government as a return for its support. Charan Singh refused and the Congress withdrew its support. Charan Singh resigned and the Election Commission announced election for 1980

Indira Gandhi: 6th Prime Minister---14th January 1980 to 31st October1984 (second time)-----4 years 291 days

Watching the events at New Delhi, the Tamil Nadu DMK leader Karunanidhi, leaving behind the humiliations caused by Indira Gandhi to him and to his party by dismissing his DMK Government in 191976, during emergency pleaded Indira Gandhi to contest in the 1980 election. He also promised his party's unconditional support to her. Indira Gandhi accepted his request and contested the election. She was returned with an unprecedented majority and formed Government. But continued her involvement in Punjab affairs where she had to send army for suppressing the agitation. Her own Panjabi body-guards could not bear the entry of army into their holy temple and therefore shot her dead at point blank.

 Rajiv Gandhi: 7th Prime Minister—31st October 1984 to 2nd December years 32 days

In 1984 election the Congress under the leadership of Rajiv Gandhi did extremely well returning with ever highest number of Lok Sabha members and Rajiv Gandhi became Prime Minister. He encouraged Science and Technologyp which reached the country to a major expansion of

telecommunication industry and India's space program It also seeded the software industry and information technology. But the Bofors scandal disclosed by one of his own cabinet member, V.P.Singh, threw Rajiv Gandhi in whirl of peril and therefore he was compelled to sack his cabinet minister who in turn formed a new party of his own and was opposing Rajiv Gandhi. In the meantime election for 1989 was announced.

V.P.Singh: 8th Prime Minister---- December 1989 to November 1990 ----343 days

Knowing that he could not fight Rajiv Gandhi lonely, he merged his party with other likeminded parties and named it as Janata Dal. He worked further beyond by affiliating more regional parties to strengthen the alliance and named the overall alliance as National Front. In the election battle, though the Congress was returned with simple majority, V.P.Singh with the strength of the National Front and outside support of Communist and BJP parties formed Government, he, becoming the 7th Prime Minister of India. During his tenure he had to decide on the Mandal Commission report on other Backward Caste Concession. Karunanithi, the Tamil Nadu DMK leader requested Singh to give effect to the report and in turn V.P.Singh implemented the report. Instead of directly opposing Singh's implementation, the BJP took the weapon of Ram Janma boomi--Babri Musjid issue and toppled the Singh's Government.

 Chandrasekar: 9th Prime Minister---10th November 1990 to 21st June 1991–223 days

Taking advantage of the remaining term of the 1989 election, Chandrasehar, leader of Janata Party, one of the constituent of Singh's National Front, with his 64 members of Lok Sabha formed an alliance with other parties and named it as Samajwadi Janata Party. After getting out side support from the Congress Party he formed Government.

Earlier, Rajiv Gandhi and Jayalalitha, leader of AIADMK Party, Tamil Nadu and arch enemy of the then Tamil Nadu Chief Minister, Karunanithi, closeted with each other on the LTTE of Sri Lanka issue. Jayalalitha, with her nearness to Rajiv Gandhi urged Rajiv Gandhi to arrange for the dismissal of Karunanidhi's DMK Government and Rajiv in turn asked Chandrasekar, the then Prime Minister to dismiss the DMK Government in Tamil Nadu and Chandrasekar did it not knowing his fate would follow the suit. After the dismissal of DMK Government Rajiv Gandhi withdrew the Congress Party's support to Chandrasekar's government and the Government fell with no fault of Chandrasekar. People was talking then that Chandrasekar dismissed the DMK

Government and before the ink of his pen got dried his Government was dismissed and therefore the election Commission was compelled to announce the next general election for 1991.

P.V.Narashimha Rao: 10th Prime Minister ---21st June 1991 to 16th May 1996---4 years 330 days

After the fall of Chandrasekar's Government, the BJP reviewing its past performance was encouraged and was able to sight the chair of the Prime Minister, once it was a mirage for the PJP. Under these circumstances the 1991 election was going on. Rajiv Gandhi went to Tamil Nadu for taking part in an election meeting at Sriperumpudur and indirectly as a hero of toppling the DMK Government and share his happiness with Jayallalitha, the brain behind the toppling of the DMK Government. While he was proceeding to the meeting platform, Alas! He was shot dead by LTTE of Srilanka. Then the elections were postponed for a considerable time and then it was resumed. Though the Congress Party was trailing behind in the election booths where elections were held before his assassination, it gained in the areas where election were held after his assassination and in total it got 232 seats pushing back BJP only to 120 seats shattering the dreams of PJP. Narasinha Rao was elected and he became the 9th Prime Minister of India and he ruled the full term to the quite disappointment of his Party. He was charged that it was he who allowed demolishing of Babri Musjid at Ayothya. The next election was announced to be held in 1996.

Atal Bihari Vajpayee : 11th Prime Minister.---16th May 1996 to 1st June 1996.---13 Days

Narasimha Rao's silence, when the Babri Musjid was demolished, helped BJP indirectly and BJP was able to get simple majority (161 against congress seat of 140) in its history of election battle. A.B. Vajpayee appointed as 11th Prime Minister subject to the conditions that he had to prove absolute majority in the floor of the house. He could not prove his majority and submitted his resignation after 13 days of his assuming charge. The frequent fall of National Parties Government created fear in the minds of regional party leaders and therefore they strengthened their parties to try for their chances to sit in the chair of the Prime Minister. Such events lead the National Party leaders to recon those forces very carefully. It was proved from the results of 1996 elections in which the two national parties put together won 301 seats and the regional parties including Communist won 141 seats.

H.D.DEVE GOWDA : 12TH Prime Minister ---1ST June 1996 to 21st April 1997---324 days.

Taking advantage of the remaining term, the opposition leaders, following the Constitution decided to form Government forming an alliance of likeminded parties. A wing of the United Front, Janata secular, having secular policies formed a new alliance bringing in 14 parties to form a coalition Government in the name of United Front. H.D.Deve Gowda was elected as the leader of the front and Deve Gowda became the 12th Prime Minister of India. His Government fell after a period of 324 days when the leader of the Congress Party withdrew support of the Congress Party

I.K.Gujral :13th Prime Minister—21st April 1997 to 19th March 1998------332 days.

Inder Kumar Gujral (I.K.Gujral) was elected as 13th Prime Minister of India as the consensus choice by a 16 Party United Front Coalition. Congress party put pressure on Gujral to oust DMK and to drop the three DMK ministers from the cabinet. Gujral refused and the Congress withdrew support and Gujral Government fell after serving the nation for 332 days. That was the end of coalition Governments and beginning of Alliance Government.

A.B.Vajpaee :14th Prime Minister of India---19th March 1998 to 22nd May2004   (Second and Third term)---6years 64 days, the second term was only 413 days

 Vajpayee's second term of 413 Days

The fall of Gujral Government brought new elections in 1998. The frequent withdrawal of Congress Party from coalition Governments and the failure of Congress Party to attempt to form Government when chances were at its sight tired the people and they lost hope of Congress Government. Further when BJP was continuously forming the Government whenever chances were nearer, the Congress Party under the same condition was playing the game of supporting any coalition under the egoist principle of big brother. These two policies were evident from the results of the 1998 and subsequent elections. In 1998 election BJP fought the election under the banner, "National Democratic Alliance" an alliance made with likeminded parties and the congress fought independently under its egoistic principle of Big brother. Therefore the Congress strength could not match with NDA, as NDA claimed an absolute majority annexing support of regional parties of which AIADMK of Tamil Nadu formed biggest contingent with 18 Lok Sabha members. Vajpayee became 14th Prime Minister of India. Slowly the leader of the AIADMK Party, Jayalalitha pressurized Vajpayee to dismiss the DMK Government of Tamil Nadu state headed by Karunanidhi because she was put up with corruption charges for which the

DMK Party leader was mainly responsible. Vajpayee rejected jayalalitha's demand of vindictive nature. Jayalalitha out of rage withdrew her Party's support and Vajpayee's Government lasted only for 413 days and Lok sabha elections were announced for 1999.

Vajpayee's Third Term

In the 1999 election, apart from the BJP, the Congress also formed alliance and named it as United Progressive Alliance. Further Sonia Gandhi was then President of the Congress Party. Therefore the two parties started personal attack and Sonia Gandhi was described as foreigner by the BJP. Further both the parties raised personal attack keeping the ideological fight in a lower tone. The personification of Sonia Gandhi as foreigner worked well and NDA won and Vajpayee formed Government and ruled for full term. The next election for 2004 was announced.

Manmohan Singh: 15th Prime Minister —22 May 2004 to 26th May 2014 (Two Terms)—-10 Years 4 days

Manmohan Singh's First Term: (2004 to 2009)

The 2004 election was unique in the sense that people paid more weightage on their daily needs instead of policies and National progress. Congress manifesto highlighted elimination of poverty while the BJP was underlining for National progress. People voted Congress and Manmohan Singh became the 15th Prime Minister of India

Manmohan Singh's Second Term: (2009 to 2014)

The election was fought by TWO giant alliances, NDA and UPA headed by Vajpayee, the President of BJP and Sonia Gandhi, President of Congress Party. The UPA bought the Oscar winning sound tract, "jai Ho"and used it as official campaign of the Congress Party. The meaning of Jai Ho is "Let There Be Victory". Further in the election manifesto of Congress, another phrase, "the common man moves forward and with his every step India propers". These TWO became very popular and the BJP's Slogan, "Able leader decisive Government" could not match with Congress phrase which went into deep mind of Indian Mass. The mass in large numbers voted for Congress and Congress won. Manmohan Singh, non-Hindu and non-Nehru-Gandhi families, became Prime Minister of India, second time and India saluted him.

Narendra Modi: 16th Prime Minister —-26th May 2014 to till date

The 2014 election was welcome with songs and election by the 100 Million youth of age group18-1 for whom voting power was graced by the Government. Both the alliances with all their might fought the election. The highlight of this election was the continuous propaganda of a veteran Congress man and a Gandhian, Anna Hajare, charging the Government for the excessive corruption and rise in prices. People yielded to his speeches. Therefore the Congress was thrown to defending side but could not surpass Anna Hajare's charges and therefore it was defeated. Narendra Modi, the pre- selected candidate for the post of Prime Minister by the BJP became the 16th Prime Minister of India and he still holds that post.

Conclusion

India was under colonial rule for centuries together. Therefore the development of the Nation was far low compared to the developed Nations. But after getting Independence from British rule it prepared its own constitution and through which arranged elections in every five years to elect the Prime Ministers. From the records it is derived that the turbulent elections were handled in a passive way. The bondage between the voters and leaders had been in increasing trend election after election giving full hope that the infant democracy avoiding its toddling tendency would hike forward just like a warrior to the battle field. It is a wonder to note how it was possible for the illiterate mass to cast their vote for the parties with sound policies and developmental themes.

Each and every party approached the voters and detailed their policies and the service that it is going to do for the benefit of the people and country and the people had been carefully judging before they cast their vote. I had come across so many people who trusted the speeches and the election manifesto and cast their vote. They actually believed that their grievances would be redressed during the aftermath of the ensuing election. Let us hope that the expectations of the illiterate mass would be fulfilled thus providing relief to the poor and needy

The above analyzes of the election pattern gives me confidence and I hope that that the democracy would prevail upon the poor and needy of all category and raise their living standard to the extent of erasing scarcity in their day to day life.

Biography: I, DR.Chennakesavalu Purushothaman was born on 06-06-1934 in an Agricultural family. I got my Engineering degree in 1958 and served in Government and retired in 1992 and continued as Principal of a polytechnic college and as a guest lecturer in a rural University. I turned myself as a writer and produced 22 books on various topics three of them got prizes. The university of New Jerusalem conferred DOCTOR OF LETTERS. I have presented papers in many seminars and conferences especially in the World Tamil Conference. I was general secretary of student union. I have travelled around the world.

References: Wikipedia & Various Documents from computers windows on Indian General Elections and Other Subjects.

INTRODUCTION OF CRIMINAL-PEDAGOGY AND PENOLOGY

RUZSONYI

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ABSTRACT

The concept of criminal-pedagogy as a science is certainly in need of an introduction, especially when it comes to countries it is not as well-known as – for example – Hungary. Our purpose with this essay is to summarize its chief characteristics taking into account the needs of the scholars and researchers who tend to quote works written in English.

We wish to expand the vast array of ideas and concepts related to criminal-pedagogy and delineate some theories with which we can contribute to the successful reintegration of convicts. Since we believe that the field itself plays an enormously important role in this sense, it is vital not to overlook the related findings and results.

Keywords: criminal-pedagogy, penology, prison, reintegration

Introduction

The Definition of Criminology

In order to provide a comprehensive picture on the interlinking relations between the fields of science addressed by this study we believe that it is important to begin with summarizing the chief characteristics of criminology first. Compiling all of them is obviously beyond our capacities, but a part of this essay will be devoted to analysing its relations to its neighbouring sciences (penology, criminal-pedagogy).

We believe that the definition of Kaiser is an adequate starting point. Kaiser argued that criminology is a comprehensive and systematized source of crime-related knowledge and experience which is concerned with fundamental concepts such as the question of criminals, criminality and its control. The scope of the science also encompasses victimology and crime prevention." (Kaiser et. al. 1993) Due to its nature, criminology as a social science has strong bonds with sociology, psychology, pedagogy and biology, but the strongest link ties it to criminal sciences.

Adler et. al. state that "apparently, criminology is a branch of science that the merges knowledge that has been amassed by several other disciplines. Criminologists acknowledge the fact that they owe a lot to every contributing branch of science, but still consider theirs a separate one." (Adler et. al. 1998) On the relation between criminology and penology, Julianna Váradi argued that that penology itself is a subfield of criminology and emphasized the importance of the institutional investigation of correctional facilities. Nowadays, in her opinion "a widespread and intensive investigation into the interaction between criminality and the reaction of society is being conducted. Experts are investigating society's call for punishment and the motivating factors behind it. They analyse the criminal sanctions, the types and methods that are used and their strictness." (Váradi, 2006 p. 6)

As pointed out by Tibor Horváth, criminology's investigation expands onto the socio-political and legal issues of the control of criminality, for example the treatment of wrongdoers, the authorities' issues related to organization and methodology and the socio-political and judicial challenges stemming from the endeavour of crime prevention. (Horváth, 2014) While not explicitly stating it, Horváth makes a direct reference to criminology's and penology's overlapping spheres of influence. Further on in this publication, he also points out that prison

studies forms a branch of criminal science, a part that focuses on the role, operation and management of prisons. (Horváth, 2014)

The Definition of Pedagogy

As a multi-disciplinary science, pedagogy not only does borrow from the results and principles neighbouring and auxiliary sciences but also uses material acquired in suggesting theoretical solutions to certain problems and in establishing practice and methodology. The dynamic nature of pedagogy means that separate branches dedicated to specific fields may emerge. These are characterized by the fact that investigations conducted in relation to these usually expand onto the field of other disciplines, ensuring a thorough approach. (Ruzsonyi, 2009)

The Definition and Origins of the Term Penology

The term of "penology" was coined by Franz Lieber in 1838. (Lieber, 1838, III) Lieber believed that penology itself is a branch of science that deals with punishments, especially their theoretical, practical and historical aspects. It also focuses on what links punishments to society and the psychological state of the wrongdoers. (Lieber) He argued that penology is "a sub-branch of criminal sciences that focuses on punishments of incarceration (removal from society and imprisonment) that are imposed upon criminals." (1838, 70)

In Hungary, it was Pál Angyal who used this term in 1920. He believed that penology focuses on the effects of punishments and sanctioning measures on a social level. (Quoted by Ligeti, 2009) Half a century later, Vermes took an approach that was focused more on the level of execution and stated that the goal of penology – as a sub-branch of criminology – is to address the issues of incarceration, analyse the measures and tools dedicated to treating its subjects and summarizes the results and experiences. (Quoted by Ligeti, 2009)

According to József Lőrincz, it was József Földvári who tried to summarize all the relevant material on penology since the Second World War. (Lőrincz, 2001) Not only did he attempt to analyse and map out conceptual relations and legal issues of the correctional field, but he also focused on the issue of sentence execution itself. He argued that "in order to come to terms with

the purpose and role of punishments, their use and the results that can be expected, creating a synthesis of the scientific conclusions and experiences of neighbouring fields is crucial. This should be the purpose of a science that focuses on punishments." (Földvári, 1970 p. 31) Földvári also added that "all the aspects that are not strictly legal should be synthesized and summarized into a comprehensive whole by an independent, dedicated science: penology." (Földvári, 1970 p. 19)

In the interpretation of Katalin Ligeti, who analysed the relation between penology and criminology, "penology itself is closely related to the field that encompasses the criminal sanctions set by law and uses scientific results from the science of criminology, particularly on the topic of classifying criminals based on types. Not only does it analyse prison environments in their legal sense, but also as real entities. Criminal policy creates the system of sanctions and provides types and detailed rules and measures while building upon the knowledge gathered by penology." (Ligeti, 2009 p. 71) Géza Finszter compiled the characteristics of penology and pointed out that the analysis of prisons' internal operation has been a subject encompassed by wide interest since the beginning. These institutions have always been the central subjects of scientific inquiries, a phenomenon that is still very much valid. (Finszter, 2011 p. 2)

If we conduct a terminological interpretation assessing international academic literature, the similarities we would discover would be significant. The Oxford Dictionary takes a correctional aspect: "the study of the punishment of crime and prison management". It also mentions penology's further topics, such as treating and reintegrating subjects under its jurisdiction and adds that its sphere of influence extends beyond to the field of parole and crime prevention. Penology is also defined as a criminal science focusing on the issue of establishing safe and orderly conditions within prisons. (Proffitt, 1989 p. 1) Fairchild takes a different approach: he defines penology from the aspect of social sciences: "a field of applied sociology which deals with the theory and methods of punishment of crime." (Fairchild, 1944 p. 217)

Taft provides a more comprehensive summary based on criminology. According to him, the attributes of penology are the following:

penology is the methodology of executing criminal sanctions and "reforming" its subjects; in a sense, its function is somewhat similar to criminology: to discover effective methods that

facilitate the development and maintenance of peace and security; it helps institutions develop efficient operations and regulate the institution of conditional release; not only does it "improve" criminals, but it also contributes to social peace; it delineates and utilizes principles which serve as a foundation for social reform and the "reshaping" of criminals. (Taft, 1956 p. 30)

By analysing the relation between criminal-pedagogy and penology, Clear argues that "determining a specific punishment is the task of criminology, while its execution and creation of the rules pertaining to its use fall under the jurisdiction of criminology". (Clear, 1994 p. 15) The author also provided another definition: "penology is concerned with the fundamental principles of sanctions and their use" (Clear). It is apparent that this concept considers penology as a "more mature" science and it also nods toward criminal-pedagogy which is particularly important when it comes to the execution of a sentence.

The American Heritage Dictionary defines penology as "the study, theory and practice of prison management and criminal rehabilitation.". In our opinion, emphasizing rehabilitation as a goal of similar importance is a great step forward, as it influences the main purpose of incarceration. The Encyclopaedia Britannica is an even more progressive one since it does not use the "classic" definition of the term (as the science of criminal sanctions), but supplements it by including sanctions and measures that are not strictly punitive (e.g. conditional release or parole). The definition of Merriam-Webster dictionary fits into this context by stating that "penological studies have sought to clarify the ethical bases of punishment, along with the motives and purposes of society in inflicting it; differences throughout history and between nations in penal laws and procedures; and the social consequences of the policies in force at a given time."

In one of her recent works, Katalin Gönczöl introduces a novel (experimental) way of taxonomical classification, according to which "penology, an individual field of social sciences can be considered the science of 'social control' whose foundations had been laid down by Goffman (1961) and Foucault (1990 [1975]), particularly as a result of their inquiries into total institutions." (Gönczöl, 2014 p. 114)

In order to create a unified point of view and by taking into account the somewhat similar (but in several ways different) definitions, we suggest defining penology as the following:

Composed of the Latin 'poena' (punishment) stem and the '-logy' suffix, penology is an interdisciplinary branch of science which is tied to other sciences (mostly criminology) with

several overlaps into the field of psychology and pedagogy as well. It is primarily concerned with the purpose, development, concepts and practice of punishments (chiefly incarceration) and the effect of these on society. Its main task is to create methods that ensure the effectiveness of imprisonment and guarantee the achievement of the aims listed in relevant legal regulations. Not only does it facilitate the reintegration of criminals, but it also puts emphasis on establishing efficient management solutions within prisons. Its system of activities serves crime prevention efforts as well.

The Definition and Origins of the Term Criminal-Pedagogy

We have to admit that while it is true that the vast majority of currently active experts still show interest toward the results of inquiries on the field, the uppermost sections and leading academic minds are far from being involved, despite the extensive results of penology, which phenomenon – sadly – is also common in Hungary. Since this branch of science directly addresses subjects who are destructively delinquent in order to discover ways of correcting them, the indifference of those experts who might have an influence on its success is regrettable. Obviously, this approach also limits the amount of help that can be expected from them to zero.

Before trying to define criminal-pedagogy, it is worth conducting an overview of the most significant opinions regarding the taxonomical classification of the science. Several criminal-pedagogical theories and notions emerged in Hungary as early as the beginning of the 20th century. The first representatives of the field were Elemér Kármán and Ferenc Finkey. Their progressive approach was parallel with international efforts but sadly contradictory to the chief ideas of their era, meaning that they were unable to introduce changes into the practice of executing sanctions in Hungary. This is most regrettable, because on the topic of the importance of education. Elemér Kármán pointed out that "It is by no means novel to think that the best remedy for moral deviations and criminal behaviour is education"." (Kármán, 1922 p. 5)

Finkey and the „Science of Criminal-Pedagogy"

Criminal-pedagogical concepts on Hungarian correctional efforts emerged as early as the beginning of the 20th century, with Ferenc Finkey as their first representative. He was progressive enough to delineate concepts agreeing with internationally accepted standards. His

thoughts on criminal-pedagogy: "A sanction where the only aim is to punish, to hurt, to ruin and destroy the convict is an imperfect one". (1922, p. 32)

Finkey's most important legacy is the "science of criminal-pedagogy" in Hungary. He states that "...there are some issues regarding criminal sanctions which require a dedicated science, thus came to be the the science of penology (poenologia, science pénitentiaire) during the 19th century, which is a comprehensive whole encompassing the purpose and content of punishments, their evolution and the present situation and covers fundamentals and details of today's correctional efforts as well. While in German academic literature, the word "penology", is not frequent, it does introduce two new terms: "prison-related science (Gefàngnisswissenschaft), and "prison studies" (Gefàngnisskunde)." (Finkey, 1992 p. 2-3) Is it can be seen, penology was strictly recognized as a criminal science.

Finkey goes further by adding that "the newly emerging concept seems to rival the definition and content of penology (Kriminalpädagogik). A concept which emphasizes the criminal-political significance of correctional education while exhibiting a certain demand toward putting an end to the classic form of penology (which is based on penance and – in a way – revenge) and at the same time introducing the correctional education of adult offenders as well". (Finkey, 1922, p. 3)

The importance of Finkey's approach cannot be overstated. He was the first expert to point out the importance of correctional pedagogy in the case of adult convicts. On top of the above, he also added that correctional pedagogy is capable of influencing society in a positive way. In his opinion, the purpose of a punishment was correction itself. He argued that if one does not take capital punishments into consideration, it can be stated that all sanctions imposed upon convicts by a given state are tools to provide educational-psychological influence on society and on its members alike. (Finkey, 1992 p. 3)

Finkey's claim was that the main purpose of correctional education is to achieve moral development in its subjects. His key values were the following: "The conservative and the modern forms of criminal science seem to agree on the fact that each of them believe that 'correction' basically means a certain degree of moral development that its subjects undergo. The foundation of this concept lies in the ideal of the "perfect man" of benevolent principles, who is always fair and true and tries to act according to these. Every human being should be expected to seek this form of existence, since all of us are capable of doing so. (Finkey, 1922 p. 77)

Despite Finkey's progressive ideals depicted above, his most significant achievement was determining the goals of correctional education. His century-old theory is still a valid one today: "What are the principal aims of correctional education? They resemble that of pedagogy: to improve intellectuality and lexical knowledge and to shape one's morals, personality and will. To summarize: the physical, mental and moral development and training of people convicted for criminal offences." (Finkey, 1992 p. 81)

The progressive concepts advocated by Finkey were completely contradictory to the chief ideas of his era, so much so that he was simply unable to exert much influence on correctional practice. However, advocacy is exemplary and his arguments are still considered very much advanced and fruitful from the aspect of criminal-pedagogy.

Based on the earlier definition by Ruzsonyi (Ruzsonyi, 2009 p. 304), in the remaining part of this essay, we will consider criminal-pedagogy as a subfield (or branch) of pedagogy which focuses on the correctional education through this, improvement of people, antisocial delinquents and „professional" criminals, particularly those who have been deprived of their liberty by being admitted into a custodial centre. Its purpose is to develop and improve skills that are associated with establishing a constructive way of life[1] all this in order to make its subjects' successful reintegration possible.

The Taxonomical Location of Criminal-Pedagogy

In order to gather and identify the attributes of criminal-pedagogy, it is vital to locate this science within the framework of the neighbouring ones and map out its relation to them. This structure is shown on the graph below:

Criminal-Pedagogy in the Framework of Neighbouring Sciences

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[1] A constructive way of life equals to the formulation of behavioural elements and the related activities that not only are valuable to society but are also effective for the individuals. (Bábosik, 1997)
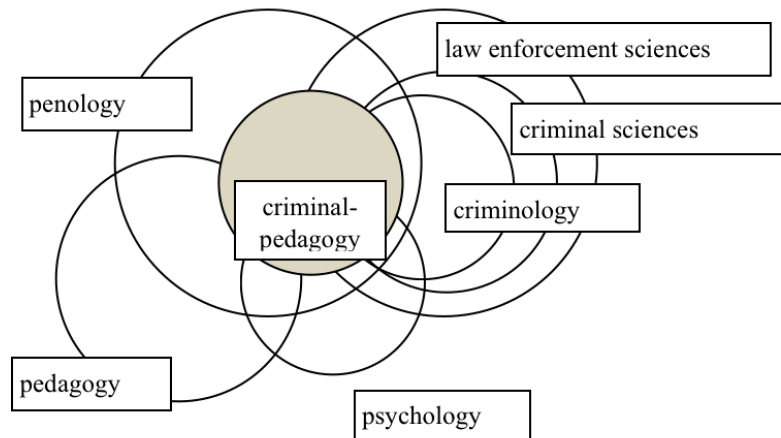
figure 1: the interdisciplinary relations of criminal-pedagogy
(Source: Drawn by the author)

As figure 1 shows, it is possible to consider criminal-pedagogy as part of penology which is also closely related to pedagogy and psychology, but– due to its ties with criminal sciences and criminology – it has some resemblance to law enforcement sciences as well. Its uniqueness (since its subjects are the results of faulty socialization or the lack of it, cognitive issues, criminality), it is vital to take a similarly unique approach and a methodology that is systematized by combining the findings of the fields of psychology, criminology and sociology.

The closest tie links penology to the field of pedagogy which – as discussed already – is a multi-disciplinary science. Criminal-pedagogy remains an individual science, a fact that is underlined by its capability of cooperating with other criminal sciences well.

Criminal-Pedagogy Within the Framework of Criminal Sciences
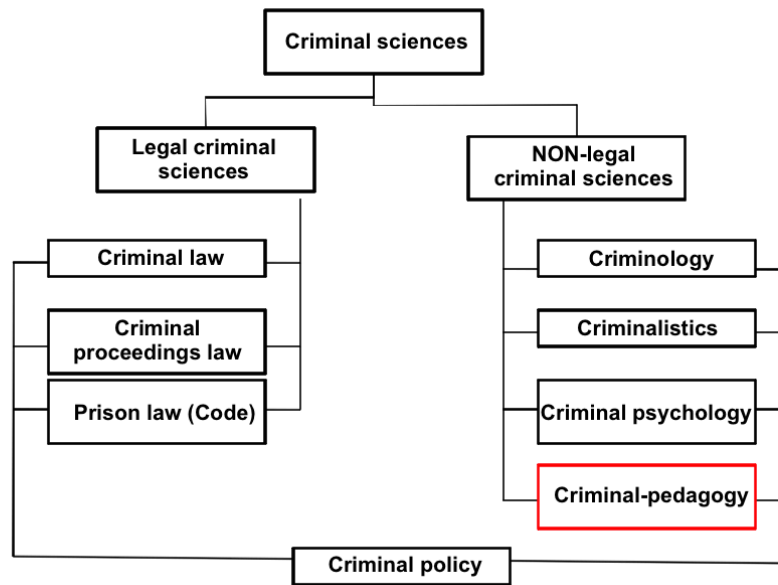
figure 2: the place of criminal-pedagogy within the system of criminal sciences
(Source*: Korinek – Lévai*, 2006)

The Internal Division of Criminal-Pedagogy

It is important to point out that criminal-pedagogy is not an indivisible whole as it can be divided further. For example, closed institution correctional pedagogy is also a sub-division of this field.
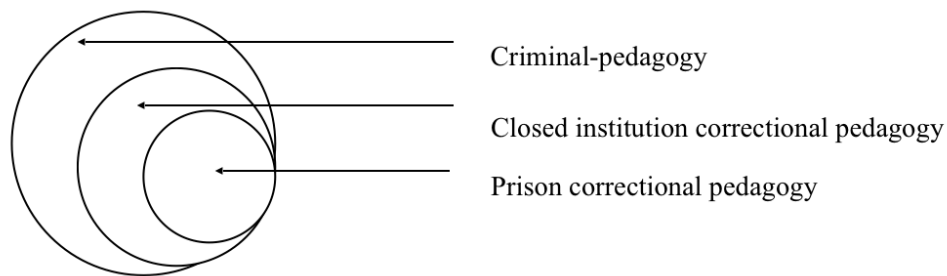
figure 3: the internal division of criminal-pedagogy
(Source: Drawn by the author)

The most important branch in this context is without a doubt prison correctional pedagogy.

Closed institution correctional pedagogy contains a vastly greater scope of activities than prison (or juvenile) correctional pedagogy. Its peculiar in a way that the pedagogical situation is the

product of an external pressure which the subjects cannot disregard without further sanctions. Obviously, the situation of its subjects is unorthodox with several of their rights being limited (e.g. freedom of movement, choice of residence etc.), and some of their needs remain unsatisfied (e.g. sexuality). The institutions that utilize this form of education range from semi-open to completely secure maximum security institutions.

The purpose of prison correctional pedagogy is to support the delinquents in their efforts of establishing a constructive way of life, which is based on measures that are accepted by society, and serve the improvement of those positive personal traits and behavioural customs that are already found within the subjects. (Bábosik, 1994 p. 8) Prison correctional pedagogy focuses on the pedagogical aspects of criminalization and uses dedicated measures to support preventive endeavours. Although its chief "area of effect" are closed environments, it is capable of expanding to address other issues not strictly under its jurisdiction (e.g. antisocial juvenile delinquents) as well.

Not only does it use the principles discovered as the results of criminal-pedagogical inquiries, but it also employs the results of the general and more focused fields of pedagogy (medical, social etc.) alike, couple with the discoveries of psychology and criminology. Its procedure is not strictly a medical one, but rather a series of programmes dedicated to the development of voluntarily cooperating subjects. Although it has to be admitted that the personality of those under the jurisdiction of the program is underdeveloped (or worse), these subjects are still mentally stable and are capable of deciding about matters and choices they are responsible for.

The reason behind the different nature of correctional pedagogy (especially when compared with general pedagogy) and its subjects, is that it focuses on different situations, different circumstance and hence utilizes different practices. Its endeavour is to establish conditions that are beneficial for the personal development of its subjects and encourage voluntary cooperation and a responsible decision-making. It still does respect the sovereignty, privacy and self-respect of its subjects and avoids harming these.

Todays practice is resembled by longer prison sentences and the frequent use of the "three strikes" measure. In our opinion, this rigour and repression is only capable of providing short-term relief to the criminal statistics (Lőrincz, 2003) and it has to be added that the crimes of

those who fall under its jurisdiction are increasingly more severe. (Worrall, 2004) Canadian authors take a firm stand by the reintegration of prisoners and assume a positive outlook by believing that the goal is still very much a realistic one: Fabiano (Ross – Fabiano, 1985), Ross (1989), Porporino (2010), Gendreau (Cullen – Gendreau, 2000; 2001) all share this idea. Not only them, but also several professors from the United States of America (Cullen – Smith, 2011; Cullen – Gilbert, 2013; Cullen – Fisher – Applegate, 2000; Johnson – Cullen – Lux, 2013) also agree with this concept.

The Role of Criminal-Pedagogy

In our opinion, reintegration is very much a realistic goal, which means that we also share these concepts. We believe that professional efforts that are pedagogically valuable can only be the results of a structure in which the topmost place is dedicated to reintegration (or, in other words, establishing a constructive way of life) (Macallair, 1993) and thus contributes to and supports creating conditions that are necessary for the reintegration of the subjects. We believe that Thyssen was right by claiming that prison systems should do more than just having prisoners develop new habits and behavioural customs: they should directly influence the inner workings that motivate them. In order to achieve a significant improvement in one's personality, it is vital to secure the voluntary cooperation and responsible decision-making of the subjects and at the same time respect their self-esteem and sovereignty while avoiding harming their privacy. (Thyssen, 2003)

However, we have to emphasize the fact that re-educating, and through this correcting prisoners is not our purpose, and neither is education, which by itself cannot be an independent goal, but only a tool which can be used to refine characteristics that lie within people. It is crucial to add, though, that while it is an extremely versatile tool, pedagogical personality-improvement cannot become an exclusive tool. The system we have to offer should be complex in which the employment of inmates, the psychological aid, education, spiritual and vocational training provided to them all have important roles. Taking into account the facts above, criminal-pedagogy can enjoy being the "first among equals" as it is capable of creating a supporting environment within prisons which provides further options for the resocialization of prisoners.

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NEW MILLENNIALS, DIGITAL NATIVES, GOOGLING.COM OR THUMB GENERATION: AN INTEGRATED TEACHING AND LEARNING STRATEGY FOR HOSPITALITY MANAGEMENT

FAITH SAMKANGE

STEPHAN EARNHART, AMON SIMBA

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ABSTRACT

Current debates on the new millennials also referred to as the digital natives and google.com generation are intensifying and generating controversy (Jones and Shao 2014; Howe and Strauss 2000; Krensky, 2001 and Smilansky 2016). Documented research has since established that this generation is challenging conventional teaching and learning traditions in unprecedented ways (Drake 2014). In Hospitality Management, the need for innovative teaching and learning practices is no longer just an option given the complexity and diversity characterizing the hospitality industry today. Based on these development trends, universities need to reinvent themselves to remain relevant and competitive on the national and global marketplace. Consequently the concept university lecturer and the related classroom management practices are evolving (Phillips and Trainor 2014; Bauerlein 2011). This conceptual paper articulates some of these arguments and examines the personal traits and learning behaviours of the new millennials and their learning preferences. A conceptual teaching and learning strategy is generated. Presented as an integrated model, this strategy is designed to resolve key challenges impacting student experiences by bridging the generational gap between the digital migrant university lecturers and their digital native students. This integrated model will facilitate the design, development, and delivery of a robust Hospitality Management Higher Education curriculum. The model will also influence university education as lecturers try to grapple with the unavoidable digital and educational transformation associated with the growing needs and interests of their vibrant google.com student customer.

"THE IS-OUGHT DICHOTOMY: A HIGHER EDUCATION PERSPECTIVE"

LIPI SAXENA

SOMOSRI HORE

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ABSTRACT

The concept of criminal-pedagogy as a science is certainly in need of an introduction, especially when it comes to countries it is not as well-known as – for example – Hungary. Our purpose with this essay is to summarize its chief characteristics taking into account the needs of the scholars and researchers who tend to quote works written in English.

We wish to expand the vast array of ideas and concepts related to criminal-pedagogy and delineate some theories with which we can contribute to the successful reintegration of convicts. Since we believe that the field itself plays an enormously important role in this sense, it is vital not to overlook the related findings and results.

Keywords: criminal-pedagogy, penology, prison, reintegration

Introduction

The present paper would be an attempt to explicate the implication of the 'Is-Ought' Dichotomy prevalent in 'Philosophy of Language' on the problems plaguing higher education in India. The paper would be divided in the following three sections;

Is-Ought dichotomy in Philosophy of Language

Issue of rising cost and growing privatisation of public colleges and Universities.

How "What ought to be the case" still remains an ideal to be achieved in the context of higher education in India.

The common man is generally not concerned with questions, which have been bothering philosophers since ages. One such question is regarding the fact-value relationship. A question which often triggers philosophers is whether an 'ought' judgement can be logically derived from a set of strictly value-neutral factual premises. Is "what is the case related to what ought to be the case"? Let 'F' be a factual statement and 'V' a value statement: Can 'V be deduced from a set of 'F's'? What precisely is the relationship of facts to values? It is this question, which is the concern of the present paper. An example of a factual statement is "x is the state of current education in India" while "x ought to be the state of education in India" is an instance of Value Judgement. One can say that, facts refer to 'what is the case' and values refer to "what ought to be the case". On taking a look at the history of theories in the realm of fact-value relationship, we find two diametrically opposed views on this issue. One view maintains that, there is a sharp distinction between factual statements and value judgements such that the latter cannot be derived from the former. The other view maintains that a sharp distinction between the factual statements and value judgements does not exist and value judgements can be derived from factual statements. We would begin by tracing the root of the 'is-ought dichotomy' in David Hume. Further we shall be analysing the dichotomy by curling out a trajectory of arguments from the philosophical ambit of Moore, Ayer, Stevenson, Hare, Foot, Geach etc. who have also made significant contributions on this issue. The paper will not just be limited to a theoretical understanding of the concept but will also emphasize its practical application by relating it to the field of higher education.

To begin with, it is important for one to understand the meaning of fact and value.

Thomas Mautner writes, "The word fact comes from the Latin Factum, a deed, something done. This is the sense of the word in older usage. Current philosophical usage is wider: it is a fact that 'P' is used as a synonym for ' it is the case that P', or 'it is true that P' or 'P is true'."

The Routledge Encyclopaedia of Philosophy says, "A fact is an actual state of affair. A value is either something good pleasure, for example), or a belief that something is good (to say that pleasure is one of my values is to say that I believe pleasure is good)."

An example of factual statement is: ' people obey law', while 'people should obey laws' is an instance of value judgement. One can say that facts refer to 'What is the case'; and values refer to 'What ought to be the case'. Fact is how things are and value is how things ought to be. Abraham Ebel expresses this idea metaphorically as follows: " In ordinary life, fact is human behaviour and value is men's ideals, and the Relation Problem is the sad plight of ideals in the welter of forces in human life."

In the present paper, the first question, which will be exposed to critical scrutiny, is whether it is possible to derive a value judgement from a factual judgement. In other words, is it possible to derive 'ought' from 'is'. In order to pursue the same, we need to at first identify whether there is a stark distinction between the two judgement or they are intimately connected in the way that one follows from the other.

So, it would be pertinent to take a look at the history of theories of fact-value relationship. We find two diametrically opposed views on this issue. One view maintains that there is a sharp distinction between factual statements and value judgements such that the latter cannot be derived from the former. The other view maintains that a sharp distinction between factual statements and value judgements does not exist and value judgements can be derived from factual statements.

Fact- Value Dualism

With respect to the former view, fact and value belong to two sharply separated domains. Values cannot be derived from facts and vice -verse. In other words, what ought to be done cannot be derived from what is the case and vice- verse. Evaluations go beyond natural fact.

Explaining the fact value dualism, Thomas Mautner writes:

"In moral philosophy, fact/value dualism is the view that the statements of fact-factual statements are of different kind from statements of value evaluative statements and that no statement of the second kind can be inferred from statement of the first kind; in other words, evaluative statements are logically independent of factual statements, so that even if all facts are given, the question of how to evaluate the situation still remains open".

Karl Popper writes in similar vein:

" Perhaps the simplest and most important point about ethics is purely logical. I mean, the impossibility to derive non- tautological ethical rules - imperatives; Principles of policy; aims from statements of facts. Only if thus fundamental logical position is realised can we begin to formulate the real problems of moral philosophy and to appreciate their difficulty".

David Hume's writing provide a classic example of the fact Value dualism. Other well-known supporters of the same dichotomy include G.E Moore, A.J Ayer, C.L Stevenson, R.M Hare, Karl Popper, John Makie and many others. W.D Hudson rightly observes:

"There is an impassable logical gulf between moral judgements and statements of natural, or supernatural, fact. This logical gulf, they say (intuitionists and emotivists) say, is that to which Moore was referring to when he spoke of indefinability of "good" ' that which Stevenson had in mind when he differentiated beliefs from attitudes, and that which have claimed to be exposing when he contended that no description can be used to prescribe."

David Hume

The is-ought distinction/issue may be said to have its precursor in Hume. Commenting on the 'vulgar systems of morality', which proceed from 'is' statements to 'ought' statement but fail to explain the transition, Hume writes:

"In every system of morality which I have hitherto met with, I have always remarked that the author proceeds for some time in the ordinary way of reasoning, and establishes the being of a God, or makes observation concerning human affairs; when of a sudden I am surprised to find that, instead of the usual copulation of prepositions is and is not, I meet with no proposition that is not connected with an ought, or an ought not. This change is imperceptible; but is, however, of the last consequence. For as this ought or ought not express some new relation of affirmation, it

is necessary that it should be observed and explained; and at the same time that a reason should be given, for what seems altogether inconceivable, how this new relation can be deduction from others, which are entirely different from it. But as authors do not commonly use this precaution I shall presume to recommend it to the readers; and am persuaded, that this small attention would subvert all the vulgar system of morality, and let us see that the distinction of vice and virtue is not founded merely on the relations of objects, nor is perceived by reason."

Hume is saying three important things in the above passage. One, the vulgar system of morality deduces a new relation (ought or ought not) from factual propositions and he is questioning the deduction. Two, he says that ethical propositions contain a relation which is entirely different from the relation found in factual propositions. Three, once we recognise the distinction and question the deduction, this would undermine what he calls the vulgar system of morality.

Hume's complaint is that the system of morality begins with certain statements of fact, about God or about human nature, which are not statements of value or command and do not contain any moral predicates. We are then told that because these things are so, we ought to act in such and such a way. This according to Hume is illegitimate reasoning because the conclusion contains a new relation, which is not there in the premises. This means that ethical statements cannot be said to follow from premises consisting exclusively of statements of fact. This has come to be known as Hume's law.

But, Hume's theory cannot be granted as acceptable on two grounds. Firstly, as pointed out by Macintyre, in Hume's time Deduction was not synonymous with entailment but only inference. Secondly, Hume is referring to Religious morality, which is not relevant in the present paper.

G.E Moore

Moore's conception of Naturalistic fallacy brings out the illegitimacy of deriving value judgements from factual ones. "The Naturalistic Fallacy is a Fallacy which consists in identifying the simple notion which we mean by 'good' with some other notion".

 We find that Moore's discussion on the Naturalistic Fallacy prepares the ground for a bifurcation between a value judgement and factual judgement, between normative or descriptive sentences. Moore posits that there is a basic difference between a statement like 'X is good' and

'X is Yellow'. The second statement states that X possesses a natural property 'yellow'. The former states that 'X' possesses a non -natural property 'good'. The second one can be known through sense perception and the former by intuition. However, this skill does not put forward 'is-ought' dichotomy in a full-fledged way. It is a step in that direction. Moore's contribution lies in the fact that he has drawn our attention to a basic difference between descriptive statement and an ethical judgement. Moreover, Moore's theory cannot be accepted on its face value since his analysis on this difference in terms of a distinction between a natural and a non- natural property is open to question. This is so because he does not give a clear and coherent account of the term non-natural. He just classifies it as something which exists bereft of space and time. Although he claims that we know good intuitively, but the problem is that the concept of intuition is non analysable in terms of any intelligible terms and thus can be highly subjective and controversial.

Emotivism

The emotivists maintain that nature and function of ethical judgement is quite different from the factual judgements. We discuss here A.J. Ayer's and C.L. Stevenson's theories.

Emotivists occupy an important position in the 20th century meta ethical theories. John K. Roth describes emotivism as

"The notion that The purpose of ethical language is to prescribe behaviour by stirring one's emotions and influencing one's attitude"

The seed of emotivism came from logical positivism, an important 20th century movement in philosophy. The logical positivist proposes the verification principle of meaning, according to which all cognitively meaningful sentences are either analytic, or if synthetic, then they must be verifiable by experience. By this principle only two kinds of sentences can be said to have cognitive meaning:

Analytic (Logic, Mathematics, Definitions of Symbols).

Synthetic and verifiable (Proposition of Science and daily life).

On this view, a sentence, which is neither analytic nor synthetic is meaningless. The ethical sentences do not fall under any of these two categories. As a consequence, statements of ethics

are devoid of cognitive meaning. They are neither true nor false. Strictly speaking, they are not statement at all. These are what Carnap calls pseudo statement.

Ayer comments,

"It can be seen at once that this creates a problem for ethics. Ethical proposition, such as 'Theft is wrong', or that 'Generosity is good', do not come under either of the possible heading. The important task therefore is to give an account of "judgement of value" which is both satisfactory in itself and consistent with our general empiricist principles"

Emotivism, as Ayer says, tries to do this, by making a sharp distinction between two very important functions of language:

"Fact stating" or "descriptive"(scientific discourse, for example, performs this function).

"Dynamic"(moral judgements have this function).

So far, we have talked about philosophers who uphold the view that there exists a sharp distinction between facts and values. A transition from the former to the latter is not possible. The opponents of this view maintain that a sharp distinction between factual and ethical judgement cannot be maintained. There does not exist an unbridgeable gab between 'is' and 'ought'. In this context, I discuss here Peter Geach and Philippa Foot. Both have challenged the 'is-ought' distinction with prima facile convincing counter examples.

Geach

Geach holds that 'good' is an attributive adjective. If one says "good car", he cannot ascertain that a thing is good car by pooling independent information that it is good and that it is a car. This example shows that 'good' is essentially am attributive adjective. On the other hand if one says 'red book' one can definitely say 'x is a book' and 'x is red'. This is an example of the predicative adjective. Thus, if A is an adjective and B is a noun, then in the case of predicative adjective, the phrase 'an AB' split up into 'is a B' and 'is A'. The same doesn't hold in the case of attributive adjectives.

Geach argues that there is no gap between ethical and factual judgements. He concentrates on evaluative expressions such as 'good' and 'evil'. He rejects G.E. Moore's view that 'good' is a unique concept. For him the meaning of 'good' is context dependent and it changes from

context to context. ʹGoodʹ has to do with the functions of things to which it is being ascribed. It is thus multi-functional. ʹGoodʹ derives its meaning from something which is meant to be good. When we say ʹgood wifeʹ and ʹgood knifeʹ we obviously do it mean the same thing. A good knife is one, which fulfils the purpose of cutting whereas a good wife is one who takes care of her husband. The meaning of ʹgoodʹ will be asserted according to the context in which it is used. Thus, he shows that ʹgoodʹ does not have any unique function.

Philippa Foot

Philippa Foot, another new naturalist in ethics rejects the fact value distinction. She is a through and through descriptivist. She argues that logically, it is not always possible to distinguish and separate the descriptive and the evaluative meaning of moral judgement. Whenever we use evaluations, we use them together with descriptions. If there were no connection between evaluative and factual statements, then it would have been perfectly legitimate for s moral eccentric to argue to a moral conclusion from idiosyncratic premises. For example, one could say that a man is a good man because he first turned right and then turned left or as Foot says, because he clasped and unclasped his hands, and never turned NNE after turning SSW. But this would obviously be absurd. Foot writes:

ʺ there is no describing the evaluative meaning of ʹgoodʹ, evaluations, commending or anything of the sort, without fixing the object to which they are supposed to be attached. Without first laying hands on the proper object of such things as evaluations, we shall catch in our net either something quite different as accepting a order or making a resolution or else nothing at all".

Foot denies the moral evaluations are opposed to descriptive statements, or matters of fact.

Foot asserts that the mental attitudes and beliefs have an internal relation to their object. She gives the e apple of ʹprideʹ. One cannot feel proud of anything whatsoever. One can feel proud of something which one considers to be an achievement. For example: suppose a man feels proud when he is able to lay one of his hands on the other, five times in an hour. One may wonder why he feels proud. However, the background has to be taken into consideration. Perhaps, he is ill a fit is an achievement for him to be able to do so. Once this particular background is supplied, the statement will make absolutely good sense.

" but with no special background there can be no pride, not because no one could psychologically be speaking feel pride in such a case, but because whatever he did feel could not logically be pride".

One cannot just feel pride of anything. One has to think of it as an achievement of one's own.

Further Foot considers a thick ethical term such as 'rude', which is often given as an example of an evaluative term. According to them, this term has an expressive or an action-guiding function. But Foot points out that when one uses the concept of 'rude' one is neither free to take just anything one likes as evidence for rudeness nor can one rejects just anything either, as one is not free to decide what is and what isn't evidence for a liver tumour. When one walks slowly up to the door, that is not rudeness; but when spits on someone, that definitely is rudeness. Notice also that sometimes it may happen that what is normally not rude maybe judged rude. Think of a student who deliberately walks slowly to the board when he is asked by the teacher to hurry.

According to Foot, evaluative concepts are governed by criteria. They have definite criteria, which lay down what is, and what isn't relevant for them. If one leaves these criteria behind, one also leaves behind the concept. The criteria of application of these terms are factual. Thus, one may say that some factual premises do appear to entail evaluative conclusions. Foot writes:

" whatever account was offered of the essential feature of evaluation whether in terms of feelings, attitudes, the acceptance of imperatives or what not- the fact that with an evaluation there was a committal in a new dimensions and that this was not guaranteed by and acceptance of facts"

She argues that this view is mistaken.

" the practical implication of the use of the moral term has been put in the wrong place, and if it is described correctly the logical gap between factual premises and moral conclusion disappears".

Thus from the above arguments it is evident that it is impossible to separate 'is' and 'ought' since the moral criteria of ought cannot be practically actualised without the 'is' or the present context. Analogously the present context of 'is' can only be morally examined through the criteria of moral ought thus to affirm a mutual relation between the two. Although from the above arguments it is implied that to affirm a logical entailment of ought and is might be problematic but in the realm of morality, the actualisation of the moral ought would be a correspondence

between is and ought in applied ethics, as its otherwise would leave the notion of moral ought absolutely meaningless.

The current state of Higher Education in India

Now we come to the more imp part of our paper which is the practical application of the is ought dilemma in the field of higher education in the Indian context.

There is no doubt about the fact that education serves as the backbone of every country. For a country to grow, education is vital. It plays a major role in the development of nation whether economically or socially. Recently HRD Minister of India, Prakash Javadekar remarked "Post-Independence, when UGC came in existence in 1956, India had only 20 Universities, 500 colleges and only two lakh students. But from a state of absolute devastation and deprivation of every kind of resource, today India has successfully restored its education system to a large extent by establishing 900 universities, 40,000 colleges and 3,54,00,000 students". However, there are still various areas in the field of higher education which ought to be worked on. Budget Allocation-In the recent years the budget allotted for the education sector has deteriorated. In 1999 education spending was 4.4% which has now dropped down to 3.3%. (Budget 2018: Education sector analysis, Indiatoday.in, Feb 19,2018). This is the current state of affairs which does not corresponds to what 'ought' to be the case. Ideally, at-least 6%of the total GDP should be invested in the education sector.

Quality over Quantity- Post Independence, since the literacy rates was extremely low, the aim of government was majorly to focus at the quantitative growth of education rather than qualitative. But now that the scenario is different, Indian education system ought to focus more on the qualitative aspect of education. Higher education and research ought to be given more importance. Education Institutions ought to be more open to upgradation of course, faculty and infrastructure.

Diversification of Higher Education – Based on the need of the hour, Education ought to be diversified. Universities should incorporate training programmes and courses which would give exposure to students to work, communicate and contribute at a Global Forum. For example, today a humongous amount of research is being initiated in the field of environmental ethics, medical ethics, Information Technology, Forensic studies etc across the world. In most developed countries, students pursuing philosophy are utilised in initiating rigorous analysis in

the top most companies. But there are just a handful of colleges in the country which are specialised in these areas which also becomes a primary cause of brain drain. Such diversification or utilisation of resources ought to be incorporated in our curriculum in the coming years.

Demarcation – The problem of demarcation stems from the basic traditional mind-set of people, according to which a person is given credibility on the basis of the number of degrees he/she is able to accumulate in his/her lifetime. But this colonial mentality ought to change, and only people who are genuinely interested in academics and research should pursue higher education. So that, job opportunities and value is not compromised.

High Rising Cost of Higher Education- An example will make the above situation clearer.

Conclusion Therefore, we ought to work out a way, so as to ensure that higher education comes in the ambit of all.

Premise1 Higher education is an essential part of our country's fabric but inaccessible due to its high rising cost.

Premise2 Those who missout on higher education find their opportunities limited and are much worse off than their educated counterparts.

A country which accommodates a population of roughly 125 crores, it is practically impossible for the govt. to sponsor education for each and every citizen. But this problem can be catered in two ways. Firstly, instead of granting autonomy to already established Universities, more and more permits should be accorded to establish new autonomous universities. Secondly, since the cost of higher education is becoming unaffordable by a huge chunk of people in the country. Private Institutions ought to reserve minimum amount of grants for students who are meritorious but cannot afford to pursue higher education at such a high cost

Conclusion

In the above example, it may seem to be a movement from factual premises to an evaluative conclusion. But the hidden value judgement is that higher education is required for the development/betterment of any nation and thus the moral predication of good is inherent in it, making it a value based statement, which ought to be followed by virtue of the theoretical conclusion we derive by analysing the is-ought dichotomy in philosophy of language.

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CHANGING PARADIGMS OF HIGHER EDUCATION IN INDIA:A DIACHRONIC PERSPECTIVE

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ABSTRACT

India is an ancient land of myriad religious, racial, ethnic and linguistic pluralities which, over the centuries, have lent it a socio-cultural identity inherently colorful and unique. The glory and richness of her historical legacy may be attributed to numerous factors including a robust and dynamic higher education system which had its roots in the Vedic period (1500 -1000 B.C.) and evolved steadily through all historical eras.

Education has always been accorded a place of eminence and reverence in the Indian socio-cultural ethos as it enables the learner to distinguish untruth from truth in the pursuit of the Divine. According to the Rigveda, the oldest Hindu scripture, the primary aim of education is to sharpen man's mind and train it for the acquisition and application of knowledge imparted by the Guru or teacher. In fact, the edifice of India's earliest higher education system rested firmly on a very sound foundation of the Guru-Shishya Parampara or the teacher-taught relationship. This age-old tradition entailed dissemination of knowledge in the oral mode by a learned scholar to pupils who resided with him in the Gurukul, wherein a strictly disciplined and demanding schedule also offered practical lessons in life skills.

The later Vedic period, distinguished by the emergence of Buddhism and Jainism in the 6th century B.C., also witnessed the flowering of two parallel streams of education – the Brahminical and the Buddhist - in gurukuls, monasteries as well as world-class universities at Taxila, Banaras and Nalanda, to name a few. Some of these centres of advanced learning and research boasted of thousands of students from across India and foreign lands including Central Asia, Middle East,

South East Asia and China. These institutions were marked for their erudite faculty, imposing infrastructure, comfortable residential facility and rich library resources, apart from their eclectic ensemble of disciplines such as astronomy, medicine, philosophy, yoga, music, statecraft, art of war along with vocational knowledge in agriculture, animal husbandry, spinning, weaving, fine arts and crafts.

During the medieval times, the tales pertaining to India's unmatched fertility, prosperity, architectural marvels and abounding natural resources fascinated many foreign invaders such as the Mongols, Huns, Turks and Afghans who plundered her wealth, and decimated temples, monasteries and universities ruthlessly. Subsequently, the establishment of the Delhi Sultanate in the 12th century A. D. saw the emergence of Makhtabs and Madrasas - educational institutions for the Muslim populace. These centres of learning continued to blossom even during the Mughal Empire while Brahminical institutions continued to thrive in the Hindu kingdoms. It was only under the generous patronage of some sagacious and progressive rulers such as Akbar, Jahangir and Raja Jai Singh that learning, though primarily religious and literary in character, flourished hand in hand, and was accessible to the learners from both faiths.

Conversely, in the 17th century, the arrival of Colonial powers shook the foundations of the existing socio-political, economic and educational systems in India. Not only was the traditional mode of instruction in the classical languages of Sanskrit and Persian blatantly rejected, but also systematically weakened by the British rulers to be replaced by one based on the English prototype. The new structure focused largely on nurturing only an English-speaking working class that could serve the Empire in administration, trade, and forces. Even the few universities established under the Colonial rule were marred by serious inequalities.

It was only after independence in 1947 that concerted efforts were made by national governments to reform the beleaguered higher education system. Free India saw the establishment of a broad-based structure that would cater to the academic needs and professional aspirations of the youth in the country irrespective of their religious, geographical, linguistic or ethnic affiliations. Seventy years later, India boasts of the third largest system of higher education across the globe today chiefly in terms of the sheer volume of students enrolled in different courses. Though the defining parameters such as the number of colleges, universities, centres for research and advanced

learning, gross enrollment ratio etc. exhibit a meteoric rise since independence, yet, quite paradoxically, because of its commercialization on a large scale, the quality of higher education has declined considerably. In fact, it needs   structural and qualitative reforms so as to nurture an academically competent, technically skilled and globally employable generation of young men and women.

The current paper is a modest attempt to trace the journey of higher education in India from the ancient to the contemporary times. It also endeavors to study the primary features of each era with special focus on the challenges faced by the existing system in the highly competitive world of the twenty first century.

POTENTIALS OF FOSTERING REMINISCENCE PROGRAMS IN EDUCATIONAL SETTINGS OF LOCAL COMMUNITIES IN JAPAN: SOME POSITIVE EFFECTS AND CURRENT LIMITATIONS

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ABSTRACT

This study intends to highlight the latest trends in fostering reminiscence programs of various kinds within each of the local communities across the length and breadth of Japan, focusing upon the current pros and cons in the process of launching these programs. Reminiscence programs, defined as "the use of life histories—written, oral, or both—to improve psychological well-being", have long been introduced in hospitals, nursing homes and long-term care homes as part of psychological therapies, especially for those suffering from depression, dementia, etc. However, it has recently become common in Japan for reminiscence programs to also be used as a means of community enrichment, and such programs have been producing a number of positive effects by making use of various regional resources. Some innovative museums, especially those dealing with modern history, have started to introduce reminiscence programs as part of their educational programs for ordinary citizens of all ages, and particularly for the elderly, while some communities have launched original programs for the elderly at various meeting places to prevent nursing care and to avoid becoming a social recluse. By undertaking a detailed paper analysis and interviews performed during site visits, the author discusses the appropriateness of these phenomena from a lifelong learning perspective. Apart from their original purpose, these reminiscence programs conducted in local communities have been creating a number of unexpected positive outcomes, such as the enhancement of complementary interactions between people through the use of ample resources in each of the communities, resulting in increased

friendliness and ease in the course of regular safety patrols and other community activities. In addition, the creation of an enjoyable atmosphere of intergenerational learning between the elderly and the young has been reported in some cities, leading to the better handing-down of traditions which have existed for many years in each of the communities. Meanwhile, the lack of appropriate personnel training for leaders and volunteers of the programs has been pointed out in many communities. Participants indicated that such training would be helpful to gain more professional knowledge and the skills to achieve their goals. As Japan faces a sharp increase in the number of elderly people in society, it is hoped that Japanese reminiscence programs will be more deliberately detailed in order to maximize the potential of regional resources within each of the local communities. The programs should not only involve senior citizens as recipients of the program, but also make use of them as facilitators (leaders and volunteers) of the program by providing the appropriate training so that their value as regional human resources can be more effectively employed for the benefit of the whole community.

DISTANCE EDUCATION FOR INCARCERATED YOUTH: A TRIPLE MEASURE

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ABSTRACT

The Brazilian legislation provides that private freedom youth has the right to education and vocational training. However, the high prison population of young people coupled with low investment in educational programs help to strengthen the punitive model of the prison system, using the criminal law to resolve conflicts of social origin, such as inequality and lack of job opportunities. Social exclusion of these young people remains when they are deprived of freedom, because during this period the state, not always guarantee access to education and vocational education. Therefore, we propose the implementation of public policies that have social inclusion aimed at serving the sentence until after release from prison, adopting a triple measure: (I) development and implementation of educational programs the distance with workup and training content; (Ii) adoption of restorative justice program to dialogue and conflict mediation to replace the punitive model; and (iii) partnership with public and private companies to absorb the labor-work formed through the distance education project..

Keywords: right to education; distance; restorative justice, professional education, public policy

1. Brazilian prison: panorama and legislation

According to the official data published in 2017[1], Brazilian prison population in less than three decades, adopting as parameter the early 90s, had an increase of 707% to the unwanted mark 700.000 persons deprived of liberty, of which more than half, ie. 385.000 (55%) are young people aged between 18 and 29[2], whose percentage of 66% (approximately 254.000 young people) do not have basic education (primary and secondary schools) complete.

Graph 16 age group of persons deprived of liberty in Brazil
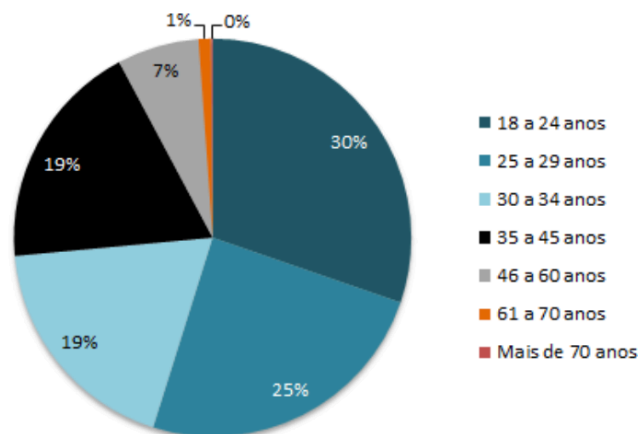
Source: National Survey of Penitentiary Information - InfoPen June / 2016.

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[1] National Survey of Information Penitentiary - INFOPEN, updated to June 2016 conducted by the Ministry of Justice and Public Security Department National Penitentiary.

[2] According to the "Statute of Youth" - Law 12.852/13 - they are considered young people aged fifteen (15) and 29 (twenty nine) years of age, and that those fifteen (15) to eighteen (18) years, are governed primarily by the "Statute of Children and Adolescents"- Law 8060/90.

Graph 17. Education of persons deprived of liberty in Brazil
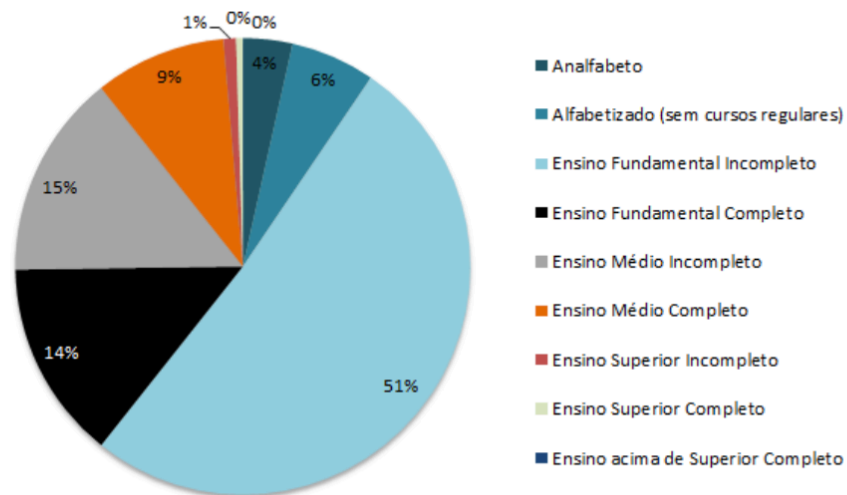
Source: National Survey of Penitentiary Information - InfoPen June / 2016.

Although the scenario is not the best and the Brazilian State still holds as marks a "prison system punitive", brazilian law presents significant advances for changing this picture, especially, the emphasis on education and work, even if far from being implemented.

The "Statute of Youth" - Law 12.852/13 - provides in its article 7, that young people have the right to quality education, with basic education assurance, compulsory and free, and that young people aged 18 (eighteen) and 29 (twenty nine) years, deprived of freedom and graduates of the Prison System, they will be encouraged to social and vocational rehabilitation, and, therefore, study and job opportunities should be created (art. 3, inc. XI).

The law 13.163/15, which regulates the implementation and enforcement of criminal sentences, brought two important contributions in articles 18-A and 21-A in order to increase the support for activities in the field of "educational assistance"[3] in relation to prisoners. The first contribution is given to strengthen the right of prisoners to basic education, with emphasis on the duty of the state to implement it in prisons to ensure general education or vocational

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[3] The art.17 of this law states: "Educational assistance will include school education and vocational training of prisoners and hospitalized ".

education, in compliance with the constitutional principle of universal education. The second contribution is a novelty, with regard to the use of learning technologies - Distance Education - in meeting the incarcerated people.

Article 18-A [...] § 3. - The Union, the states, the municipalities and the Federal District include in their distance education programs and the use of new teaching technologies, the care of male and female prisoners.

As implementing control device of educational assistance in prisons, art. 21-A provides that the prison census to ascertain: the existence of courses and the number of prisoners met; the implementation of professional courses and the number of prisoners met; the existence of libraries, among others.

To ensure the effectiveness of public security policies, including this perspective educational assistance, there is little more than a month was instituted in Brazil by Law 13.675/18, the "Public Security Unic System" (Susp) providing for joint, coordinated action, systemic and integrated public security organs and social defense, in conjunction with society.

The difference is in the creation of the "Integrated System for Vocational Education and Enhancement" (Sievap) (art.38), where security officers also have access to education through "National Network for Advanced Studies in Public Safety" (Renaesp) and the "National Network of Distance Education in Public Safety" (DL-Senasp network) in order to better understand the phenomenon of violence; spread citizenship, human rights and peace education; articulate practical knowledge of public safety professionals and social defense with academic knowledge; disseminate and strengthen the construction of public security culture and social protection based on the paradigms of intelligence, information and exercise strategic assignments, technical and scientific.

Art. 41. The DL-Senasp Network is virtual school for professionals of public security and social defense and aims to facilitate access to learning processes, regardless of existing geographical and social constraints, in order to democratize safety education public and social defense.

As we have seen, distance education presents itself as an alternative to the implementation of changes in the prison system both to meet the young people incarcerated, and to act in the formation of public safety professionals, so that, also from the Education can also act as agents of social transformation of these young people.

To complete our mapping, according to the table below, only 12% of the prison population in Brazil is involved in some kind of educational activity, whether school or complementary activities.

Table 25. Persons deprived of liberty involved in educational activities per Unit Federação37

UF	Pessoas em atividades de ensino escolar		Pessoas em atividades educacionais complementares		% total de pessoas presas em atividades educacionais
	N	%	N	%	
AC	226	4%	0	0%	4%
AL	367	6%	0	0%	6%
AM	907	9%	50	0%	9%
AP	49	2%	0	0%	2%
BA	2.296	18%	168	1%	20%
CE	1.701	7%	0	0%	7%
DF	1.600	11%	22	0%	11%
ES	3.660	19%	817	4%	23%
GO	506	3%	23	0%	3%
MA	887	12%	95	1%	13%
MG	8.060	13%	1.838	3%	15%
MS	1.239	7%	32	0%	7%
MT	1.316	13%	111	1%	14%
PA	1.259	9%	0	0%	9%
PB	1.089	10%	0	0%	10%
PE	5.062	15%	12	0%	15%
PI	382	9%	50	1%	11%
PR	5.723	14%	2.316	6%	19%
RJ	NI	NI	NI	NI	NI
RN	87	1%	48	1%	2%
RO	976	9%	191	2%	11%
RR	330	14%	0	0%	14%
RS	2.185	6%	158	0%	7%
SC	1.945	9%	839	4%	13%
SE	240	5%	15	0%	5%
SP	19.092	8%	5.706	2%	10%
TO	458	13%	407	12%	25%
Brasil	61.642	10%	12.898	2%	12%

Source: National Survey of Penitentiary Information - InfoPen June / 2016.

The role of education in the lives of young

Before addressing the contributions of Education to Distance to incarcerated young people, we need to highlight the importance of education to society in general, especially for Brazilian society, which has in its structure social inequality, having even been themes of works classic renowned Brazilian authors worldwide, as Gilberto Freyre with "Casa Grande e Senzala", Sérgio Buarque de Holanda with "Raízes do Brasil" and Darcy Ribeiro with "O Povo Brasileiro", who

tried to explain the formation of Brazilian society from their ethnic-racial and economic differences .

Although the "Supreme Law" (Constituition of the Federativa Republic of Brazil – CF/1988) provides that all are equal before the law, without distinction of any kind (art. 5 CF/88) and that constitute fundamental objectives of the Federative Republic of Brazil to build a free, just and solidary society and the eradication of poverty and marginalization in order to reduce social inequalities (art. 3. inc. I and III CF/88), the reality is well that far. Official data show us that the percentage of 55% representing the total of the black Brazilian population (which by legal definition are blacks and browns) currently have 63% incarcerated, ie the majority of the prison population is black, which in Brazil coincides with the poor, reaffirming the exclusive paradigm of social inequality.

Figure 4. Race, color or ethnicity of persons deprived of liberty and the total population

Source: National Survey of Penitentiary Information - InfoPen June / 2016; PNAD 2015.

What we see is the result of a Brazilian social chronic problem. Thus, you need to treat it in terms of social policies to promote respect for diversity, investment in education and the promotion of the market to improve the economic conditions of the population.

In a context of inequality, poor black youth appears as the target of marginalization, including as a victim of state neglect. According to data from the Violence Map[4] 2014, in the chapter "The murder of color" the young Brazilian black population is also the biggest victim of homicide, and in 2002, 29.656 were having in 2012 increased to 41.127, ie an increase of 38.7%.

Like many other countries, among many concrete problems that demand solution, one is the prison population, in our case very high. Certainly, this is a complex problem and as such, requires solutions at varying levels and formats.

We advocate that education has positive effects in the cause, in a preventive manner, and in consequence, since one of the causes of the violence comes from the social inequality that through education can be better understood and modified as it brings in its core ethical values of freedom, respect and dignity.

This is not a naive defense nor a salvationistic view of education as responsible for resolving all social problems, but as an important step in the process in which barbarism gives place to the civilized world[5] and emancipated by the knowledge, we conceive the Enlightenment view, where the ratio appears as emancipatory.

As a "progressive view of education" which that plays an important role in social development can mention John Dewey (1859-1952) and Paulo Freire (1921-1997), to justify the use of education as a tool for the contribution to improve the quality of life, and long term, to reduce the population of incarcerated youth.

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[4] These are surveys periodically conducted secondary data focusing on the problems of youth and violence. This series of studies published since 1998, initially with the support of UNESCO, the Ayrton Senna Institute and FLACSO, with the researcher responsible for the sociologist Julio Jacobo Waiselfisz.

[5] If we adopt the thinking of Norbert Elias in the book "The Civilizing Process" ([1939] 1982) this can be understood as a process, long-term processing of structures of personality and individual behavior. If we conceive the civilized world in the light of the work of Tveztan Todorov, "Les Ennemis Intimes de la Démocratie" (2012), we see that the pinnacle of civilization is democracy does not imply the absence of problems, as the excess of freedom in its many faces, you can generate a "malaise democracy" transforming democratic values   in their own enemies because of absolutism trend of one over the other, thus breaking with the balance necessary for the maintenance of democracy. Or yet, when we analyze from Jean-Jacques Rousseau, in the work of the "Du Contrat Social" [1762] for whom the man in his state of nature is clear and who is the corruptor of the State and its civilizing process, whose "Discours sur l'origine et les fondements de l'inégalité parmi les hommes" [1755], said Rousseau, is in the evil that man makes to his equal utilllment for this: the rationality.

Extract of the book "Education and Democracy" [1916] in which John Dewey advocates a progressive and democratic education, self-education oflearning by doing - learn by doing, in which students have the same equal opportunities, and in the case of the arrested students, each student has the opportunity to be enriched by the experience of the other. "Pedagogy of the Oppressed" [1967] of Paulo Freire extract the possibility of prisoners freed from the oppressive x oppressed relationship through the emancipation of consciousness, which contributes to the inclusion in another paradigm, waking-citizen.

The Brazilian prison reality are young, poor, black and low education, which brings us to questions of social order to be resolved. However, we conclude that the level of education is a high impact factor for the solution of the problem of incarcerated youth, since according to the data, Brazil has 0% of prisoners with higher education and only 1% with higher education Incomplete (Graphic 17). In this case the data speak for themselves, and for the purpose of this article unnecessary understand the role of education in the lives of young people.

Triple Measure

Given what we have seen so far, for that education to incarcerated young people produce good results, you need a set of measures implemented simultaneously in the Distance Education is accompanied by the Restorative Justice and both count on the partnership companies to prepare young people for the labor market.

i)Distance Learning[6]

In addition to the legal aspects set out in the recentLaw 13.163/15, which stipulates in Article 18-A, that federal agencies should include distance education and new learning technologies in

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[6] The author has some restrictions on the distance education that is presented as a substitute Presence of Education (conventional), or in places where there Conventional Education this should not be substituted for the distance. However, advocates Distance Education as a complementary tool or necessary for certain cases, for example, to ensure access to education for prison inmates or hospital treatment and health; for internalization of higher education bringing knowledge to distant cities; or Open University public and with the aim of democratizing knowledge.

service to prisoners, it is efficient in these cases to represent a break with the space/time governing traditional education. In conventional molds, the space that require high investment and physical restructuring to house a group of prisoners (reduced group for security reasons) and one or more teachers, as well as investment in job security, which does not eliminate the climate of strain every class. But the time would be optimized towards a single distance education platform can reach a greater number of young prisoners, including, without grouping if they have individual devices.

Distance education is a very old tool (MOORE and KEARSELY, 2005; MORAES and WAISROS,2009). Since ancient Greece the epistolary crossed centuries transmitting scientific information, to be replaced by the book with the emergence of the press Johannes Gutenberg (1398-1468) in the 17th century. New technologies such as radio, television and the computer recently enabled the development of new forms of distance education. Interesting rescue a notice published in the Gazette of Boston in 1728, Education March Distance, in which the teacher Cauleb Phillips offered by matching the "New Shorthand Method"announcing that "Persons in the Country desirous to Learn this Article, may by having the Several Lessons sent weekly to Them, be the perfectly instructed the Those que live in Boston" (HOLMBERG, 1995a).

Therefore, new technologies allow access to more people in less time with less space requirement, since the flow of the classes in the system enables the transmission distance of the course to more people at the same time and in the same space. Some adjustments will be necessary for the proper functioning, such as the development of a platform that meets the needs of prisoners with facing material for educational and vocational training (especially the expertise acquired by the use of technology), coupled with the challenge of adapting it to security issues.

ii) Prisons Punitive versus Restorative Justice

The historical analysis of the punitive system, power maintenance instrument, made by Michel Foucault in "Discipline and Punish" that addressed the "suplício" (until the 17th century) as the painful corporal punishment accompanied by ritual, Passed the "punição" (18th century) who has body a social good O becomen the useful forced labor, until you reach the prisão (actual model from 18th century) than with imprisonment turned punishment in Computer Technicianca coercion of individuals and body training, creating behavioral habits. In this sense, surg prisonwould go as the most civilized of all feathers, having evolved from punitivista character to humanitarian, mainly from the publication of the work of the Cesare Beccaria "crimes and

Feathers" [1764] in which punishment and sanction should be proportional to the offense As well as from the French Revolution in 1789 with the "Declaration of Human and Citizen Rights".

The Brazilian prison system since the mid-twentieth century discusses the rehabilitation of the convict, but still within the paradigm punitive[7], which, rather than being guarded by the panoptic Jeremy Bentham quoted by Foucault, they are invisible to the government when it comes to the problem of overcrowding of the solution, and, paradoxically, visible to the same power and society when it becomes statistical data to tarnish image of the country.

The punitive system is incompatible with the rehabilitation. It does not contain a humanized shame because its ultimate goal is the convict to pay for his mistake and not to become a better person or proper social life. It psychologically torture, violates human dignity and promotes explicit violence and often covertly without the presence of physical, such as the "Symbolic violence" as addressed by Pierre Bourdieu (1930-2002), as a form of domestication of the dominated.

For the Education of incarcerated youth to be effective it is important that the punitive system is undermined at its core, to make room for rehabilitation, prevention and restoration that are provided for in the guidelines new law 13.675/18 - Public Security Unic System:

At. 5.

III - strengthening the prevention and peaceful conflict resolution [...]

XVII - promotion of public policies for the social reintegration of former convicts;

We highlight restorative justice as an important breaking tool with the punitive-retributive paradigm where there is the centrality of the state and the penalty to offset the crime of consequences, which are despised prospects of the victim and the offender is dehumanized and marginalized. In restorative model, justice works as a mediator in order to talk to the parties involved in crime, which is seen as a violation of relationships, so that the "conflict mediation"

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[7] We use the term paradigm in the sense coined by Thomas Kuhn in which the elements that compose sustain a certain world view, that is, the paradigm is "Universally recognized scientific achievements that for a time provide model problems and solutions for a community of practitioners of a science" (KUHN, 2009, p.13).

enables the restoration of interpersonal relations, not only in interpars agreement but with a Community bias involving the whole society, at which time, the "criminological phenomenon" can be analyzed from the structural injustices. Also interdisciplinarity is crucial,

Advances in research around the Restorative Justice highlight important elements that make up this new paradigm in which prevail dialogue and non-violence (SALM; LEAL, 2012), whose proibidoras rules are replaced by the rules of coexistence, where "language rotulante (crime, criminal, criminal justice, etc.) "(SALM; LEAL, 2012), must give way to a" verbal language, body and above all institutional, less threatening and coercive "(CHRISTIE 1977 apud SALM; LEAL, 2012).

Thus, the partial and reductionist look Prison Punitive System focusing on crime and criminal, gives way to the systemic and broader view of Restorative Justice goes on to consider society as a whole and, therefore, justice comes out of the restricted universe of lawyers and law operators, who tend to think of it in its technicality, to integrate the world of society and educators to conceive from the social and personal relations structures and is therefore essential to build public policies in regime cooperation between the various relevant agencies.

For many jurists advocates of restorative justice, especially coupled with educational assistance to incarcerated youth is a utopia, since, for it to occur, ie, in order to change the paradigm of the punitive system for restorative, a change was needed radical throughout the criminal justice system with regard to the criminalization and characterization of criminal conduct, leading to questions like: we have to reconcile or reduce the penalties for drug trafficking crimes, crimes against life etc ...? Certainly we propose a gradual break with the punitive paradigm, in which, in contradiction period can startwith traditional crimes against property (robbery and simple theft). Indeed, the statistics of 2016 show that property crimes lead the ranking with 278.809 cases, followed by crimes against the person with 84.686 cases:

In general, we can say that the trafficking offenses account for 28% of criminal incidents by which persons deprived of liberty have been convicted or awaiting trial in June 2016. The theft and theft crimes account for 37% of incidents and homicides represent 11%. (BRASIL, 2017, p. 43).

In this sense, we understand that measures such as restorative justice It acts as a breaking point for the construction of a new paradigm, breaks with the current cycle (already failed) developer of hate speech that act of marginalizing the imprisoned and detrimental to the democratic rule of

law and society, giving initiated a new paradigm, dialogic, non-violence and coexistence propellant exercise of otherness and compassionate listening providing people to look like people. It is important that interpersonal relationships leave the sphere of standardization to compose the educational background, which is their place of origin.

Education as a fundamental human right, is able to act with the Restorative Justice both as a tool for its implementation and as constitutive of the right of everyone to education.

iii) Partnership with private companies

For distance education for incarcerated youth become viable and have good results it is necessary that the triple cycle measurement is completed, in addition to the State's commitment and participation of society in ensuring the rights of detainees advocate the engagement of the business segment form of "patronage" or is not committed to having in their staffs, through quotas or not, young people incarcerated who can develop their work remotely, during the execution of the sentence, as well as graduates of the prison system who are participating in the Distance Learning Program.

Important to point out that article 205 of the "Supreme Law" provides that education will aim to qualify for the work and "Status of Youth" (art. 3rd inc. XI of Law 12.852/13) provides that should be created job opportunities for young people deprived of freedom and graduates of the prison system.

Theodore William Schultz (1902- 1998) with the theory of "human capital"[8] It presents itself as an important theoretical foundation for think about education as an investment both for life and for the labor market.

In this case, Schultz's theory applies in a positive way because you think education as an investment for both the prisoner and his life and dignity and to the market itself. According to him, education and good health makes people productive, which increases the return on

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[8] We have some reservations about the thought of Schultz about human capital, since before the Brazilian social inequalities not everyone has individuals are born with the same opportunities, just before the market will be in conditions of inequality so that the rich or the one who has a "cultural capital" (concept of Pierre Bourdieu) will be more valuable human capital, however, we leave this debate suspended to the proposal of this article.

investment in education. The distinguishing feature of human capital is that it is part of man. It is human because he thinks configured in man, and is capital because it is a source of future satisfactions, and of future income or both the things. "No one can separate itself from the human capital" (SCHULTZ, 1973, p. 53).

Finally, this third measure to absorb the labor-work formed through the distance education project for young people imprisoned together with the Restorative Justice closes the proposal in order to make it viable and efficient.

4. Conclusion

The mapping conducted helped us in understanding the Brazilian reality of incarcerated youth, and showed that education, as well as a right, presents itself as an indispensable alternative to change this reality.

However, we argue that it alone is not effective. There is little point in a youth have access to education, which in a way is liberating to allow making projections for a better future, creating expectations of life and work, is still being treated in repressive and punitive manner and does not see any practical possibility work to complete the cycle that is to be a citizen.

Therefore, to become a full human being and possessing citizenship upon his return to social life, it is necessary that this process, which is long, begins further inside the Prison System. Beside the assistance educational distance the rules of the Oppressor system should be gradually mitigated with the use of Restorative Justice devices, according to each specific case, and completed through partnerships with companies to develop skills and competencies for vocational training.

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ATTITUDES AND LEARNING.
AN IMPORTANT RELATIONSHIP FOR ENGINEERING STUDENTS

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ABSTRACT

Students who enter engineering programs must demonstrate disciplinary competences in mathematics and physics, as well as generic skills-oral and written communication and teamwork-that allow them to progress successfully in their school career. To design a strategy that improves the efficiency indicators of the engineering programs, analysis of the results of the candidates to enter the technological institute is made. In this case, the results of the admission and diagnostic tests and a series of questions related to the students' attitudes towards the study and their school success were analyzed with the hypothesis of finding a positive relationship between them. The results showed that the qualifications in the skills and knowledge exams are related to the attitudes of the students towards the study. These attitudes are associated with the gender of the students, women tend to have more positive attitudes and men towards negative ones; these attitudes do not vary from one high school of origin to another. The applicants to Chemical Engineering have results far above the rest of the candidates, although in some areas the candidates to Electronic Engineering and Computer Systems Engineering also have results above others. Therefore, it is feasible to apply a differentiated strategy of income to the institution where not only elements of reinforcement in the basic areas for engineering are included, but also the attitudinal improvement towards the study of the students and with that of the results in their school trajectory.

Keywords: attitude, will to achieve, engineer training, higher education

Introduction

Introduction

The National Technological Institute of Mexico has been conducting various investigations to focus its efforts on improving the approval rates of the first year subjects, based on the interpretation of the reality that students who enter their undergraduate programs live. Particularly, in the case of engineering programs, the demand for a minimum level of mastery of the required mathematical bases and the competencies associated with their reading skills and abilities are basic elements without which the first-year engineering student has complications in their performance academic and his school career is disrupted to extremes such as desertion, or the delay that generates problems of all kinds, including indicators of terminal efficiency.

Before the entry process in 2016, the previous information was analyzed, a comparison was made with what other campus were doing in the National Technological Institute of Mexico, and it was decided to rethink the entry strategy to one of them: the ITCM. Although the teachers' perception of the first courses of mathematics and physics is that there have been no significant differences, an evaluation of this new attempt is being made to improve the school trajectory of the newly admitted. This differentiated income strategy is in the process of evaluation and one of the stages is reported in this document.

The principle behind this strategy is that all students have an entry option as long as they demonstrate the minimum competency in mathematics, but also in physics or written language of the EXANI-II exam of the National Center for Higher Education Evaluation (CENEVAL), according to the engineering program they chose; the time of admission was conditioned to the scope of the mentioned results. However, according to verbal reports from the teachers of these subjects, the students' results are related to their attitudes towards the study, in the context that is presented to them in higher education.

This paper presents elements of the exploratory research carried out to find answers to the questions: are the results in the skills and knowledge exams related to the attitudes of the students? Do students' attitudes depend on their gender? Do students' attitudes change when they study one career or another? Do the attitudes of the students change according to the regime or the type of high school they come from? These results allowed to guide some specific actions in the strategy of entry to the campus.

Review of the Literature

Students recently enrolled in a higher education program present diverse experiences in the transition process; some adapt more easily than others to changing educational levels, but all have diverse experiences with peers, friends, teachers, cultural norms, new content and teaching-learning styles, which are sometimes full of "shocks, ambiguity and uncertainty in various plans of action" (Ramírez-García, 2013, p. 29). During this journey, students assume a position in the face of new knowledge and the challenges involved in successfully completing the subjects of their curriculum, which implies the assumption that everything presented by the teacher or the book is the truth, to which Perry, cited by Pozo & Mateos, denominates as "fundamentally dualistic" (2009, p. 76). While, in the following two years, the awareness of the diversity of opinions and uncertainty, regarding the validity of knowledge in all cases, leads students to pluralism, continuing with Perry himself. And only some, in recent years, will reach a radical change where the truth is replaced by relative truths according to the context, "so that the advance in knowledge would make students to acquire increasingly complex, autonomous concepts on knowledge and its validation criteria" (Idem, p.79).

In this context, the attitudes and habits of each and every one of these students inevitably arise before their own learning and the educational process as a whole as variables to be considered. Because "there are emotions that move us towards a harmony and "fluidity", in relationships and in what to do educational, instead there are emotions that limit and cut the links and possibilities of actions of students" (Faúndez-Pinto, 2014, p. 164). In this sense, students can cling to tools, specific and concrete techniques that allow them to face the challenges presented to them emotionally, it seems to offer a way for young people to increase their probability in their continuous and systematic application. of success in school performance; and beyond, recognizing the "importance of learning the emotional and social aspects to facilitate the global adaptation of citizens in a changing world, with constant and dangerous challenges" (Fernández-Berrocal & Extremera-Pacheco, 2005, p. 65) .

About the Neurosciences

The Neurosciences are dedicated to trying to explain how the nervous system acts in the brain to produce a behavior, "they are contributing to a greater understanding, and sometimes to answer

questions of great interest to educators" (De la Barrera & Donolo, 2009, p. 4), to give a greater understanding about the learning process (Campos, 2010). Therefore, the most important thing for a teacher is "to understand Neurosciences as a way of knowing the brain more widely - how it is, how it learns, how it processes, records, preserves and evokes information, among other things- so that based on this knowledge, it can improve the proposals and learning experiences that occur in the classroom" (Ibidem, p. 5).

The entire body and brain are involved in the learning process, "who acts as a stimulus receiving station and is in charge of selecting, prioritizing, processing information, recording, evoke, emitting motor responses, consolidating capacities, among thousands of other functions" (Campos, 2010, p. 6). The brain learns through patterns that it detects, learns and finds a sense of usefulness when necessary; uses conscious and non-conscious mechanisms. Which implies that the attitude of the teacher in front of proposals of learning and in front of the students is extremely important. The example has a fundamental role in learning by patterns and non-consciously.

Campos (2010) mentions that emotional stimuli interact with cognitive abilities, that "states of mind, feelings and emotions can affect the ability to reason, decision making, memory, attitude and willingness to learn" (p. 6), besides that a high level of stress negatively affects learning. Therefore, pleasant conditions in the classroom and an emotionally intelligent teacher are essential factors for learning.
The brain and the body learn in an integral way, the movements, the perceptions through the sensory organs, the corporal communication, the direct and concrete experiences "stimulate the development of the sensory systems, of the motor systems and of different regions in the brain" (Ibid, p. 7). According to the author, the physical exercises, the corporal movement, "allow greater oxygenation of the brain, improve cognitive abilities, stimulate mental, social and emotional capacities" (Idem).

It has also been reported that in teachers their social-emotional skills allow to create more positive educational environments with students and they themselves improve their health and well-being indexes (Palomera, Briones & Gómez-Linares, 2017). These socio-emotional skills include self-knowledge, emotional self-management, social awareness, skills to relate and responsible decision-making, according to Casel's quotation (Idem), which, it is recognized, are feasible to develop. However, it is also emphasized that "innovative projects require

commitment, ongoing training and teacher coordination, as well as the flexibility of institutions to host these innovations" (Idem, p.181).

Low self-efficacy beliefs, along with low interest for learning and for achieving good academic results, define this group with the most motivational profile negative (Valle, et al, 2015, p. 6) then, in those cases, both for teachers and students, it would be important to pay attention to the emotional aspect present in the teaching-learning process, and to reinforce it, especially since the holders of the mathematics and physics courses have, in a natural, a detached profile of humane treatment with the student.

The professors of the first year of engineering

In particular, the professors of the first semester of engineering account for the lack of awareness of the students, in their great majority, regarding the importance of reaching, above all, the desired knowledge; Those teachers who meet with a group whose level of performance is more in line with the established in the profile of entry to the race seemed lucky.

The above is circumscribed within the scope of the subjects of the so-called "hard" sciences, where teachers of mathematics, physics and chemistry establish evaluations based on evidence of the learning of the concepts and procedures, in order to account for disciplinary knowledge. However

The challenge for teaching is to prevent the deficit of higher level cognitive activities. The teaching has, therefore, two facets: identify and eliminate the characteristics of our teaching that encourage the use of low-level substitute verbs and support what may stimulate students to use, instead, the high-level verbs . Much of the problem of the first type lies in the affective area: class and institutional motivation and climate "(Biggs, 2005, p. 96).

It has been such the search of alternative strategies of leveling for the students of new entrance to the engineering and with results of little significance, that the professors seem to have lost the hope of normalizing the work to the must be and they have been satisfied with doing what is can with what you have. The deficit of cognitive activities in teaching and learning strategies has led to the strengthening of a quality of teachers: resilience, their ability to adapt to the environment, the new circumstances.

The students graduated from high school

The Secretariat of Public Education (SEP) in Mexico has focused in recent years on seeking strategies to minimize indicators such as exclusion at the high school level, antecedent of the degree; such is the case of the Construye-T program established for all public schools of that educational level. This Construye-T program supports its work in six dimensions are: "a) Self-knowledge, b) Healthy living, c) School and family, d) Culture of peace and non-violence, e) Life project (UNESCO, 2011), associated with the Comprehensive Reform of Higher Secondary Education, started in 2008, and which is focused on the development of a life project and the prevention of risk situations, as an intervention strategy in the psychosocial field.

The National Institute for the Evaluation of Education (INEE), based on a study over the impact that Construye-T program has had on upper secondary education, affirms that students with greater socio-emotional skills obtain higher levels of school achievement and the gaps associated with socioeconomic status are reduced -see figure 1.

Figure 1. Relationship between the maximum level of achievement in Mathematics of a student and his perseverance and socioeconomic condition, in upper secondary education.
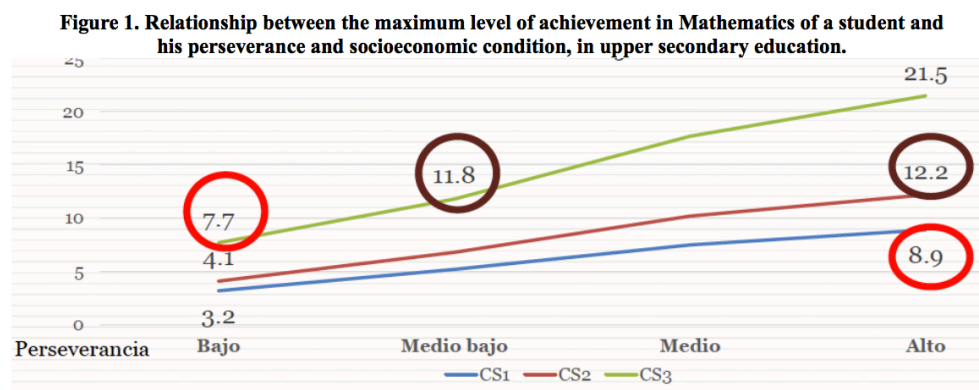
Source: SEP (2015).

Therefore, the SEP and INEE have worked on a strategy to strengthen teachers with practices and exercises, applicable to students, on 18 socio-emotional skills: self-perception, self-efficacy, recognition of emotions, management of emotions, postponement of gratification, tolerance to frustration, achievement motivation, perseverance, stress management, empathy, active listening, perspective taking, assertiveness, interpersonal conflict management, pro social behavior, generation of options, critical thinking, and analysis of consequences (SEP, 2015). The large subsystems of upper secondary education, such as those that include the technological baccalaureate, have already implemented it. This implies that the majority of students who join the ITCM have certain bases for their emotional management.

With the intention of making diagnoses of the results of the educational process in higher education, in Mexico, standardized tests are used to identify the level of mastery of basic skills in students through admission tests on Mathematical Thought (MT), Analytical Thought (AT), Structure of the Language (SL), and Reading Comprehension (RC). The results are issued in two types of scale -ICNE and percentage- for the knowledge of the educational authorities and the supporters. The ICNE scale of the CENEVAL EXANI-II varies from 700 to 1300 points. This also applies a diagnostic test of basic knowledge, specific to engineering programs, of: Mathematics (Math), Physics (Phy), Written Language (WL) and English as a Foreign Language (EFL). In this case the results are delivered in a binary format: Satisfactory or Unsatisfactory. In addition, the applicants must answer a questionnaire about the characteristics of the context in which they live and study, which includes questions related to their perceptions on various matters such as: if they fulfill their school duties, if they have a person they can trust, his position on problems or bullying, his level of competence in various jobs related to school activities, among others.

The exams provide information about the learning outcomes of the applicants that are predictive of the academic performance they will have during their subsequent career. In particular, the detection of skills and competences in relation to mathematical and analytical thinking and reading comprehension and structure of the language, allow detecting the potential of candidates to successfully complete the first year of undergraduate level (CENEVAL, s.f.).

Students admitted to an engineering program are subject to support strategies such as tutoring, which have the objective of "supporting the student in the decision-making process related to the construction of their training trajectory ... aimed at improving students' Continuously based on the reflection on its performance" (DGEST, 2013, p. 18), that is, the integral formation of the professional in engineering is contemplated with different strategies, some of them focused on the development of the person, of being.
However, the majority of students recently admitted to the engineering programs of the technological institute where the research is conducted present weaknesses in their disciplinary competences in Mathematics, and in those related to their oral and written communication in Spanish.

That is an strategy like "mentoring has long been considered a developmental and retention strategy for undergraduate students, and research suggests mentoring efforts are positively

related to a variety of developmental and academic outcomes" (Crisp, Baker, Griffin, Lunsford, & Pifer, 2017, p. 7), or the aims like SUG program in the USA: reduce pressure associated with traditional grades during the first semester and help sutdents transition successfully from high school to postsecondary education (Novak, Paguyo, & Siller, 2016); or the use of remedial courses for attendig weaknesses in basic math knowledge (Ulmer, Means, Cawthon, & Kristensen, 2016). All of them have been developed at ITCM but it is necessary to try other strategies.

In particular, the professors of the first semester of engineering realize the complexity involved in attending and guiding groups of students with socio-economic and cultural differences that stand out as reflected in the skills and knowledge necessary to continue their academic career. If the attitudes of these new students who show communication problems with the teachers and tutors, and sometimes even with the peers, are added to the above, it is also presented as an obstacle both for the academic formation and for the integration to the institutional community (Guzman-Gomez, 2013).

Although the ITCM has an educational offer focused on engineering programs, the student community is very heterogeneous, not only for its socio-economic and cultural reasons, but also for the educational models of the upper secondary level from which they come, due to the transformation of the context social of the southern zone of Tamaulipas. In addition, the distinctive profile of each engineering career induces students to follow a series of behaviors, codes and rituals for survival purposes with their peers and their teachers; some manage to adapt, but others end up emigrating to another career or to another institution or to the productive sector.

It is also recognized that the teacher's task has its effect on the student's performance in the emotional and cognitive aspect, for this reason the continuous formative evaluation is so important to generate confidence (Silva-Laya & Rodríguez, 2012). In the upper middle level, it has been identified that the percentage of students who reach the excellent level in Mathematics is directly related to the frequency of collegiate work on the campus, with the collaborative work of their teachers (INEE/SEP, 2015). Some of the aspects related to the development of the person in their psychosocial environment are linked to food, self-esteem, exercise and breathing, physical and mental balance that allows better conditions for learning (Soto-Hernandez & Orta-Kenning, 2017).

Method

This work forms part of a longitudinal investigation with candidates to study at one of the institutions of the National Technological Institute of Mexico and was carried out during the second semester of 2016. The results of the 1581 applicants of the EXANI-II examination were analyzed, both the areas of admission - Mathematical Thought, Analytical Thought, Structure of the Language, and Reading Comprehension - as diagnostic - Mathematics, Physics, Written Language and English as a Foreign Language - and the answers given to seven questions of the context questionnaire related to their attitudes towards the study.

These context questions referred to the identification of students with the following statements: If I try hard enough I will succeed in school; Whether I do well or badly depends entirely on me; If I propose, I do better in school; With other teachers I would do better in school; If my family supported me more, I would do better; My grades in school are due to my luck; My grades at school are due to things I can not change. The eligible answers were: 1) I do not identify myself, 2) I identify myself little, 3) I identify myself, or 4) I identify completely. These seven questions were classified as positive - the first three - and negative - the other four - according to the personal decision to work to achieve the competencies established in the study programs.

The results of the skills tests -admission- and of knowledge -diagnostics- and the answers to the seven questions of the questionnaire of the entire population were analyzed through the IBM SPSS program to identify correlations between different variables and, then, possible dependencies. that will make a diagnosis; which was used to guide some actions of the strategy of attention of the students during the first year of their school trajectory in higher education. The reliability of the data using Cronbach's alpha was very high for student averages with 0.863, and 0.744 for answers to questions about both positive and negative attitudes and results in diagnostic tests.

Results

The applicant population at the ITCM was constituted by 65% of men and 35% of women, of which 76.3% came from a baccalaureate with a public support system and 23.7% from a private

school. Among all the baccalaureate modalities of the educational system of Mexico, the technological baccalaureate contributed 58.6% of the applicants, the general baccalaureate 35% and the technical professional modality of the National College of Technical Professional Education (CONALEP) 5%, the rest between baccalaureate by TV -14 applicants-, international baccalaureate -four applicants- and intercultural baccalaureate with an applicant (bilingual indigenous).

Table 1 shows the distribution of applicants frequencies by program: Environmental Engineering (EvE), Electrical Engineering (EiE), Electronic Engineering (EoE), Geosciences Engineering (GE), Business Management Engineering (BME), Industrial Engineering (IE), Mechanical Engineering (ME), Petroleum Engineering (PE), Chemical Engineering (ChE) and Computer Systems Engineering (CSE).

Table 1. Frequency distribution of the population examined by engineering program.

Engineering	EE	EiE	EoE	GE	BME	IE	ME	PE	ChE	CSE
Applicants	64	129	84	137	184	278	219	96	262	128
Percentage	4%	8.2%	5.3%	8.7%	11.6%	17.6%	13.9%	6.1%	16.6%	8.1%

Source: Own elaboration with data from CENEVAL (2016).

About the admission exam

On the results of the admission exam, according to the modality of the baccalaureate of origin, the comparisons between the overall result obtained by the applicants in the institute, in the state of Tamaulipas, and the obtained at the national level, are better results the applicants of the institute in the cases of the general baccalaureate, technological baccalaureate and technical professional -see table 2. Of the three baccalaureate modalities preponderant for the institute, the one that is always better evaluated is the one corresponding to the technological baccalaureate, which contributes 59% of the enrollment.

On average, the results of the candidates in the admission exam were: Mathematical Thought 55.3%, Analytical Thought 55.3%, Language Structure 52.8%, and Reading Comprehension 54.3%. The results per engineering program for each of those skills are shown in graph 2. The averages of grades shown on it were analyzed to verify if there were significant differences

between the applicants for the different engineering, through the tests of hypotheses of equality of population variances. See the table 3.

Table 2. Comparative global results of the EXANI-II Admission by modality of the baccalaureate of origin of the applicant, in ICNE index of Ceneval.

	General Average	General Baccalaureate	Technological Baccalaureate	Technical Professional
Global at ITCM (1,581 applicants)	1,027	1,020	1,031	1,018
Global at Tamaulipas (24,973 applicants)	978	978	987	968
Global at Mexico (748,562 applicants)	999	1,005	993	979

Likewise, the hypothesis was analyzed that the results obtained by the students in the four areas of the admission exam presented the same distribution by the student's gender, by the regime and the modality of the baccalaureate of origin. The results were: the averages in Structure of the Language and in Reading Comprehension have significant differences according to the gender of the applicants, resulting in the women with greater successes; according to the regime of the baccalaureate of origin, the applicants coming from private schools were more successful; the averages in Mathematical Thought also presented significant differences in the case of the baccalaureate modality, the graduates of technological baccalaureate had the greatest successes.

Graph 2. Average percentage results per area of the admission exam and per engineering program.
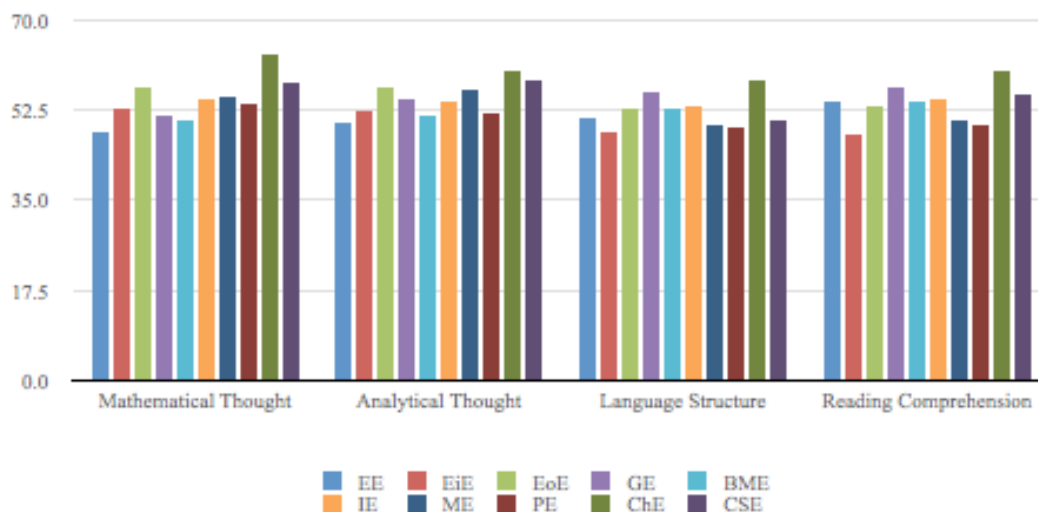
Source: Own elaboration with data from CENEVAL (2016).

Table 3. ANOVA table for the results of the admission exam by engineering program.

		Sum of squares	fg	Half quadratic	F	Sig.
Mathematical Thought	Between groups	27655.431	9	3072.826	8.585	.000
	Within groups	562336.787	1571	357.948		
	Sum	589992.218	1580			
Analytical Thinking	Between groups	14971.261	9	1663.473	5.693	.000
	Within groups	459028.486	1571	292.189		
	Sum	473999.747	1580			
Structure of the Language	Between groups	16582.298	9	1842.478	6.160	.000
	Within groups	469922.284	1571	299.123		
	Sum	486504.582	1580			
Reading Comprehension	Between groups	20721.891	9	2302.432	5.532	.000
	Within groups	653830.539	1571	416.187		
	Sum	674552.430	1580			

The results for Analytical Thinking did not have significant differences by the gender of the applicant nor by the regime and modality of the baccalaureate of origin. The results of the applicants in Mathematical Thought, Analytical Thought, Language Structure and Reading Comprehension presented significant differences related to the engineering program to which they aspired. In this sense, the significant difference between the results of the candidates for ChE, in all the areas of the admission exam, with respect to the rest, was conclusive. The multiple comparison test of Scheffe on the difference of means showed that in Mathematical Thought, the candidates for ChE did not have significant differences with those who aspired to EoE and CSE.

The test on the results of Analytical Thought showed that the students of ChE, EoE, GE, IE, ME and CSE do not present significant differences. That same test showed that the results in Structure of the Language of the candidates for ChE, EE, EoE, GE, BME and IE do not show significant differences. Finally, in the case of the results of Reading Comprehension, candidates for ChE, EE, EoE, GE, BME, IE and CSE did not show significant differences.

About the diagnostic test for engineering programs

The percentage of all applicants that obtained a Satisfactory result in each of the areas of the diagnostic test were: Mathematics 51.6%, Physics 34.9%, Written Language 57.4% and English as a Foreign Language 74.3%. The analysis per engineering program showed significant differences according to the program desired – see graph 3.

Graph 3. Percentage of the population that obtained a Satisfactory result by area of the diagnostic test and by engineering program.
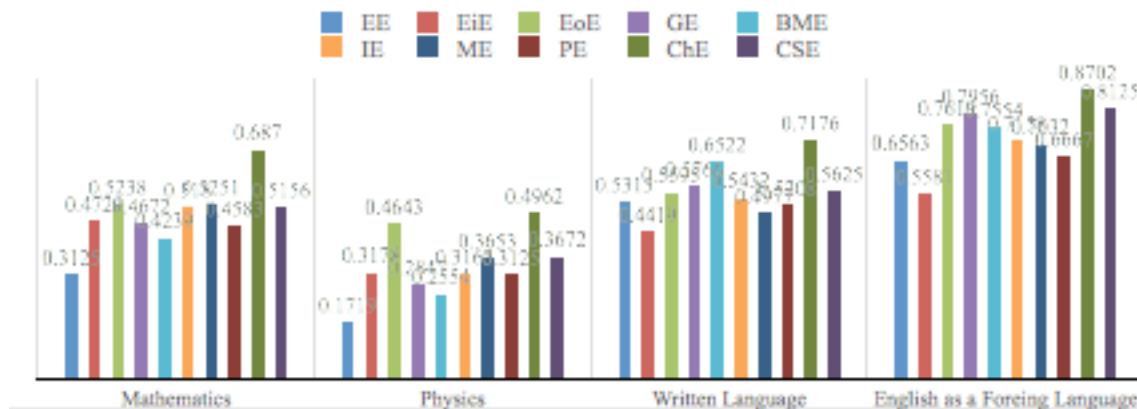
Source: Own elaboration with data from CENEVAL (2016).

The reiterative case was the results of the ChE ones, as can be seen in tables 4 and 5, for each of the areas of the examination. However, in the case of the area of Physics, for the applicants of EE there were also significant differences with other three careers, while those of EoE also have differences with the results for BME - see tables 6 and 7. In the case of the Written Language area, the applicants of EiE also presented significant differences with those that go for BME, in addition to the results for ChE. The analysis of the results for the English area also showed that the applicants for EiE have significant differences with those for G, BME and CSE –table 8.

Table 4. Tamhane test for multiple comparisons in Mathematics and Physics.

Independent variable:		Mathematics			Physics		
(I) Engineering	(J) Engineering:	Mean Diff. (I-J)	Dev. Error	Sig.	Mean Diff. (I-J)	Dev. Error	Sig.
Chemical	Environmental	.375	0.065	0	.324	0.057	0
	Electrical	.214	0.053	0.003	.178	0.051	0.027
	Electronic	0.163	0.062	0.345	0.032	0.063	1
	Geosciences	.220	0.052	0.001	.212	0.05	0.001
	Management	.263	0.046	0	.246	0.045	0
	Industrial	.169	0.042	0.002	.183	0.042	0.001
	Mechanical	.162	0.044	0.013	0.131	0.045	0.156
	Petroleum	.229	0.059	0.006	0.184	0.057	0.063
	Systems	0.171	0.053	0.059	0.129	0.053	0.498

*. The difference in means is significant at the 0.05 level.

Table 5. Tamhane test for multiple comparisons in Written Language and English as a Foreign Language.

Independent variable:		Written Language			English as a Foreign Language		
(I) Engineering	(J) Engineering:	Mean Diff. (I-J)	Dev. Error	Sig.	Mean Diff. (I-J)	Dev. Error	Sig.
Chemical	Environmental	0.21	0.064	0.063	0.21	0.064	0.063
	Electrical	.308	0.049	0	.308	0.049	0
	Electronic	0.105	0.052	0.873	0.105	0.052	0.873
	Geosciences	0.071	0.041	0.981	0.071	0.041	0.981
	Management	0.111	0.039	0.172	0.111	0.039	0.172
	Industrial	.151	0.035	0.001	.151	0.035	0.001
	Mechanical	.168	0.038	0.001	.168	0.038	0.001
	Petroleum	.200	0.053	0.011	.200	0.053	0.011
	Systems	0.054	0.041	1	0.054	0.041	1

*. The difference in means is significant at the 0.05 level.

Table 6. Tamhane test for multiple comparisons in Physics.

(I) Engineering	(J) Engineering:	Mean Diff. (I-J)	Dev. Error	Sig.
Environmental	Electrical	-.146	.063	.626
	Electronic	-.292	.072	.004
	Geosciences	-.113	.061	.957
	Management	-.078	.058	1.000
	Industrial	-.141	.055	.423
	Mechanical	-.193	.058	.046
	Petroleum	-.141	.067	.826
	Chemical	-.324	.057	.000
	Systems	-.195	.064	.113

*. The difference in means is significant at the 0.05 level.

Table 7. Tamhane test for multiple comparisons in Physics.

(I) Engineering	(J) Engineering:	Mean Diff. (I-J)	Dev. Error	Sig.
Electronic	Environmental	.292	.072	.004
	Electrical	.146	.068	.788
	Geosciences	.180	.067	.308
	Management	.214	.064	.045
	Industrial	.151	.062	.502
	Mechanical	.099	.064	.997
	Petroleum	.152	.073	.823
	Chemical	-.032	.063	1.000
	Systems	.097	.069	1.000

*. The difference in means is significant at the 0.05 level.

Table 8. Tamhane test for multiple comparisons in Written Language and English

Independent variable:		Written Language			English as a Foreign Language		
(I) Engineering	(J) Engineering:	Mean Diff. (I-J)	Dev. Error	Sig.	Mean Diff. (I-J)	Dev. Error	Sig.
Electrical	Environmental	-0.089	0.077	1	-0.098	0.074	1
	Electronic	-0.118	0.07	0.988	-0.204	0.064	0.075
	Geosciences	-0.127	0.062	0.845	-.237	0.056	0.001
	Management	-.199	0.057	0.027	-.197	0.054	0.015
	Industrial	-0.101	0.053	0.931	-0.158	0.052	0.107
	Mechanical	-0.028	0.058	1	-0.14	0.054	0.365
	Petroleum	-0.079	0.067	1	-0.109	0.065	0.99
	Chemical	-.268	0.053	0	-.308	0.049	0
	Systems	-0.105	0.064	0.993	-.254	0.056	0

*. La diferencia de medias es significativa en el nivel 0.05.

About the answers in the questions of attitudes to performance in school

The answers to the questions of the context questionnaire linked to the attitudes of the students can be classified into two categories: the first three ones - see table 9 - become positive thoughts, a focused mentality to strive and achieve what you want. The following four statements are associated with blaming others for successes or failures, assuming that situations beyond the control of the student themselves are the cause of their results and, therefore, do not merit great efforts to achieve success.

The positive thoughts of the students shown in the first three statements of Table 9 show high average results in general, while the negative thoughts had results well below the previous ones. In the statement that least coincided is the one referring to the need for greater family support with almost a point-of-three in the standard deviation.

Table 9. Descriptive statistics of the answers on some attitudes of the applicants.

Statement	Mean	Mode	St. Dev.	Minimum	Maximum
If I try hard enough I will succeed in school	3.52	4	0.57	1	4
Whether I do well or badly depends entirely on me	3.51	4	0.62	1	4
If I propose it, I do better in school	3.60	4	0.58	1	4
With other teachers, I would do better in school	1.86	2	0.85	1	4
If my family support me more, I would do better	1.86	1	0.99	1	4
My grades in school are due to my luck	1.28	1	0.59	1	4
My grades at school are due to things I can not change	1.41	1	0.69	1	4

With this information, hypothesis tests for independent samples were conducted to determine whether the distribution of responses to each of these statements was similar according to different categories such as: gender, origin-public or private-regime, high school modality - technological baccalaureate, general baccalaureate, technical professional, or other - with the engineering program to which they aspired to enter, and with the results in each of the four areas of the diagnostic test - Mathematics, Physics, Written Language and English - and of the admission exam - Mathematical Thought, Analytical Thought, Language Structure, Reading Comprehension.

Also, in the cases that merited, the correlation coefficients were calculated, and, although they are weak -between 0.07 and 0.16-, it is considered an opportunity to consider it in the attention strategies of the new students. The results are shown in tables 10 and 11.

Table 10. Results of hypothesis tests and correlation between the answers to the questions about students' attitudes by categories of diverse variables.

Statement	Gender	Baccalaureate		Eng. Program	Diagnostic examination area			
		Regime	Modality		Math	Phy	WL	EFL
If I try hard enough I will succeed in school	(+)	No	No	No	(+)	No	(+)	(+)
Whether I do well or badly depends entirely on me	(+)	No	No	(+)	(+)	(+)	(+)	(+)
If I propose it, I do better in school	(+)	No	No	No	(+)	No	(+)	(+)
With other teachers, I would do better in school	(-)	No	No	No	No	No	No	No
If my family support me more, I would do better	No	No	No	No	(-)	(-)	(-)	(-)
My grades in school are due to my luck	(-)	No	No	No	(-)	(-)	(-)	(-)
My grades at school are due to things I can not change	(-)	No	No	No	No	No	(-)	No

(+) Positive correlation (-) Negative correlation

Table 11. Results of the hypothesis tests and correlation of students' attitudes by categories of variables in admission exam area.

Statement	MT	AT	LS	RC
If I try hard enough I will succeed in school	(+)	X	(+)	(+)
Whether I do well or badly depends entirely on me	(+)	(+)	(+)	(+)
If I propose it, I do better in school	(+)	(+)	(+)	(+)
With other teachers, I would do better in school	X	X	X	X
If my family support me more, I would do better	(-)	(-)	(-)	(-)
My grades in school are due to my luck	(-)	(-)	(-)	(-)
My grades at school are due to things I can not change.	(-)	(-)	(-)	(-)

Discussion

The exploration of the information obtained from the applicants of the admission exam at ITCM in June 2016 shows that the majority of them came from a technological baccalaureate (58.6%), from a public regime (76%), and they are men (65.5%) . 60% of applicants applied to enter four of the 10 engineering programs offered by the institution (Industrial, Chemical, Mechanical and Business Management). The least demanded were Environmental (4%) and Electronics (5.3%).

The averages obtained in the admission exam at ITCM are significantly higher than those obtained at the national and state level, and those applicants coming from a technological baccalaureate were those who showed the best results. The latter is verified for the area of influence at ITCM and for the federative entity, although at the national level the same situation is not present.

The averages reached by the applicants in the admission exam - Mathematical Thought, Analytical Thought, Language Structure and Reading Comprehension - present significant differences according to the gender of the applicant for Language Structure and Reading Comprehension, resulting in better grades for the students. women; according to the regime of the baccalaureate of origin - public or private - of the student have significant differences for Language Structure and in Reading Comprehension, resulting with better averages who come from private baccalaureate. The results in Mathematical Thought presented significant differences in the case of the baccalaureate modality, being the aspirants that come from a technological baccalaureate who obtain better averages.

These averages of the admission exam also presented significant differences according to the engineering program to which they wish to enter, the candidates to ChE result with better averages in all the areas of the examination; those that go for EoE show similarity with those of ChE in all areas; applicants for CSE have similar results except in Language Structure. See Table 12 where these similarities were expressed. With this one could say that, removing the candidates for ChE, all the others would have results without significant differences.

Table 12. Table of multiple comparisons by difference of means in admission exam by engineering program.

Engineering Program	There are no significant differences for:			
	Mathematical Thought	Analytical Thought	Language Structure	Reading Comprehension
EE	All except ChE	All except ChE	All	All
EiE	All except ChE	All except ChE	All except ChE	All except ChE
EoE	All	All	All	All
GE	All except ChE	All	All	All
BME	All except ChE	All except ChE	All	All
IE	All except ChE	All	All	All
ME	All except ChE	All	All except ChE	All except ChE
PE	All except ChE	All except ChE	All except ChE	All except ChE
ChE	EoE, CSE	EoE, GE, IE, ME, CSE	EE, EoE, GE, BME, IE	EE, EoE, GE, BME, IE CSE
CSE	All	All	All except ChE	All

In the case of the engineering diagnostic test, the results in all areas are clearly better than the rest for the candidates for ChE, however, the candidates for EoE and CSE also present similarities in all areas. It also stands out that, in Physics, in addition to the previous ones, only the results of ME and PE are similar. See table 13 where the similarities are shown for the results in these exams that are of knowledge about the areas. In this case there is more variability among the profiles of the candidates for different careers, although in general it could be said that, even if the applicants of ChE and EoE were removed, there would still be some cases like EE or EiE that would have weaknesses in some areas, beyond those common to all.

In the case of attitudes, one could say that positive attitudes are stronger in applicants than weak ones. Positive attitudes are correlated with gender and women are the ones who are most present; whereas negative attitudes are more frequent in men. The expectation of greater family support does not show significant differences between genders or between the regime and the baccalaureate modality. In fact, for these last categories there is no difference in the results. By engineering program, only the perceptions that everything depends on me are different between one and other applicants, being those of ChE and CSE who think the most.

In terms of admission exams and engineering diagnosis, positive attitudes are directly correlated with all areas except Analytical Thinking with attitude If I try hard enough I will succeed.

Similarly, in the case of Physics results, the attitude about Everything depends on me is the only one that is correlated, the rest makes no difference.

Table 13. Table of multiple comparisons by difference of means of the diagnostic test by engineering.

	There are no significant differences for:			
Eng. Program	Mathematics	Physics	Written Language	English as a Foreign Language
EE	All except ChE	All except EoE, ME, ChE	All	All
EiE	All except ChE	All except ChE	All except BME, ChE	EE, IEoE, IE, ME, PE
EoE	All	All except EE, BME	All	All
GE	All except ChE	All except ChE	All	All except EiE
BME	All except ChE	All except EoE, ChE	All except EiE	All except IE
IE	All except ChE	All except ChE	All except ChE	All except ChE
ME	All except ChE	All except EE	All except ChE	All except ChE
PE	All except ChE	All	All	All except ChE
ChE	EoE, CSE	EoE, ME, PE, CSE	EE, EoE, GE, BME, PE, CSE	EE, EoE, GE, BME, CSE
CSE	All	All	All	All except EiE

The negative attitudes associated with It is the luck that I have, There are things that I can not change and With other teachers I would go better, they are only related to the gender of the aspirants, men are more convinced of it. The other categories associated with the type of baccalaureate and career do not have differences between them.

In the case of the categories of results on the admission exams and engineering diagnosis, the negative attitudes are inversely related to those; that is, those who have better results in Mathematical Thought, Analytical Thought, Language Structure, Reading Comprehension, Mathematics, Physics, Written Language and English present lower incidence in these thoughts; with the exception of There are things that I can not change that is only related to Structure of

the Language, also in reverse. This last attitude is not related to the results in Mathematics, Physics or English as a Foreign Language.

Conclusion

The analysis of the results of the EXANI-II exam for engineering of 2016 shows that the averages are better than their similar ones in the Tamaulipas and national levels. Also, that, on average, the applicants graduated from the technological baccalaureates obtain better results than the rest; and that the aspirants to enter Chemical Engineering stand out from all the rest in all the areas - Mathematical Thought, Analytical Thought, Structure of the Language, Reading Comprehension, Mathematics, Physics, Written Language and English - although in some of them the aspirants to Electronic Engineering and Computer Systems Engineering also have results with significant differences from others.

The applicants who come from the different baccalaureate regimes -public and private- do not present differences in the general, with the exception of the results for Structure of the Language where the applicants of baccalaureate under the private regime had better results. The positive and negative attitudes of the applicants, in general are associated with their gender, women have more positive attitudes than men and vice versa. The thought With other teachers I would do better in school is present in the same way in all categories of analysis, it makes no difference except in the gender of the aspirant, who most think about it are men.

The analysis of the performance of the applicants of the admission exams to an engineering program, associated with their perception of a series of assertions related to these positive or negative attitudes towards their success in school activities, showed that, the convictions about the need of striving to achieve the goal, are related to better results in all areas except Analytical Thinking and Physics. The answers to other teachers would be better do not present, on average, significant differences in each of the categories of analysis.

Those aspirants who weighed the negative attitudes to a greater extent on It is the luck that I have and If my family supported me more they presented lower results in all the areas of the exams. Whereas, those who think that there are things that I can not change showed lower results in the areas of the admission exam - Mathematical Thought, Analytical Thought, Language Structure and Reading Comprehension - as well as in English as a Foreign Language.

From all of the above, in general it is possible to conclude that the results of the candidates to study engineering in the areas of the admission exam - Mathematical Thought, Analytical Thought, Language Structure, Reading Comprehension - and the diagnostic test - Mathematics, Physics, Written Language and English as a Foreign Language - are related to the attitudes towards the study that they have sustained in their school trajectory. Thoughts like If I try hard enough I will succeed in school; Whether I do well or badly depends entirely on me; and If I propose it, I do better in school, they are associated with better grade averages in almost everything, except in Analytical Thinking and in Physics. On the other hand, if my family supported me more, I would do better; and My grades in school are due to the luck I have, they are associated with lower grade averages in all areas of the admission and diagnostic exams. The conviction that my grades in school are due to things that I can not change is only related to lower scores in the areas of the admission exam involving skills -Mathematical Thought, Analytical Thought, Language Structure and Reading Comprehension- and in Written Language of the diagnostic test.

In conclusion: the results of the examinations of skills and knowledge are related to the attitudes of students towards the study; these attitudes are associated with the gender of the students, women tend to have more positive attitudes and men towards negative ones; these attitudes do not vary from one high school of origin to another. The applicants of Chemical Engineering have results far above the rest of the candidates, although in some areas the candidates for Electronic Engineering and Computer Systems Engineering also have results above others.

Therefore, it is feasible to apply a differentiated strategy of income to the institution where not only elements of reinforcement in the basic areas for engineering are included, but also the attitudinal improvement towards the study of the students and with that of the results in their school trajectory. Teachers should also be aware of the attitudinal variables in learning and the role they should assume in a differentiated way with students of different engineering programs. Students of Chemical Engineering require greater challenges while those of Electrical Engineering or Environmental Engineering of greater support.

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EXPLORING THE GUIDANCE NEEDS OF SENIOR HIGH SCHOOL STUDENTS IN THE NADOWLI-KALEO DISTRICT, UPPER WEST REGION OF GHANA

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ABSTRACT

The purpose of the study was to assess the academic and career needs of students in senior high schools in the Nadowli-Kaleo District in the Upper West Region of Ghana. The descriptive survey design was adopted and a revised questionnaire was used as the research instrument. The multistage sampling technique was used to select 280 sample for the study. Descriptive and inferential statistics were used to analyze the data. The study indicated students that the academic needs of students includes developing effective learning skills, improving test taking skills and learning to manage time. Again the study showed that students' career needs includes using the internet for career information, knowing educational requirement for careers and relating interest with career. The study also showed that there was a statistically positive significant relationship between academic and career needs of students. Finally, the study revealed that there was a statistically significant career needs difference among the Form 3 students and their counterparts in the other levels. It was recommended that schools should capture the academic and career needs of students in their guidance programmes. Again, career guidance should be organized more frequently for final year students to help them prepare for their future careers.

Keywords: Assessment, Guidance needs, Academic needs, Career needs, academic level

Introduction

In every country education is the bed rock of its political and socio-economic development. In this regard it becomes mandatory for schools to assist pupils/students to realize their academic and career goals for both personal and national development. Over the years governments of Ghana considering education as a very important priority allocate a greater part of its annual budget for educational development with the hope that school children will have the opportunity to acquire quality education for national development. In giving quality education to pupils Lawson (2003) states that the school curriculum and guidance services must be well implemented in the education system. Stephenson (2013) buys into this consideration when he states that guidance and counselling programmes in schools are designed with the students/ pupils at the center to help address their academic and career needs among others. He indicated that it is when the school adequately and strategically provides the needs of students that they grow to become responsible adults ready to contribute refined knowledge and skills for national development.

If that is the situation then, it is an obvious fact that for an effective survival, we need guidance for ourselves and for our children especially those in school. Onumah (2004) indicates that guidance is the total programme of all the activities and services engaged in by an educational institution that are primarily aimed at assisting individuals to make and carry out adequate plans to satisfactorily achieve their academic and career needs. This study, therefore, was conducted taking into consideration the academic and career needs of students because academic and career development go "hand in hand" (Stephenson, 2013). It is again found in literature that there is a statistically significant relationship between academic and career needs (Oduro & Antwiwaa, 2015). This finding supports Addae (2014) who found that 73% of students in the University of Development Studies (Wa Campus) agreed that the careers they were pursuing were determined by the careers they want to choose in future.

Academic needs are concerned with opportunities for students to achieve their academic goals (Anderson, 2001). Literature indicate that students have different academic need to achieve their academic goals. Akore and Mintah's (2013) study in senior high schools in the

Dwabeso-Bia District found that 64% of students agreed that they did not use effective ways of learning to enhance their academic work, 72% agreed that they did not always read test instructions before they start work, and 56% agreed they did not read through their examination scripts before handing them over to invigilators. In their study Oduro and Antwiwaa (2015) state that students in senior high schools in the Asankragwa District have academic needs which includes time management and reading through examination scripts to do corrections. When students are bereft of academic needs, their academic achievement leaves much to be desired. In light of this the importance of academic guidance to address students' academic needs cannot be overemphasized (Stephenson, 2013).

Apart from senior high schools assisting students to achieve their academic goals, they are also mandated to assist students to achieve their career aspirations. This becomes possible if students' career need are satisfied by the school. Career needs are concerned with opportunities for students to explore and understand themselves in relation to their job aspirations (Anderson, 2001).to realize this goal, there should be resources in schools and communities for students to explore, identify and develop their career potentials (Stephenson, 2013).

In Ghana, educational reforms and innovations over the years did not leave out the career needs of the citizenry because it is necessary for them to acquire professional careers throughout their life (Afful, Tweneboah & Kosi, 2001). It could be of this reason that Anamuah Mensah's (2007) committee's report on Educational Reform in Ghana cited in Ziita and Ammanu (2014) recommended that governments should make provision for skills training in schools, as a way of exposing students to more career opportunities. Kelley and Martinson (2004) indicates that career is a profession for which one trains and undertaken as a permanent calling. They further opined that career being the combination of all jobs and occupations engaged in by the individual in his or her lifetime is a lifelong activity and must be well planned taking into consideration the career needs of individuals.

Literature indicates that the ultimate aim of education is self-development for gainful employment and that entering better jobs after schooling remains the dream of students (Gyan,

Aboagye & Oti, 2000). To make this dream a reality for students, Guidance and Counselling Units in senior high schools are specially mandated by governments to provide students with the necessary career needs they require for their future career choices (Stephenson, 2013). The importance of career issues in Ghana has attracted some empirical studies in some SHSs. In exploring students' career needs Akore and Mintah (2013) found that 68% of students agreed that they have difficulty in identifying their interest in relation to careers. In another study to identify the career needs of students in SHSs in the Asankragwa District in the Western Region, Oduro and Antwiwaa (2015) found that students did not know the essence of educational requirements for career choice; and using the internet to access career information.

It has been indicated in literature that there are demographic differences in career and academic needs (Mamossa & Gerhack, 2000; Oduro & Antwiwaa, 2015). For example, Mamossa and Gerhack (2000) study indicates that there was a statistically significant difference among students in the various levels in SHSs with regard to career needs. They again found that there was a statistically significant difference among students in the various academic levels in SHSs, with regard to academic needs. They explained that Form 3 students were at the verge of writing their final examinations so needed academic assistance that would help them graduate with good grades for further education.

STATEMENT OF THE PROBLEM

Guidance and Counselling has evolved, overtime, as a profession designed to deliver services to students in order to support them in academic and career contexts of their lives (Stephenson, 2013). This means that the importance of the provision of academic and career guidance, among other services, in schools cannot be overemphasized because of the important roles they play in preparing students sufficiently for responsible adult life (Onumah, 2000). However, studies indicate that students were not satisfied with the provision of academic and career guidance in senior high schools (Oduro & Antwiwaa 2015; Mamossa & Agerhack, 2004). This means that some students in second cycle institutions are left unguided when pursuing their academic and career goals. It therefore becomes imperative for schools to find out the guidance needs of students and address them since unmet academic and career needs of the individual leave them not adequately prepared for their future adult responsibilities. The researcher is from the Nadowli-Kaleo District, and his interaction with some students from the SHSs in the district

revealed that they did not benefit from the guidance programmes organized in their schools. In light of this, this study sought to identify the specific academic and career needs of students in the Nadowli-Kaleo District of the Upper West Region in Ghana.

OBJECTIVES OF THE STUDY

The objectives of the study were to:

Identify the academic needs of senior high school students in the Nadowli-Kaleo District.

Identify the career needs of senior high school students in the Nadowli-Kaleo District

Identify the relationship between academic and career needs of senior high school students

Identify the difference in the career needs among the different levels in senior high schools in the Nadowli-Kaleo District.

Identify the difference in the academic needs among the different levels in senior high schools in the Nadowli-Kaleo District.

RESEARCH QUESTIONS

What are the academic needs of senior high school students in the Nadowli-Kaleo District?

What are the career needs of senior high school students in the Nadowli-Kaleo District?

What is the relationship between academic and career needs of senior high school students in the Nadowli-Kaleo District?

HYPOTHESES

HO1: There is no statistically significant difference in career needs among the different academic levels in senior high schools in the Nadowli-Kaleo District.

HO2: There is no statistically significant difference in academic needs among the different academic levels in senior high schools in the Nadowli-Kaleo District.

METHODOLOGY

This study employed the descriptive survey design. The descriptive survey provide a meaningful picture of respondents' opinions thereby making it possible to identify the academic and career needs of students for guidance purpose. The population of this study comprised the Queen of Peace Senior High School in Nadowli and the Secondary/Technical Senior High School in Kaleo. Census sampling method was used to select the schools because they were the only two senior high schools in the district. The stratified sampling method was used to select representative samples from each school. Thereafter, the convenience sampling which is also referred to as opportunity sampling (Lundburg, & Greener, 2000) was used to select the sample for the study. In this technique the nearest persons were chosen as respondents for the study.

A modified instrument tagged Students' Needs Assessment Questionnaire (SNAQ) adapted from Students Needs Assessment Survey by Nkrumah and Tetteh (2005) was used to gather data for the study. The questionnaire was pretested using 20 students from Winneba Senior High School. The pre-test helped the researcher to do some modifications in the questionnaire to suit the study. After that the Cronbach alpha was used to determine the reliability of the instrument. 0.73 was obtained, which meant that the instrument was useful (Landburg & Greener, 2000). Students were asked to complete the questionnaires consisting of two domains of guidance needs: academic and career needs. The instrument had four point likert scale with the following ranges: No need (NN) = 1.00 – 1.75; Little need (LN) = 1.76 – 2.50; Average need (AN) = 2.51 – 3.25; Great need (GN) = 3.26 – 4.00. Data collected on the study were analysed using means, Pearson Correlation and One Way Analysis of Variance.

FINDINGS AND DISCUSSIONS

Distribution of Respondents by Academic Levels

Two hundred and eighty students were chosen for the study. The data showed that 115(41.07%) respondents were Form 1 students, 76(27.14%) respondents were Form 2 students and 89(31.79%) respondents were Form 3 students.

Research Question 1: What are the academic needs of senior high school students in the Nadowli-Kaleo District? This question was posed to find out the specific academic needs of senior high school students. The result is presented in Table 1.

Table 1 Mean Scores to determine Students' Academic Needs

Item	NN	LN	AN	GN	Mean	Std.
Developing effective learning skills	43	50	71	116	3.46	0.75
Improving test taking skills	-	16	121	143	3.83	0.38
Reading through examination scripts	35	142	66	37	1.78	0.44
Learning to manage time	37	62	75	106	3.28	0.73

Note: NN = 1.00 – 1.75; LN = 1.76 – 250; AN = 2.51 – 3.25; GN = 3.26 – 4.00

The data in Table 2 show that students had great need for developing effective learning skills, improving test taking skills and learning to manage time with the mean scores of 3.46 (SD = 0.75), 3.83 (SD = 0.38), and 3.28 (SD = 0.73) respectively. The result that students have great need in developing effective learning skills corroborates the findings by Akore and Mintah (2013) which indicate that students do not write good notes nor ask questions in class. The authors also found that students needed good test taking skills because they did not read examination instructions and do not also read through their scripts before submission. Again, the finding that students had great need for time manage also confirms the study by Oduro and Antwiwaa (2015) which indicate that students' attitude for time management was poor. It could be said that students having these academic needs are likely to have difficulties with their academic performance because as indicated in Stephenson (2013) one of the objectives of the guidance and counselling programmes in schools is to assist students to develop effective learning skills and a good sense of time management to improve academic work.

Research Question 2: What are the career needs of senior high school students in the Nadowli-Kaleo District? To answer this question, students were asked to rate themselves on their career

needs. The purpose was to identify the specific career needs of students. The result is presented in Table 3.

Table 3 Mean Scores to determine Students' Career Needs

Item	NN	LN	AN	GN	Mean	Std.
Using community resource for career development	115	73	42	50	1.62	0.73
Knowing education requirements for careers	32	65	69	114	3.29	0.82
Relating interest with careers	40	58	64	118	3.37	0.63
Using internet for career information	35	59	70	116	3.32	0.71

Note: NN = 1.00 – 1.75; LN = 1.76 – 250; AN = 2.51 – 3.25; GN = 3.26 – 4.00

Information on Table 3 indicate that students had great need in relating interest with careers (M = 3.37, SD = 0.63), using the internet for career information (M = 3.32, SD = 0.71), and knowing educational requirements for careers (3.29, DS = 0.82). The finding that students have great need in identifying interest with career supports the finding by Akore and Mintah (2013) which indicates that students have difficulty in identifying their career interest. This is a big challenge to students because one's interest enables one to select one's careers that best suit them (Stephenson, 2013). The current finding which indicates that students have great need in knowing academic qualifications for careers corroborates the study by Oduro and Antwiwaa (2015) which indicates that students did not know that jobs have academic qualifications as requirement. Perhaps, this supports some Ghanaians' assertion that the most important thing is to complete school and obtain a certificate to acquire a job; in-service training enables employees to develop their careers until retirement (Nkrumah &Tetteh, 2005) The current finding which reveals that students had great need in using the internet to assess career information supports the study by Oduro and Antwiwaa (2015) which found that because students were not connected to internet they were not able to use the internet to search for career information. The study area is in a similar situation because it has been found by Ziita (2014) that about 66% of senior high schools in the Upper West Region of Ghana has no internet connectivity (Ziita, & Ammanu, 2014). Perhaps, that accounted for the finding.

Research Question 3: What is the relationship between academic and career needs of senior high school students in the Nadowli-Kaleo District? This question sought to indicate the relationship between career and academic needs. The result is presented in Table 3.

Table 3 Pearson Moment Correlation Matrix of Academic and Career Needs of Students

Variable		Career	Academic
Career	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	280	
Academic	Pearson Correlation	.167**	1
	Sig. (2-tailed)	.005	
	N	280	280

Note: *p < 0.01

Table 3 shows the relationship between academic and career needs of students. It is revealed that Pearson correlation coefficient of .167 with a probability value (p-value) of 0.005 is significant at 0.01 level. The finding shows that there is a statistically positive significant relationship between academic and career needs of students. The null hypothesis was therefore rejected. The positive Pearson correlation figure shows that there is a positive relationship between the two variables. Thus, as one variable increases, the other variable also increases. It can therefore be inferred that as the academic needs of students increase, the career needs of students increase and vise versa. This statement is well expressed in the words of Stephenson (2013) that academic and career development of student should go 'hand in hand'. Similarly, Anapla and Sakdim (2001) indicates that highly paid jobs require high academic qualifications and for that reason individuals sacrifice their time, money and energy for high educational qualification with the hope of securing good careers.

Hypothesis 1: There is no statistically significant difference in career needs among the different academic levels in senior high schools in the Nadowli-Kaleo District. The hypothesis was tested to find whether there was a statistically significant difference among Form 1, Form 2 and Form 3 students with regard to career needs. The result is presented in Table 4.

Table 4

One Way ANOVA of career needs among the different levels

Sources of variance	Sum of squares	Df	Mean	F-Cal	P
Between Groups	1.084	2	.542	5.213	.006
Within Groups	28.812	277	.104		
Total	29.896	279			

Note: *p < 0.05

Table 4 presents the results obtained from the One-Way ANOVA. The result shows that the p value of .006 is less than the significant level of 0.05 implying that there was a statistically significant difference in the ways students in the various levels have career needs [$F_{(2,277)}$ = 5.213, p < .05]. In this respect the null hypothesis was rejected. A post-hoc test of multiple comparisons using Tukey Honesty Significant Difference (HSD) test was therefore, employed to assess the group means in the independent variable to determine the level that accounts for the significance in difference. The result is presented in Table 5.

Table 5   Post Hoc Result of career needs among the different levels

Level	Mean	SD	Sig
From 1	3.04	.279	
Versus			.150
Form 2	3.14	.336	
Form 2	3.14	.336	
Versus			.533
Form 3	3.19	.353	
Form 3	3.19	.353	
Versus			.004*
Form1	3.04	.279	

Note: *p < 0.05

The Tukey HSD test proved that there were no significant difference in the mean scores between From 1 students (M = 3.04, SD = .279) and Form 2 students (M = 3.14, SD = .336) but there was a significant difference in the mean scores between Form 3 students (M = 3.19, SD = .353) and Form 1 students (M = 3.04, SD = .279) with regard to career needs. However, there was no significant difference in the mean scores between Form 3 students (M = 3.19, SD = .353) and Form 2 students (M =3.14, SD = .336) with regard to career needs. The finding of this study supports Mamossa and Agerhack's (2011) study which revealed that there was a statistically significant difference in career needs among the different levels in SHS. In reference to the current study, the mean scores among the different academic levels showed that Form 3 students had high career needs than their counterparts in the other levels. A possible reason for the current result could be that final year students have the tendency in searching for jobs after graduation in case they did not get the required grades and/or financial support to pursue tertiary education. (Gyan, Tweneboah, & Oti, 2002). Career information is very important for this cohort of students so that those who want to work after graduation could do that without much difficulty. For example, in Ghana it is well known that the Ghana Police Service, Ghana Armed Forces, Ghana Prisons Service and The Migration Service recruitment senior high school graduates for employment.

Hypothesis 2: There is no statistically significant difference in academic needs among the different academic levels in senior high schools in the Nadowli-Kaleo District. The hypothesis was tested to find whether there was a statistically significant difference among Form 1, Form 2 and Form 3 students with regard to academic needs. The result is presented in Table 6.

Table 6   One Way ANOVA of academic needs among the different levels

Sources of variance	Sum of squares	Df	Mean	F-Cal	P
Between Groups	.017	2	.009	.198	.820
Within Groups	11.941	277	.043		
Total	11.958	279			

Note: $^*p < 0.05$

Table 6 presents the results obtained from the One-Way ANOVA. The result shows that the p value of .820 is more than the significant level of 0.05 implying that there was no statistically significant difference in the ways students in the different levels have academic needs $[F_{(2,277)} = .198, p < 0.05]$. In this respect the null hypothesis was accepted. This finding contradicts Mamossa and Agerhack (2011) who found that there was a statistically significant difference in academic needs among students in different forms in the SHS. The reason for the current finding could be that every student, no matter their academic levels, want to be academically good so that they would be sure of gaining admission into tertiary institutions (Stephenson, 2013).

CONCLUSIONS

From the findings of the study, it could be concluded that:

Students' specific academic needs include improving test taking skills, developing effective learning skills and learning to time management

Students' specific for career needs which include relating interest with careers, using the internet for career information and knowing educational requirement for careers.

There was a positive statistically significant relationship between career and academic needs of students.

There was a statistically significant academic needs difference among the different academic levels in the senior high schools

There was no statistically significant academic needs difference among the different academic levels in the senior high schools

IMPLICATIONS FOR GUIDANCE

One of the functions of education is to provide opportunities for each student to reach their full potentials in the areas of educational and career development. It is a fact that students hope to be gainfully employed after schooling and for that reason they need the school to assist them to pursue their academic and career goals concurrently. To achieve this schools must ensure that guidance services, which are essential support services for students' academic and career development are well implemented. Many occasions, students do not patronize guidance programmes simply because their needs which may include academic and career are not captured in such programmes. School counsellors would do a great service to students if they are able to find out students' needs and organize programmes such as academic guidance and career guidance frequently for them most especially when they are in the final year.

RECOMENDATIONS

In other to ensure that senior high school students are assisted to achieve their academic and career needs, school counsellors should include academic and career needs in their guidance and counselling programmes.

Teachers should give academic as well as career information to students during classroom interactions. Because teachers meet students frequently in class and are therefore better positioned to give informally some academic and career information to their students for them to adjust favourably in those areas.

Career guidance should be organized more frequently for final year students than their counterparts since there is the possibility that some of them would like to work after graduation.

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STIMULATING ENTHUSIASM IN ARCHITECTURE PEDAGOGY FEMALE ARCHITECTURE SCHOOL IN SAUDI ARABIA

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ABSTRACT

The aim of this paper is to discuss the students' enthusiasm stimulating in the architecture pedagogy in Saudi female Architecture Dept. at Effat University, Jeddah, KSA. The focus is on the students-instructor interrelationship that fosters and improves the quality of the educational process as well as encourage the students' passion to learn and use all of their capabilities. The objective is to provide focus on teaching practices in the architecture design studios by describing case studies, teaching and learning innovations and applied projects among female students' architects in the kingdom of Saudi Arabia. Many interviews were implemented with four design instructors who have received a high students' course evaluation especially in "encouraging enthusiasm among students" attribute in addition to interviewing their students. The methodology adopted for the purpose of this research is a qualitative methodology based on the thematic analysis of the data collected through the interviews.

This research meshed the light on how traditional educational methods impact architecture education practices and architectural design studios outcomes. Thus, this research is a multidisciplinary overview of research efforts to exchange ideas about on-going and future research opportunities focusing on stimulating enthusiasm in architecture pedagogy, to provide inspiration and guidance to students and academics. The aim is to contribute to the enhancement of educational practices in the Middle East, especially for female students.

Keywords: Enthusiasm. Architecture Pedagogy . Female Students. Saudi Arabia

1- Introduction

The aim of this paper is to discuss how to stimulate enthusiasm within architecture pedagogy in Saudi female students' architecture department at Effat University, Jeddah, in the Kingdom of Saudi Arabia. The focus is on instructor-student interrelationship built as it has been adopted in several cases in the design studios courses at different levels at architecture department. The objective is to provide focus on innovation in the architecture design studios within the opportunity to present case studies, teaching and learning innovations and applied projects among female students' architects in the kingdom of Saudi Arabia. The aim is to foster initiatives that influences students' behavior, instructors' decision-making, and educational adopted policy. That is in some courses; instructors can be more effective and can assess that effectiveness through innovation. A new approach to teaching that integrates active learning and architecture studio design teaching methods to create a more unified process. It aims to clarify classroom activities and implementation to get students to be more motivated to learn and investigate innovative ideas for incorporating learning and assessment techniques. Furthermore, it describes how Saudi female students are becoming more successful in the architecture design studios especially in a conservative culture of Saudi society.

The research case studies chosen are studio design courses from junior to senior levels at the College of architecture at Effat University in Jeddah. The study emphasizes the innovation, implementation and the barriers and difficulties in teaching architecture design courses to Saudi female students.

Many interviews were implemented with four design instructors who have received a high students' course evaluation especially in encouraging enthusiasm. The interviews took place in their offices, as they indicated they preferred that particular setting. Generally, these instructors were very open to sharing their viewpoints on students' experience. Furthermore, the interviews with students took place in their classes, these places can be considered to be a "natural setting" for the concerned interviewees, which is assumed to increase the likelihood of naturalistic responses (Adams, et.al , 2008).

2. Literature Review

Architecture is one of the most critical areas of education because of its special characteristics; architect students have the chance of interactive learning by doing rather than passive ways that has no way of students' participation. Architecture design education is process oriented rather than product oriented. (Hassanpour, B.; et.al, 2015)

Architecture education process encompasses the transfer of a body of knowledge to students, the evaluation of the performance of the students as well as socialization. It is a fundamental instrument that preparing future generations and decision makers (Mostafa 2016). Actually, it is more than transmission of knowledge for students' architects. Furthermore, it aims to the full development of the student both as an individual and as a member of society and inculcating the development of his/her character and thus promotes the social, spiritual, intellectual and moral development of the student. It is geared towards the preparation of the students for participation in the life of the society (Olotuah, et.al 2016). In this context, the architecture educator is expected to provide his/her students with the skills that enable them to be eligible in architecture practice (Olotuah, et.al 2016). One of the most famous teaching methods in high learning institutions is the lecturing. However, the education practice in architecture schools assures that it is always better and more efficient to let students learn through practice rather than usual lectures (Mostafa 2016).

In addition, creating interest in learning make a profound shift in architecture pedagogy as without interest attention is lost, and so there can be little understanding. It should be added that the main focus of the educational process should not be the assessment only, the learning process during the lectures or the practical project and the learner's experience are the matter especially in architecture studio (Utaberta, et.al 2013) and (Mostafa 2016). According to Marton & Shirley, 2009, the sense data can be gained by an observer student without necessarily implying understanding when causing a major change in his/her way of seeing, experiencing, handling, and understanding aspects of the world.

The design studio is the primary course of study for architecture students and the hub of the architectural program as it is often assigned about 50% of required credit hours and courses for graduation. It is also the work place where students acquire and develop skills of shaping, ordering and articulating the built environment. The design studio lies at the heart of architectural education where learning through a well-documented pedagogical process of 'learning by doing' forms the primary student experience. Teaching architectural design means

different things to different people; each educator teaches according to his/her own set of ideologies and beliefs and in a manner that is distinct from others. Furthermore, they aim that the architecture students could grasp the basics of design for effective application in real life in response to social needs of the culture that supports the school. (Olotuah, et.al 2016)

Many academic researchers, who are working within architecture education field, have been attracted to the enthusiasm stimulation and the researchers have studied a broad spectrum of important factors and critical points regarding the teaching skills role in promoting the enthusiasm among students in different levels of education. The enthusiasm that helps young students to activate their powers in the way that promotes the best interests of their fellow beings and themselves and fire their desires in doing and learning more and more. It has reached the point that (Bain, 2004) warned educators to stuck to the traditional methods of teaching that are basing on a list of do's and don'ts list and leading directly to feel disappointed and challenged. In a research that is conducted by (Hammer, D. et.al, 2010) and discussed the best teaching methods, confirmed the importance of the good communication between instructors and their students that stimulate passion, enthusiasm and commitment to learning.

(Benekos, 2016) in his study about how the good teaching contributes to stimulating the enthusiasm in education process among students, he referred to three characteristics, the teacher must have: engaging personality, knowledge, and pedagogical skills. In addition to creating an active learning environment, effective group work in the classroom, helping students in creating success, teach students to learn 'metacognition', interactive practices, and tap into students' motivation that all are trikes for encouraging enthusiasm. The teacher kindness, respect for students, caring and high expectations are traits that affects the students desire in learning in a good way. Three domains are actually essential for good teaching experience in general: professor and students relationship, teaching methods, and knowledge" (Miron, M.& Mevorach, M., 2014).

The teacher attitude toward students in some cases may matter more than pedagogy skills and the good teacher should have four qualities that support the interrelationship with students, make the educational materials more interesting and engage students in learning: knowledge, communication skills, interest, and respect for students. In addition to passion for teaching, that was the most important and frequent response in a survey conducted to recognize the important teaching skills. Therefore, combining both of knowledge and passion characterize the good

teacher. Passion of teaching includes the ability to stimulate active learning rather than passive in the way that teaches students how to learn and to instill enthusiasm and interest in learning. Teaching is a career that necessitates enthusiasm, engagement, and continuing development. (Benekos, 2016)

Enthusiasm is not only essential to overcome learning difficulties, but it takes part in the essential human needs that include: physiological needs, safety, love and belongings, esteem, and self-actualization. According to Maslow's hierarchy, the need for "love and belonging" and the "self-actualization" are coming after the most essential needs for human surviving and both might be directly associated with enthusiasm and motivation to learn and success. Students might work longer, harder and with more vigor and intensity when they are motivated than when they are not. (Kirci, N.& Yildirim, K., 2013)

3. Research Methodology

The research methodology approach is based on a theoretical background and on the gathering of empirical evidence. It is a qualitative research method where the basic concern is to deeply understand and interpret conditions without numerical data. The core of this research is based on totally understanding relations at different levels and interpreting outcomes. Thus, qualitative research method has been selected since it is a method enabling understanding of the context and the data collection tools providing flexibility to the research.

The standardized open-ended interview is structured in terms of the wording of the questions. Participants are always asked identical questions, but the questions are worded so that responses are open-ended. These open-ended interviews allow the participants to contribute as much detailed information as they desire and it also allows the researcher to ask probing questions as a means of follow up. Standardized open-ended interviews are likely the most popular form of interviewing utilized in research studies because of the nature of the open-ended questions, allowing the participants to fully express their viewpoints and experiences. If one were to identify weaknesses with open-ended interviewing, they would likely identify the difficulty with coding the data (Creswell, 2007).

Since open-ended interviews in composition call for participants to fully express their responses in as much detail as desired, it can be quite difficult for researchers to extract similar themes or codes from the interview transcripts as they would with less open-ended responses. The data

provided reflected an overall perspective of all interview responses through the coding process. The results indicate positive experiences and opportunities; risks, threats and obstacles. Furthermore, the basic goal of this qualitative research method used a "purposive" sampling method. For this reason, the researcher has selected purposeful sampling method in order to ensure that individuals that are considered to have good knowledge on the subject were selected.

The case studies chosen are architecture female design studio design courses from junior to senior levels at the College of architecture at Effat University in Jeddah. The study emphasizes the innovation, implementation and the barriers and difficulties in teaching architecture design courses to Saudi female students.

Many interviews were implemented with four design instructors who have received a high students' course evaluation especially in encouraging enthusiasm among students. The interviews with instructors took place in their offices, as they indicated they preferred that particular setting and the interviews with students took place in their classes as these places can be considered to be "natural settings" for the concerned interviewees, which is assumed to increase the likelihood of naturalistic responses (Adams, et.al , 2008)

In line with recommendations of (Fontana, A., & Frey, J. , 2000) and (Legard, R., et.al, 2003), a list of key topics and issues to be covered were prepared during the interviews. In each of the interviews, the focus was on the interviewees' perspectives on and ideas about students' performance in the class environments. Taking into account that "student experience" is an abstract concept to talk about; the instructors were prompted to describe how a particular concept for the selected students' case originated. Each interview started at a fairly "surface-level" (Legard, R., et.al, 2003).The interviews with the four instructors followed a similar design, starting with "surface-level" questions relating to the participants' involvement in class experience case. Then interviewees were asked about their viewpoints on students' reaction and experiences in the class environments from the juniors to the more advanced studios. Furthermore, more questions on elements relating to the culture and female students' behavior discussing aspects spontaneously in the flow of the interviews. The interviews with instructors and students lasted between one hour and one hour and a half. All the interviews were audio taped and transcribed.

The major questions asked for the purpose of this research are: How is the educational process adopted in the architecture studios? What kind of innovations appear in the students' projects?

What are the information resources available that enhance the students' performance? Which innovations did you learn and which are the ones you have used? Are there any educational systems that have been used and then were aborted due to cultural constraints with female students? Who or which positions have important influence in the decision making process related to students' performance? What are the prohibitive and initiative factors for developing such successful projects? Another set of questions were prepared for students such as: How did they get involved in the education process? What are the major gains from innovating design studio? The rest of the questions were related to the culture restrictions and how their families support them.

The transcription of the interview data were read multiple times, looking for patterns of thought and themes for further investigation (Fetterman, 1997). Then, three approaches were developed to analyze data collected. First is the use of a descriptive method and present data by directly quoting individuals. The second is systematical analysis. In the third approach, the researchers presented their own interpretations; they stepped forward with subjective and participative values. Descriptive analysis method is composed of mainly the first and to some extend the second method and content analysis method is composed of the second and third stages.

4. Data Analysis

The analysis of the interview transcription was revised by both researchers to extract similar themes. All interviews were transcribed and initial reading and re-reading of the interview transcripts were followed by assigning codes to specific phrases, used by the interviewees, or to sections of text. Codes were assigned each time an interviewee discussed one of these aspects in literal terms, but also when, in our opinion, they clearly were talking about a certain aspect, related to students' experience. Additional coding was performed throughout all interview transcripts, and coding was refined through repeated inspection demonstrates, the use of visuals in research allows students to convey complex information in an innovative way.

The basic goal of the content analysis method helped to reach concepts that describe regarding the interrelationship between students and instructors in architecture studio. Data collected is conceptualized and organized around defined themes. Content analysis contains four phases which are coding data, defining themes, organizing/defining data according to codes and themes and interpreting findings.

Defining Themes: In this phase based on the codes previously identified different related themes to the students' enthusiasm and architecture pedagogy. To do so, these codes were gathered together clarifying their similarities and differences.

5. Case Studies

Case 1: First Case Study; junior students and their instructor interviews. In this case study, the instructor was interviewed as well as her students. The project was a Waterfront Cafeteria on Jeddah's Cornish that it was based on the idea that it is a simple design and has uncomplicated spatial composition. The project was evaluated through a competition between all junior students in an internal event. The instructor announced that the waterfront cafeterias which were designed by her students are ready for dining pleasure event. Invitations were sent for all faculty members of Architecture Department entitled "Grand Opening", they were invited for meeting students with their projects, celebrating, and food experience with various menus based on the architectural style of each cafeteria; e.g. traditional, Japanese, etc....

The event was established for integrating students into a real life experience, to be engaged with the community and start experiencing the design professionally. The instructor asked her students to imagine that they own the cafeteria and they had to design an experience for their guests. One of the students chose the fishing and the seafood menu to be her design generator; therefore, she brought the Sushi for the invited faculties in the event day. Another student introduced fruits and juices that matched her idea generator of affording a healthy menu and exercises for guests. Many ideas stimulate students' enthusiasm to talk with invitees, interact with them, and present their ideas. The whole experience alleviated the stress that affects students in their first academic experience, and may affect them negatively in the future. Instead, they earned them more confidence and the ability to interact with the community in a real and not a contrived experience.

Fig (01, 02) Case study 01: Grand Opening Event by studio 1 students.

Case 2: Second Case Study: Intermediate studio Design course students and their instructor were interviewed. The project was Jeddah's Culture Museum-an interactive experience. A spatial experience within multiple stories of Jeddah City was the main idea of the intended project. The instructor mastered a collaboration of 100 students from five sections to design and establish a full size 1:1 model of a museum. The instructor asked his students to think how to engage the real guests' minds by tricking them and controlling their perceptions through mazes and illusions introducing it in an attractive and impressive real experience. The students were asked to solve all functional, structural and experiential problems. The students were concerned how to merge the imaginary concepts on limited materials and work in a group of 100 students. Inspiration, organizing time and groups, and challenging students are the strategies that the instructor followed on to stimulate 100 female students' enthusiasm. The female students who live in a very conservative culture, had to stay late working hardly with each other for hours in an interactive atmosphere at the college. It should be added that the instructor aimed to give his students a real life experience, during which they shares challenges, pain, fun and the real meaning of a collaborative work. During the interviews, they shared many stories about their collaborating, socializing, dancing and crying and laughing. They believe they are very lucky to have such experience, which met guests' impress. The whole experience motivated the instructor to adopt similar innovative way of teaching in the following term after. The instructor has been inspired by students' ideas, for example, one group designed a movable model so he asked his new students to make a kinetic space that moves and changes. Furthermore, the students who used to work in an interactive atmosphere asked their new instructor in the following studio to follow the same teaching approach and use similar methods that motivate them and prompted him to change old teaching strategies in the classroom that have been used repeatedly.

Fig (03, 04) Case study 02: Jeddah's Culture Museum-an interactive experience - a collaboration work between architecture studio4 students and Design studio 2 students.

Case 3: The third case study is the more advanced studio design course, the urban design course. The students and their instructor were interviewed and the research project was a redesign of a transitional mixed-use downtown district in Jeddah of Saudi Arabia. The main aim of the project is to provide undergraduate female students with the experience of producing a team-based design proposal in a manner consistent with the output of professional urban design and planning firms. Authentic experience and assessment using a list to-be-contracted project with an actual client is at the heart of this project. The instructor's main goal was to add a life experience through direct student engagement in authentic real world problems. He helped his students to be engaged in a series of experiences that heighten the need for, and opportunity to discover new knowledge in the field of urban design. From the viewpoint of the students, it was a fruitful real experience that they were able to visit a real site, interviewing the district's inhabitants, and asking and discussing real problems with real people who used to segregate the women in closed protected places.

Fig (05, 06) Case study 03: Redesign a transitional mixed-use downtown district in Jeddah of Saudi Arabia by architecture studio 6 students.

Case 4: The fourth case study is a senior students in studio 7 course. The students and their instructor were interviewed and the research project was a design a cultural museum. The teaching approach is to encourage students to participate in a local competition. The students had the opportunity to compete in a professional experience. They met the client several times especially in the first stages of design. The instructor prepared his students to be engaged in

design controversies, present the problem solution, accept criticism of their designs, discuss, develop and conceive. The students were eager to prove their competitive capabilities.

6. Research Results

Data collected from student interviews were transcribed by the researchers. Each interview was analyzed and coding system was used to present a complete thought or idea. The coding repetition were then assigned to a specific theme that appeared to be consistent with the data (Glaser, B.& Strauss, A., 2000). During the analysis of faculty and students' interview transcripts, several categories of factors were found to be consistent across multiple experiences in the four different studio courses. Some of these categories were similar to the one addressed in the initial literature review. That is, all of the themes identified in the literature review were found in the thematic analysis of the interview data.

6.1 The Students' Social Interaction and Collaboration:

There are multi-interacting social circles that affect the education process in the architecture studios and affect students' enthusiasm:

The instructor-students' interaction represents a richer interpretation of the students' professional and personal relationships with the instructor. An important factor that has affected the success of these studios is the communication methods the instructors were using to establish confidence in the students by challenging them and giving them freedom to decide how to think, solve design problems, go out of the box and departing from the usual or not. That is in all four studio-teaching cases, instructors avoided issuing direct orders.

Furthermore, the analysis indicate that the instructors develop their own methods that support their relationship with students in a way that stimulate the enthusiasm as follows:

Body language and verbal communication is a very important tool to discuss and conceive students, how to look to students and tell them is really matter.

Feeling responsibility, it is very important for establishing a strong professional and personal relation between the instructor and his/her students is to feel responsibility and dedicated toward student education. It is very matter for students to care how to support them in their first steps in learning and enforcing society.

Companion and being there with students. The instructor's companion in the site visit is very important to support and encourage female architects' students to break in the conservative society that is not common to see the scene of women are surveying, questioning, collecting data, and taking photos in public. Moreover, younger students are more closely associated with the person of the instructor and his instructions. Younger students show a strong instructor's association and a sense of fear of the unknown and put confidence in him/her as a role model to follow. The students became more confident when the instructor is present constantly to follow, review and encourage.

Leadership: the instructor became a leader to his/her students when he/she knows how to burn the students' enthusiasm and make them eager to do their work, what makes students do much more than required and exceed all limitations and this means that students become responsible and capable. The mentor instructor drives the students to reach the needed information or the appropriate solution without giving them a ready-made idea or enforcing them for a specific idea. Negotiation rather than one-way method that an effective method rather than telling students what to do. The conceiving is the secret, as neither pure democracy nor dictatorship will work alone. The major theme here is the indirect respectful education methods like discussion, discovering, searching, thinking and brainstorming, inspiring, and flexibility with ideas and solutions.

The parents' support: A more effective reason for students' success is their relation with their families and the degree of confidence they offer their daughters that affects greatly the students' performance. The parents' understanding is a very important factor for student success, especially when it comes to submitting a project that requires students to stay late at college or to go site visit for interviewing people, the matter which is not common according to the social norms recognized in conservative Arab society. Saudi parents in the case studies showed an understanding of the nature of architecture pedagogy, they prompted their daughters to keep going college and site to develop their practical skills. However, some of female students covered the truth up of their parents and felt fear of rejection and preventing them from education if it is exposed. One of the students said that her family does not know that the male faculty has taught her. She referred that they are coming from two different generations. A common ground and a family support is a necessary, otherwise, that will not work.

The community-students' circle: The relation with the whole community and the students' feeling that they are involved in real projects and they are accepted as female students architects has been developed through the educational process. In a redeveloping project of old areas of Jeddah, the students experienced the challenges and opportunities their society enforces via a real survey and interviews. Some of students have been chocked and were not able to enforce the conservative society that might reject the female public participation and believe in gender segregation. Most of students believe that they are the pioneers of change and the idea of talking to strangers becomes more accepted as much as people accepted them and that makes them more eager to do more and more, all of that were getting easier because of their instructor support. In the end, the students overcame most of limitations; they became more aggressive in the interviews and eager to learn. One of the methods to make students enforce the community is to experience a real project and a real client in a professional discussion. The students meeting with client had some resistance from students to accept the criticism. The instructor role was to encourage students to be open-minded, discuss, defense, accept the idea of negotiation with the client and use their presentation skills to market their project as well as themselves as future generation architects. From the community side, the Saudi community shows little resistance to female participation in the public realm, the people welcomed the female students, answered their question, and showed a good sense of collaboration. In very limited cases the students' experienced social rejection or harassment.

The colleagues' collaboration: stimulating the good relationship between students is an effective method for creating a work environment where the collaboration and competition between students works in a healthy way. The instructor has a great role in creating such positive encouraging environment. One of the common methods is to establish students' group works is to distribute students into groups, encourage them to elect a team leader or a coordinator and follow up their work. It is very fruitful method to encourage students to be collaborative and succeed in achieving their pursuit goals, in the way they desire.

6.2 The Studying Environment:

The analytical study shows the significance of studying environment on stimulating the students' enthusiasm to work as following:

Relationship with the place: The students who said that they are enthusiastic for working in their design studio, they said they felt home in their class and work area especially when they are

cooperating in-group works. The students described how much they enjoyed their lives together while working, having lunch, enjoying music, chat and socialize. The intimate atmosphere relieved the tension and reinforced the students' confidence rather than feeling fear and dread of confrontation.

Naturalistic setting: The real experience in a naturalistic setting gave the students the opportunity to learn, solve problems, discover, develop their skills through discovery, communicate, self-evaluate, make decisions, and to coexist with the challenges and problems of their society.

6.3 The Architecture Pedagogy Methods and Process:

The third theme that came out of the interviews is related to the teaching methodology adopted by the instructors. One of these methods is the casual conversation with the students. This methodology has helped to clarify students' capacity and background and to discover the level of their theoretical knowledge about the subject in order to put further emphasis on the areas that need to be developed in the field of study. It also helped the instructors to stimulate their sense of wanting to learn more and to be more creative. In addition to that, the instructors' passion about the teaching and the method they adopted helped to create enthusiasm, good performance and self-help sense among the students.

A very effective method is encouraging students' self-education through confidence and independency. Thus, they have gained new skills beside educational ones like time management, communication, and artisan skills. It was clear that the students have gained the feeling of being proud of their achievements and the ability of solving problems and decision-making. One of the most important achievements is the students' lack of attention with the final grade of the work in exchange of increase the desire of discovering and learning and the great feeling of achievement have compensated them.

Beside teaching methods, each instructor developed his/her innovative ways to reach the highest level of students' attention and enthusiasm. It is clear that the instructors were able to allocate different skills in each group. They were also encouraging the innovation and did not push or enforce the students but negotiate, conceive and give credits. They also treated the students as professionals and encourage them to self-criticize themselves in order to be creative and innovative.

The educational process went through sequence of stages; each stage contributes in different way to students' interest to educate. It starts with the most important process stage when the instructors succeed to grab the students' attention, and apprehend their capabilities and educational needs. By showing understanding of knowledge and skills, the instructor can gain their trust. The second stage is very important as the instructor challenges students; in this stage, students' creativity can be developed. The end itself does not matter too much, when the instructors chose to discover the design problems and solutions with their students. However, each instructor had his/her own methods with special details and ingredients that was successful and worked well.

7. Conclusion

Architecture education in general that tends to use innovations provides studio courses with quality leading to success. The research indicates that architecture instructors who tend to use innovations provide students with advantages related to quality/time and professional liability. Furthermore, the four case studies presented in this research indicate that architecture education is the most distinctive tool for creating the students' sense of innovation and develop their critically mind. Analyzing the student's experience of pedagogy indicated the importance of the social interactions between the instructors and his/her students to make them eager to learn and work more and more. The thematic analysis of students and instructors' interviews showed the three themes that are linked greatly to stimulating students' passion and enthusiasm. The social interaction circles, studying environment, educational process and teaching methods are the three themes that have been found out and organized in a way that teaching design studios could be developed to reach students' success in the studios in the female Saudi universities.

8. Acknowledgments

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RELATIONSHIPS BETWEEN GENDER, AGE, NEGATIVE LIFE EVENTS, FRIENDSHIP INTIMACY, AND PERCEIVED SOCIAL SUPPORT AND RESILIENCE IN THAI DISADVANTAGED ADOLESCENTS IN A PROVINCE IN THE CENTRAL REGION

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ABSTRACT

This descriptive correlational study aimed at investigating the relationships between gender, age, negative life events, friendship intimacy, and perceived social support with resilience in Thai disadvantaged adolescents in a province in the central region. A simple random sampling was used to select a school from one province of central border provinces, Thailand. The participants were 412 secondary school students. The research instruments for data collection included a Demographic Questionnaire, Resilience Inventory, the Negative Event Scale, Friendship Intimacy Questionnaire and Multi- Dimensional Scale of Perceived Social Support. The descriptive statistics, Point- Biserial correlation, Pearson's product-moment correlation, and Spearman' rank order correlation were used in statistical analyses.

The findings have revealed that age, friendship intimacy, and perceived social support were significantly and positively correlated to resilience of .001 (r = .245, r=.237, and r=.448, respectively).

Negative life events were significantly and negatively correlated to resilience (r=.198, p<.001). Gender was significantly correlated to resilience (r=.127, p<.01). Female students were more likely to have high resilience. The results from this study have strengthened knowledge about resilience and can be used for developing a resilience program to promote mental health for Thai disadvantaged adolescents.

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THE EFFICACY OF PERFORMANCE TASK METHOD ON THE LEVEL OF PERFORMANCE IN ARALING PANLIPUNAN OF THE GRADE 3 PUPILS OF CSJL CALAMBA

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ABSTRACT

Through quasi-experimental research method, specifically the Static-Group Comparison Design, the researchers attempted to determine the efficacy of Performance Task Method on the academic performance level in Araling Panlipunan of the Third Grade pupils enrolled in the academic year 2014-2015 in Colegio de San Juan de Letran Calamba, Philippines. Two out of three sections of the Third Grade were randomly selected as the control group and experimental group, but no randomization among the selection of participants from the population was made. The schedule of the Araling Panlipunan classes of the two sections was followed instead.

To gather relevant data and information, the researchers conducted an actual teaching demonstration for one week among the respondents. Consequently, the control group was taught using the Lecture Method or the conventional way of teaching while the experimental group was taught using the Performance Task Method involving the pupils in the actual instruction process. Moreover, a researcher-made learning styles assessment test was administered to determine the learning styles preferences of each pupil among the experimental group—whether they are visual, auditory, or kinesthetic learners. This external factor, including the gender of the respondents, were taken into consideration to determine if there is a significant difference in the level of performance of the Grade 3 pupils in the experimental group when grouped accordingly.

The results of the study showed that the boys performed better than the girls in the experimental group. Using the One-Way ANOVA through SPSS 17.0, the researchers found out that there was no significant difference between the performances of the experimental group when grouped according to their learning styles. Conversely, when the posttest scores of experimental group were compared and analyzed through t-test for two-independent samples, it was found out that the experimental group who was taught using the Performance Task Method performed better than the control group who was taught using the Lecture Method. This meant that there was a significant difference between the performances of the pupils from the both groups. Furthermore, the results also proved the efficacy of Performance Task Method as a teaching method in teaching Araling Panlipunan among the grade school participants of the Colegio regardless of their differences in their learning styles preferences.

Based on the results obtained from the study, an action plan was designed aligned with the K to 12 Araling Panlipunan Curriculum and Outcomes-Based Education (OBE) Syllabus of the Grade School. This was composed of different suggested Performance Task Activities fit with the age and grade level of the pupils from Grades 1 to 3, which may be considered using in teaching the said learning area and other content areas as well. Moreover, this action plan would serve as an aid in developing and improving the instruction of the Basic Education Department-Grade School in the country.

Introduction

The 21st century learning brought many changes in the field of education. This phenomenon ought to develop accountable, innovated, motivated, and passionate individuals equipped with the necessary survival skills such as critical thinking and problem solving skills; collaboration and leadership skills; agility and adaptability; initiative and entrepreneurialism; effective oral and written communication; accessing and analyzing information; and curiosity and imagination that stimulate authentic learning opportunities for all types of learners. It is the master plan of how practices in education are generated innovatively and relevantly.

Consequently, it promotes teaching from content to skills and encourages students to not just depend solely on rote learning and recalling of facts and concepts but also to transfer every learning experience into an active one and equip themselves with the necessary skills they need to live in a changing world that will enable them to create possible solutions to local and global problems over time. They produce, synthesize, and evaluate information with respect to their diversity. With the use of these skills, students may engage in problem-solving and collaborative learning experiences. Thus, it requires powerful learning to well-prepared teachers.

K to 12 aims to provide equal opportunities for learners to learn beyond academics for life-long and holistic learning. The basic competencies in this curriculum are decongested and enhanced for more mastery. It is seamless and it guarantees a smooth transition between each competency through spiral progression as it focuses on every learner.

Likewise, individuals learn from different ways. It is important that teachers learn to use a variety of teaching methodologies in order to cater the range of learning needs and requirements that are present within most of the class environments. They play a significant role in teaching as they provide directions to the teachers. As the 21st century calls for holistically developed individuals, the K to 12 answers the need by the emergence of varied teaching methods in facilitating different subjects.

Teaching methods are defined as the general principles, pedagogy, and management strategies used for managing instruction within the classroom. (http://teach.com/what/teachers-teach/teaching-methods). Likewise, these are defined by Zulueta (2012) as the orderly, logical, and systematic procedure in doing something, specifically on the field of teaching. Accordingly,

teaching methods involve the presentation of facts and information which can be done orally or through implementation of different performance task activities will enable the students to learn the concepts and develop the necessary skills. Moreover, they also involve the use of appropriate instructional and assessment tools that are based on the readiness, interests, and learning profile of the students.

Consequently, the teacher's choice of the appropriate teaching method depends on his/her philosophy, the school's goals and objectives, subject area, and most importantly, on the needs and interests of the whole class. He/she should have a definite plan that goes hand-in-hand with different activities that he/she will perform to accomplish the objectives of the lesson for the day.

In relation to this, the K to 12 AralingPanlipunan contains concepts about self, community, and local history. It covers the understanding of the history, geography, politics, economy, and national development in the Philippines, in Asia and in the world. Furthermore, it purports to develop functionally literate and developed Filipinos who propose possible solutions for the existing problems in the society.

Since Araling Panlipunan focuses more on the learning of concepts, it is often taught to students through rote learning. People have misconceptions that it only involves remembering of significant persons, places, dates, and events. Hence, the K to 12 curriculum seeks to teach every subject with a variety of teaching methods as it emphasizes understanding and not memorization of concepts and terms. Thus, the students must produce their own meaning and interpretation of each subject and apply them in real life situations.

In Colegio de San Juan de Letran Calamba, specifically in the Grade School level, Araling Panlipunan is taught using varied teaching strategies and methods. However, there have been no intense and objective studies pertaining to the actual teaching methods used by the teachers of the Basic Education Department-Grade School.

It is in this context the researchers were prompted to focus the study on the efficacy of Performance Task as a teaching method used in teaching Araling Panlipunan in the department. Moreover, it sought to develop an action plan that will address identified strengths and weaknesses of the said teaching method.

Objectives of the Study

The study aimed to determine the efficacy of Performance Task Method on the level of performance in Araling Panlipunan of the Grade 3 pupils of Colegio.

Specifically, it purported to dentify the performance level in Araling Panlipunan of the Experimental group and Control group; find out the significant difference between the performances of the pupils in the experimental group based on their Gender and General Ability; and Conceptualize an action plan for the improvement of the Araling Panlipunan teachers' instructional methods.

Theoretical Framework

This study was anchored on the premise of Dale's Cone of Experience. This theory is a visual model that represents different kinds of learning experiences that are hierarchically arranged to the degree of abstraction and not to the degree of its difficulty (Dale, 1969). The Cone of Experience states that experience comes in different forms. Likewise, it also provides a better understanding on how learning can be grasped. The bands of the cone may overlap and unify with one another but as a whole, it will still involve the doing, observing and symbolizing learning.

This theory supports the aim of the Performance Task method to make learning an active process. Teaching must involve different activities that provide students a wide range of learning opportunities for discovery and exploration. They must experience learning in the context of reality.

The study embarked mainly on one of the aspects of Instructional Design Theory which is the instructional-implementation design theory. This focuses on the process of preparation of instruction implementation. In this part, the instruction has undergone several planning and teachers must make decisions on how to implement it. Once it is implemented, the instruction will include the different considerations.

Consequently, this theory also considers the Authentic Assessment that must be relevant and meaningful to the students' needs and development. Likewise, these assessment tools and methods should be in line and appropriate to the instruction's learning objectives.

Lastly, the work within Standardized Assessment Systems which means understanding and deeming that there is no effective method in assessing student learning as well as there is no authentic assessment method that will be appropriate for everyone's student learning and teacher performance should also be considered. The following considerations mentioned above present a clear direction and guidance on how to implement and attain the learning objectives. They serve as a guiding principle for important preparation and implementation of various concepts to be taught.

In relation to the study, choosing teaching methods in teaching different subjects should be based on the nature of what is to be learned, the nature of the learner, the nature of the learning environment, and the nature of the instructional constraints which can affect its efficacy and provide possible implications to students. Furthermore, evaluation should be made on every implementation of teaching method to understand its strengths and weaknesses for its development and improvement and to determine its efficacy.

With these theories and frameworks, the researchers had a clear avenue on identifying the various methods suitable for effective teaching process.

Conceptual Framework

Figure 1 presented the conceptual paradigm of the study. It was based on the randomized subjects, posttest-only control group design. Within each component are specific criterion variables corresponding to the research questions that the study seeks to answer.

As shown in first box, the respondents of the study were the two selected sections of Grade 3 pupils. They were assigned as the control group and the experimental group. In the experimental group, the pupils were taught a particular Araling Panlipunan lesson through Performance Task Method which was considered as the treatment and the independent variable of the study. On the

other hand, the control group received no treatment as they were taught through Lecture Method or the conventional way of teaching Araling Panlipunan.

After the teaching demonstration, both groups were given a posttest with the same set of questions. The scores that the respondents obtained from the unit test, both from the control group and experimental group were collated, compared and analyzed. Likewise, external factors such as sex and general abilities of the Grade 3 pupils were taken into consideration in this study to find out if there were differences on the performance level of the respondents and to determine the efficacy of Performance Task Method in teaching AralingPanlipunanlessons.

Moreover, a research action plan was conceptualized based on the findings for the improvement and modification of instruction in AralingPanlipunan.
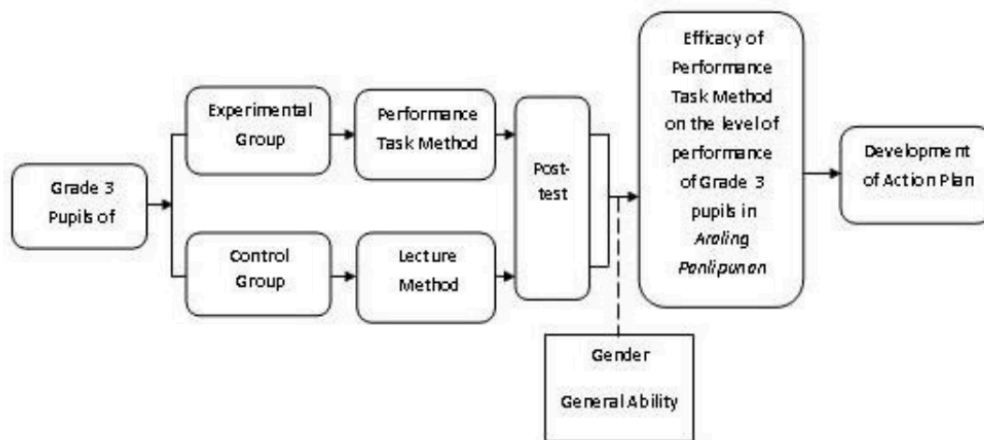
Figure 1. Conceptual paradigm of the study

Scope and Limitations of the Study

This study was not only intended to gather information about the different teaching methods used by the Grade School teachers of the Colegio but to further analyze, inform, and inject suggestions and recommendations that will enhance the knowledge on improving the instruction of the department in the succeeding years.

A limitation of this study existed in the availability of research investigated, particularly published studies and journals discussing the different teaching methods and its impact to 21st century learners. On the other hand, the study was limited only on determining the efficacy of the Performance Task method on the level of performance inAraling Panlipunan of theGrade 3 pupils of the Colegio.

The respondents of the study were the LetranGrade 3 pupils enrolled in the Academic Year 2014-2015. They were chosen because the researchers believe that each pupil was expected to experience varied teaching methods used by the teachers in the Basic Education Department-Grade School. Likewise, they were the last level in the primary years that were expected to have the basic competencies of the K to 12 curriculum at the end of the school year.

Another limitation of the study was that the teaching demonstration that the researchers conducted lasted based on the period or number of meetings the particular lesson was expected to be taught which was indicated in the OBE syllabus of the Araling Panlipunan teacher. Furthermore, the researchers were novices and were practice teachers only thus, resulting to limited teaching experiences.

RESEARCH METHODOLOGY

Research Design

The study adopted the quasi-experimental research method. As defined by Ary, Jacobs, and Sorensen (2010), quasi-experimental research method is similar to randomized experimental designs that involves the manipulation of independent variable but differ as there is no random assignment of subjects involved to treatment groups. Specifically, the researchers employed the Static-Group Comparison Design. In this experimental research design, the experimental group and control group are identified already. It is the same as the posttest-only control-group designed, but there is no randomization among the selection of subjects or participants from the

population and assignment of participants of groups. It is also called as the nonequivalent control group design (Martella, Nelson, Morgan, Marchand-Martella, 2013)

Figure 2 showed the type of experimental research method that the researchers used in the conduct of the teaching demonstration using two teaching methods, namely Lecture method and Performance Task method, to the two selected sections of Grade 3 pupils in the Colegio. One section was assigned as the control group while the other section was assigned as the experimental group. In the control group, the pupils were taught a particular lesson using the conventional way of teaching in Araling Panlipunan or what others refer to as the Lecture method. In this kind of method, pupils received the information in verbal and organized manner. On the other hand, the experimental group was taught using Performance Task method which was considered as the treatment that the researchersgave. The Performance Task method involved the use of different performance task activities that were fair, challenging and engaging for pupils. After the conduct of the teaching demonstration, the two groups were given a unit testwith the same set of test questions. The scores that the pupils obtained from the test were collated, analyzed, and compared in order to determine the efficacy of using Performance Task method on the performance level of the Grade 3 Araling Panlipunan pupils.

where:
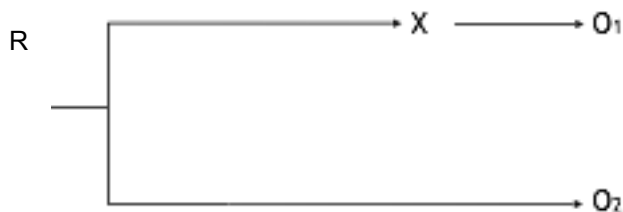
R= randomization

X= treatment (Performance Task Method)

O_1= experimental posttest

O_2= control posttest

Figure 2. Paradigm for experimental research method

Research Locale

The study was conducted in Colegio de San Juan de Letran Calamba, Philippines which is a Catholic educational institution located along the legendary mountain of Makiling in Bucal, City of Calamba, Laguna, Philippines (Colegio de San Juan de Letran Calamba Student Handbook, 2012). It is one of the most prestigious and renowned Catholic schools in the province of Laguna that was established on March 11, 1979 as an extension of its main campus in LetranIntramuros under the supervision of the Dominican priests. The Colegio shares its commitment to the community with its mission of the total formation of individuals that will surely grow responsibly that is rooted in Catholic ideals and virtues. Through a Filipino, Christian and Dominican instruction, they are devoted to promote relevant programs in cultivating the lives of grade school, high school and college and graduate school. Moreover, it offers quality education and better quality of life among its stakeholders– students, faculty, and employees. Through time, the institution's growth has been continuous and few improvements have done to provide enhanced instruction that will cultivate young professionals who will excel in the future.

Consequently, the researchers chose the Colegio not only because of its accessibility but also most importantly of its goal of providing quality education through sustained research and outcomes-based instruction. To adhere to the institutional quality policy, various teaching methods used by the Araling Panlipunan teachers were subject for the conduct of the study.

Population of the Study

The respondents of the study were the 86 Grade 3 pupils of Colegio de San Juan de Letran Calamba Basic Education Department for the academic year 2014-2015. The researchers selected two out of the three sections of the Grade 3 pupils to become the control group and the experimental group. They were chosen as the respondents of the study as it is the last level in the primary years of elementary and that they have achieved the K to 12 competencies for primary

level. Moreover, it is the foundation stage and the start of high level of competition in the academic performance among the pupils.

Consequently, the respondents' gender and general abilities were considered in the experiment to find out if there was a significant difference in the performance level of the respondents in the experimental group in terms of these variables since there was no random selection of the subjects involved. The information regarding the general abilities of the respondents was able to obtain by the researchers through the administration of the learning styles assessment test.

Research Instrument

The research instruments that were used by the researchers in this study were focus group discussion, checklist, researcher-made learning styles assessment test, and unit test.

The focus group discussion and checklist were part of the pre-survey. The focus group discussion was intended for the Grade School Araling Panlipunan teachers to find out the different teaching methods and strategies they are using for teaching the particular subject. Their responses to the focus group discussion became the basis of the researchers for making the checklist intended for the Grade 3 pupils.

Consequently, the checklist was made in English and Filipino Language and have undergone validation by the Grade School MAKABAYAN Cluster Chair of the Colegio, three Grade School Araling Panlipuna nteachers, one English language editor, and one Filipino language editor. Furthermore, this was personally administered to the respondents.

These two aforementioned research instruments used in the pre-survey helped the researchers verified the varied teaching strategies used by the Grade School teachers in teaching Araling Panlipunan that were under the Performance Task Method.

Another research instrument that was used in this study was the module which was constructed by the researchers based on the OBE syllabus and K-12 Module of a Grade School Araling Panlipunan teacher. This was subjected for validation by the Araling Panlipunan teachers and the

MAKABAYAN Cluster Chair of the Grade School level. Likewise, this was utilized during the teaching demonstration which was taught by the researchers using Lecture Method for the control group and Performance Task Method for the experimental group.

On the other hand, the researchers also considered constructing their own learning styles assessment test to find out the general abilities and learning preferences of the respondents. This was created through collating and modifying the different learning styles inventory tests found by the researchers to fit with the age and grade level of the respondents. Consequently, the said research instrument focused mainly on the three learning styles preferences— Visual, Auditory, and Kinesthetic. It was composed of 30 items wherein each category consisted of ten statements describing the characteristics of each type of learner. This was also subjected for validation by the professors in the field of education.

Furthermore, a unit test based on the Knowledge, Process, Understanding, and Performance (KPUP) type of assessment was prepared for the evaluation process that was given to the respondents after the demonstration of both methods. Prior to the administration of the test, a Table of Specifications was also made to ensure the fairness of each test questions. Consequently, the test scores that the respondents obtained from the unit test, both from the control group and experimental group, were compared to determine the efficacy of the Performance Task Method.

Data Gathering Procedure

The researchers gathered data and information from books, Internet websites, unpublished theses, and published journals that were related to the chosen topic used for the preparation of the pre-survey and teaching demonstration.

After the gathering of data and information, the researchers sought the approval of the principal of the Basic Education Department of Colegio de San Juan de Letran Calamba. The first letter focused on the intention of the researchers to conduct a pre-survey to the Grade School Araling Panlipunan teachers and Grade 3 pupils. The second letter was for the actual teaching demonstration and test administration among the chosen respondents.

Upon the approval for the conduct of the pre-survey, the researchers have set a focus group discussion with the Grade School Araling Panlipunan teachers to find out the teaching activities and strategies they use in teaching the subject. Their responses became the basis of the researchers for making the checklist which was intended for the Grade 3 pupils. This was also personally administered to the respondents. The different activities listed in the checklist were explained one-by-one by the researchers to the pupils for them to easily understand all the items indicated on the said instrument.

After the conduct of the pre-survey, the researchers asked for a copy of the Araling Panlipunan OBE Syllabus and K-12 Module from a Grade 3 Araling Panlipunan teacher which served as a basis for making a constructed module and unit test intended for the teaching demonstration. The module and unit test were validated by the Grade 3 Araling Panlipunan teachers and the MAKABAYAN Cluster Chair. Likewise, a Table of Specifications was also made to distinguish the items that were under the components of Knowledge, Process, Understanding, and Performance.

Two out of three sections of the Grade 3 pupils were selected to become the subjects for the experiment. Likewise, they were assigned as the control group and the experimental group. In the control group, the pupils were taught through the Lecture method. The other section of Grade 3, which was assigned as the experimental group, were taught using Performance Task method which was considered by the researchers as the treatment for the experiment. The teaching demonstration was conducted based on the Araling Panlipunan schedule of the respondents. It lasted based on the time frame the particular lesson was expected to be taught which was indicated on the OBE Syllabus and K-12 Module of the Grade 3 Araling Panlipunan teacher. Likewise, a dry run was also conducted prior to the actual teaching demonstration which also lasted for one week.

After the teaching demonstration, a unit test with the same set of test questions was given by the researchers to the respondents, both from the control group and experimental group, for the assessment and evaluation purposes. Afterwards, the scores that the pupils obtained were compared and analyzed. Furthermore, a researcher made learning styles assessment test was administered to the respondents to find out their general abilities and preferences to learning. Other external factors such as the respondents' gender was also taken into consideration as these extraneous variables may contribute to find out if there was a significant difference on the

performance level of the Grade 3 pupils in the experimental group which will help the researchers to determine the efficacy of the Performance Task method in teaching Araling Panlipunan.

Lastly, an action plan was conceptualized by the researchers based on the findings of the research for the improvement and modification of the teaching methods used for the instruction of Araling Panlipunan among the Grade School level of the Colegio.

RESULTS AND DISCUSSIONS

Based on the posttest result, what is the performance level in Araling Panlipunan of Experimental group and Control group?

The data in Table 1 shows the posttest result of the experimental group and the control group. The control group, composed of 29 pupils, was taught using the Lecture Method. On the other hand, the experimental group, composed of 30 pupils, was taught using the Performance Task Method.

Consequently, the experimental group got a mean value of 86.67 indicating that the average of the posttest scores of the pupil respondents of the latter group is higher compared to that of the control group which got a mean value of 81.52.

Likewise, the experimental group also got a standard deviation value of 8.401 which is smaller compared to that of the value of the control group which is 10.319. Since the experimental group got a smaller value, this indicates that the distances of the posttest scores of the latter are less dispersed or relatively closer to each other. Consequently, the less dispersed the data are, the more homogeneous it will be, indicating that there is not that much variation among the scores of the experimental group.

Hence, based on the mean and standard deviation values of the posttest results of the both groups, the researchers found out that the performance level of the experimental group is higher than of the control group.

Method	N	Mean	Std. Deviation
Lecture	29	81.52	10.319
Performance	30	86.67	8.401

Table 1. Posttest result of the experimental group and control group

Is there a significant difference between the posttest result of the pupils in the experimental group based on their Gender and General Ability?

Data in Table 2 shows the population of the experimental group and their posttest result. As indicated in the table, the group has equal number of boys and girls.

According to Hyde, boys and girls are unlike in numerous ways. Girls exhibit a greater verbal aptitude and ability. Likewise, they excel more in language arts when it comes to spelling, writing, and reading (in Cruickshank, et. al., 2012).

Science Daily (2008) also stated that girls show greater activation in language areas of the brain than boys as the information in the tasks got through to girls' language areas of the brain—areas associated with abstract thinking through language (http://www.sciencedaily.com/releases/2008/03/080303120346.htm).

On the other hand, Hyde also stated that boys excel more when it comes to reasoning and spatial relationships. They also tend to speak more in class. Moreover, they enjoy more if teachers talk less, when they get a chance to participate in class and be active, and when teachers provide a clear learning activity (in Cruickshank ,et. al., 2012).

Although the girls got a mean value higher compared to the boys, the standard deviation value of the two groups indicated that the boys performed better in the posttest. Likewise, more girls got a perfect score during the posttest but the scores of the boys are more close to each other or are less dispersed compared to the scores of the girls indicating that they performed better than the latter group.

Table 2. Group statistics of the experimental group based on gender

Gender	N	Mean	Std. Deviation
Boy	15	86.07	8.233
Girl	15	87.27	8.811

Regarding the general abilities of the respondents of the experimental group, the researchers constructed their own learning styles assessment test to determine the preferences of the pupil respondents when it comes to learning. The said instrument was constructed based on the different learning styles inventory tests searched, collated, and modified by the researchers. Likewise, this researcher-made test mainly focused on the three learning styles preferences—

Visual, Auditory, and Kinesthetic.

The data on the table 3 shows the responses of the pupils on the Visual preference. According to Corpuz and Lucas (2007), visual learners may think in pictures and learn best through the use of visual aids such as diagrams, charts, illustrated textbooks, overhead projectors, handouts, and the like. They also need to see their teacher's actions and facial expressions to fully grasp and understand the content of the lesson. Moreover, they prefer to take detailed notes to better absorb the information.

Consequently, there are two types of visual learners– the visual-iconic and the visual-symbolic. Visual-iconic leaners are more interested in visual imagery such as pictures, films, and other images that solidify their learning. They usually have a good "picture memory". On the one hand, visual-symbolic learners are more comfortable learning with abstract symbolism such as mathematical formulas and written words. They tend to enjoy reading books. Likewise, they are referred to as good abstract thinkers who do not require practical means for learning.

In items 1 to 3, most of the respondents answered Often which means that the pupils tend to remember more the information if they write it down. Likewise, they get to concentrate and focus more on their work in a quiet place and by looking to the person who is speaking.

Similarly, most of the respondents also answered Often in items 5, 7, 9, and 10. These items indicate that most of them are good at solving puzzles and mazes. Moreover, they prefer to do an

unfamiliar task when they see someone do it first before trying to do it for themselves. Also, most of them tend to be skillful with drawing and enjoy coloring activities.

On the other hand, items number 4, 6, and 8 got more responses on Sometimes with a total of 55% from the respondents. This means that they have somehow difficulty picturing the answers from their notes but still they do it at times. Similarly, they enjoy doodling and drawing pictures on their notebooks occasionally. Furthermore, some of them may still need supplementary materials or visual aids to guide them in learning.

Table 3. Pupils' responses on the visual preference

ITEMS	OFFEN	SOMETIMES	NEVER
1. I remember information better if I write it down.	50%	37%	13%
2. Looking at the person helps me keep focused.	67%	27%	7%
3. I need a quiet place to get my work done.	87%	13%	0%
4. I can "picture" the correct answer from my notes while taking a test.	7%	77%	17%
5. I need to write down directions, not just take them verbally.	73%	20%	7%
6. I prefer to see information written on a chalkboard and supplemented by visual aids such as PowerPoint Presentation.	43%	43%	13%
7. I am good at working and solving jigsaw puzzles and mazes.	73%	27%	0%
8. I doodle and draw pictures on the margins of my notebook pages.	37%	47%	17%
9. Before beginning an unfamiliar task, I prefer to see someone do it first.	50%	23%	27%
10. I am skillful with drawing and enjoy coloring activities.	70%	23%	7%

Table 4 shows the pupils' responses on the Auditory preference. As defined by Corpuz and Lucas (2007), auditory learners learn best through verbal lectures, discussions, talking, and listening to what other people say. They are able to interpret the meanings of speech by listening to the tone of voice, pitch, and speed. Likewise, written information for auditory learners has only little meaning until it is heard. Also, they prefer to learn through reading aloud and using tape recorders and they are not easily distracted with their listening ability.

Consequently, auditory learners also fall into two categories: Listeners and Talkers. Listeners are the most common type of auditory learner. They most likely do well in school. Likewise, they tend to remember better things that are said to them enabling them to make information on their own. They may even carry on mental conversations and figure out how to extend what they learned by reviewing in their minds what they have heard.

On the other hand, Talkers are the ones who prefer to talk and discuss. They may find themselves talking to those around them. When it comes to the classroom, talkers tend to talk and whisper comments to themselves even if they are not ask by the instructor. They are not disruptive but they may not even realize that they need to talk.

As the researchers analyzed the data on the Auditory preference, they found out that most of the respondents answered Sometimes with a total of 50.4%. This indicates that most of the pupils still prefer listening to lectures every now and then as this may help them remember the lesson more effectively. Likewise, they tend to enjoy more visual images that are not just shown to them but are explain to them for better understanding. Moreover, when they want to remember information, they recall it by saying the items repeatedly to memorize them.

Conversely, when it comes to giving directions or instructions, 70% of the pupils cannot follow directions which are only said to them. They mostly prefer written directions in order for them to follow. They also did not have difficulties when it comes to writing. Moreover, a total of 41% of the pupils prefer to do unfamiliar tasks that are explained to them clearly before doing it.

Table 4. Pupils' responses on the auditory preference

ITEMS	OFTEN	SOMETIMES	NEVER
1. I do best in academic subjects by listening to lectures and tapes.	23%	50%	27%
2. I prefer teachers who talk with lots of expression.	37%	23%	40%
3. I follow oral directions better than written ones.	3%	23%	73%
4. I'm likely to understand and remember things that I hear.	17%	43%	40%
5. Writing has always been difficult for me.	7%	23%	70%
6. I require explanations of diagrams, graphs, or visual directions.	23%	57%	20%
7. I would rather listen to a good lecture or speech than read about the same material.	43%	43%	13%
8. I remember more about a subject by listening to a lecture than by reading a text.	30%	53%	17%
9. When performing an unfamiliar task, I prefer to have someone explain it for me.	33%	30%	37%
10. If I had to remember a list of items, I would remember it best if I said them over and over to myself.	33%	50%	17%

On the other hand, table 5 shows the responses of the pupils on the Kinesthetic preference. Kinesthetic/Tactile learners tend to prefer "learning by doing". They are the kind of persons who benefit most from the hands-on approach or from exploring the physical world around them, thus making discussion and written materials not beneficial for them. Likewise, they tend to have a good motor memory and motor coordination (Corpuz and Lucas, 2007).

As the responses of the respondents on the Kinesthetic preference were analyzed, the researchers found out that 67% of the respondents tend to enjoy classroom activities that requires active participation and social involvement. Similarly, they also enjoy different types of sports.

Consequently, 56% of the pupils tend to use their body parts sometimes when they need to give directions or point something. The same goes when they are trying to describe and explain things further for emphasis as they are more likely to move their hands. Similarly, aside from saying things over and over to remember information well, they also consider using their fingers at some point in time when enumerating or memorizing something.

When it comes to giving directions or instructions in doing tasks in school, the respondents still need to be guided. Based on the result, 65% of the pupils prefer to listen or read directions first before trying to do something by themselves to make sure that they are doing the right thing.

Table 5. Pupils' responses on the kinesthetic preference

ITEMS	OFTEN	SOMETIMES	NEVER
1. When learning something, I often ignore the directions and just start doing it.	10%	37%	53%
2. When asked to give directions, I have to point or move my body as I give them.	30%	60%	10%
3. I prefer first to see something done and then to do it myself.	7%	27%	67%
4. I enjoy classroom activities where I can participate, like lab experiments/group activities.	60%	30%	10%
5. I think better when I have the freedom to move around.	7%	40%	53%
6. If I had to remember a list of items, I move around and used my fingers to name each item.	3%	67%	30%
7. When I am learning a new skill, I am most comfortable giving it a try myself and work it out as I go.	37%	53%	10%
8. I enjoy sports and do well at several different types of sports.	73%	23%	3%
9. I use my hands when describing things.	10%	53%	37%
10. I enjoy acting out a play.	67%	20%	13%

The data in chart 1 shows the summary of the learning styles preferences of the experimental group. Based on the learning styles assessment result, the researchers found out that 87% of the pupils are Visual learners. On the other hand, 3% are Auditory learners and 10% are considered as Kinesthetic learners. This indicates that most of the Grade 3 pupils learn best through reading

and writing information to help them remember and understand the lesson well. Because of the differences of the pupils on their preferences in learning, this can greatly affect their performances in class.

Chart 1. The preferences of the learning styles experimental group
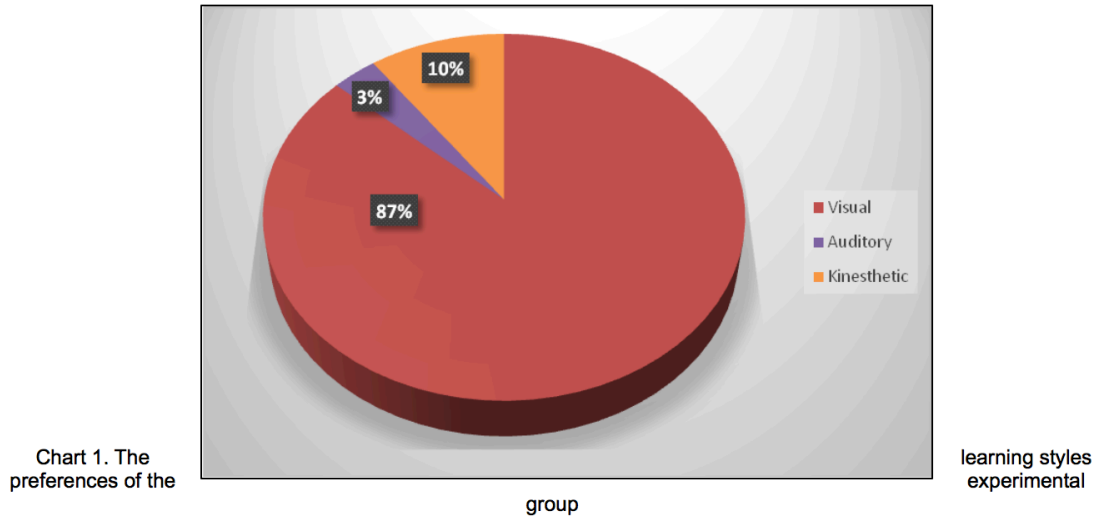
Hence, based on the data gathered regarding the gender and learning styles preferences of the respondents, the researchers found out that there is a significant difference between the posttest result of the experimental group based on their gender and general ability.

The data in table 6 shows the analysis of the posttest result of the control group and the experimental group using the t-test for two independent samples. As the scores of the both groups were compared and analyzed, a p value of 0.040 was computed. Since the computed value is less than the 0.05 level of significance, the researchers reject the null hypothesis. Therefore, there is a significant difference between the performances of the Grade 3 pupils in the experimental group and control group.

Table 6. Independent samples test based on the posttest result of control group and experimental group

		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference		Lower	Upper
S c o r e s	**Scores** Equal varianc e s assum ed	1.48 5	.228	-2.10 5	57	.040	-5.149	2.446		-10.0 4	-.252

Based on the findings of the study, what action plan can be proposed for the improvement of instruction of Araling Panlipunan of the Grade School teachers?

In accordance with the light of the findings, the researchers came up with an action plan that will aid in the improvement of instruction of Araling Panlipunan among the Grade School teachers. The Proposed Action Plan is written in the region's mother tongue for better understanding of the primary school teachers.

PROPOSED ACTION PLAN

COLEGIO DE SAN JUAN DE LETRAN CALAMBA

GRADE SCHOOL DEPARTMENT

MAKABAYAN CLUSTER

Mga Pangunahing Layunin

Ang Action Plan na ito ay para sa kapakinabangan ng mababang paaralan sa elementarya ng Colegio de San Juan de Letran Calamba. Ito ay idinisenyo upang magsilbing gabay sa mga guro sa pagbuo ng mga gawaing panuruan na batay sa K to 12 kurikulum at pangangailangan ng bawat mag-aaral; upang mapagyaman ang mga talento at kakayahan ng bawat mag-aaral; at upang matugunan ang mga pangangailangan ng Colegio sa pagpapabuti at pagpapayaman ng instruksyon, partikular na sa asignaturang Araling Panlipunan.

Rationale

Ito ay nakabatay sa ibat'ibang pamamaraan ng pagtuturo ng Araling Panlipunan alinsunod sa mga pangunahing layunin ng asignatura na makalinang ng kabataan na may pagkakakilanlan at papel bilang isang mamamayang Pilipino; may kakayahang umunawa ng nakaraan at kasalukuyan; at may kolektibong kinabukasan. Gayundin, naging batayan nito ang mga magkakaugnay na kakayahan sa Araling Panlipunan tulad ng pagsisiyasat, pagsusuri at interpretasyon, pananaliksik, komunikasyon, at pagtupad sa mga pamantayang pang-etika na makatutulong sa kabuuang paghubog ng bawat indibidwal.

ARALING PANLIPUNAN 1

Aralin	Batayang Pangnilalaman	Gawain	Mga Taong Bumubuo	Inaasahang Matutunan
Aralin 1. *Kilalanin Ang Sarili*	• Natutukoy ang sarili. • Naipapahayag ang sarili. • Nagbabahagi ng kariyang mga pagkakakilanlan sa sarili.	**Sino Ako?** Mag kwento sa pamamagitan ng isang "journal" tungkol sa iyong sarili. Sa isang bond paper, sumulat ng 5-10 pangungusap tungkol sa inyong sarili.	Guro Mag-aaral	• Magkakaroon ng lakas ng loob upang maipamalas at mabahagi ang kanyang kwento.
Aralin 2. *Mga Pangangailangan Ko*	• Matutukoy ang mga pangunahing pangangailan katulad ng pagkain, tirahan at kasuotan sa kanilang buhay.	**Pangangailangan Ko sa Buhay** Ilarawan o iguhit ang mga pangangailan ngan ng isang tao.	Guro Mag-aaral	• Matukoy at alamin ang mga pangunahing pangangailan kasama na ang importansya nito.
Aralin 3. *Mga Paborito Ko*	• Nailarawan o maiguhit ang mga pangsariling kagustuhan.	**Ano ang Aking mga Gusto?** Iguhit ang mga pangsariling kagustuhan at ipaliwanag kung bakit ito napili.	Guro Mag-aaral	• Maibahagi sa klase ang pangsariling kagustuhan sa buhay.
Aralin 4. *Ang Aking Kuwento*	• Nakabubuo ng kwento ng sarili niya at natutukoy ang mga pangyayari sa kanyang buhay.	**Kuwento ng Aking Buhay** Magsulat o magpahayag ng kwento tungkol sa sarili.	Guro Mag-aaral	• Malaman ang importansya ng buhay at magpasalama tsa kung ano ang mayroon.
Aralin 5. *May Pangarap Ako*	• Maipakita at mapaliwanag ang napiling pangarap.	**Ang Pangarap Ko** Iguhit ang iyong pangarap.	Guro Mag-aaral	• Malaman ang kahalagahan ng mga pansariling paginarais.
Aralin 6. *Ang Aking Mga Tungkulin sa Sarili*	• Natutukoy ang iba't-ibang tungkulin sa sarili.	**TungkulinKosaSarili** • Magsulat ng mga tungkulin sa sarili.	Guro Mag-aaral	• Naiisa-isa ang bawat tungkulin sa sarili.
Aralin 7. *Ang mga Kasapi sa Pamilya Ko*	• Natutukoy ang mga kasapi ng pamilya.	**Ano ang Pamilya?** • Isang pagganap at pagpapakita ng isang eksena tungkol sa mga kasapi sa pamilya.	Guro Mag-aaral	• Nailalarawan ang bawat kasapi ng pamilya.
Aralin 8. *Ang Kuwento ng Aking Pamilya*	• Naibabahagi ang kuwento ng pamilya.	**Ang Kuwento ng Aking Pamilya** • Magsulat sa isang bond paper ng kuwento tungkol sa iyong pamilya.	Guro Mag-aaral	• Natutukoy ang kahalagahan ng pamiya
Aralin 9. *Mga Alintuntunin ng Pamilya*	• Nakakatugon sa iba't ibang sitwasyon sa pangaraw-araw na buhay ng pamilya.	**Alintuntunin Ko sa Pamilya** • Iguhit ang iyong pamilya at isulat ang mga alintuntunin niyo na pinapatupad sa bahay.	Guro Mag-aaral	• Tumugon sa mga iba't ibang sitwasyon sa pangaraw-araw na buhay ng pamiya.
Aralin 10. *Mga Pagpapahalaga ng Pamilya*	• Nailalarawan ang batayang pagpapahalaga ng pamilya at nabibigyang katuwiran.	**Pagpapahalaga Ko** • Mag grupo sa dalawa at gumuhit at ibahagi sa harap ng klase ang pagpapahalag a ng pamilya	Guro Mag-aaral	• Nakikilala ang pagpapahalaga sa pamilya
Aralin 11. *Sa Sariling Pamilya at Iba Pa*	• Nakapagbibigay ng halimbawa ng ugnayan ng sariling pamilya sa ibang pamilya.	**AngPamilya Ko at Iba Pa** • Ibahagi sa klase ang naisulat na journal ang mga ugnayan ng sariling pamilya at iba.	Guro Mag-aaral	• Nakakapagbuo ng paglalahat tungkol sa kabutihan ng sariling pamilya at iba.
Aralin 12. *Ang Aking Mga Tungkulin sa Pamilya at Tahanan*	• Natutukoy ang tungkulin sa pamilya at tahanan.	**Tungkulin sa Pamilya o Tahanan?** • Magkaroon ng 2 grupo sa klase na sumusuporta sa tungkulin sa pamilya at tahanan. Magtalakayan at magkaalaman ano ang pinagkaiba nito.	Guro Mag-aaral	• Naipapaliwanag ang bawat tungkulin sa pamilya at tahanan.
Aralin 13. *Ang Aking Paaralan*	• Nakakapagbigay impormasyon tungkol sa paaralan.	**Letran Kong Mahal** • Iguhit ang sariling paaralan.	Guro Mag-aaral	• Nailalarawan at naiguguhit ang paaralan.
Aralin 14. *Ang Kuwento ng Aking Paaralan*	• Nakapagsalaysay ng mga kuwento ng paaralan.	**Arriba Letranista!** • Magsulatsapa mamagitan ng isang papel ang kuwento tungkol sa iyong paaralan.	Guro Mag-aaral	• Nasasabi kung ano ang mga pagbabago sa paaralan.
Aralin 15. *Mga Gawain at Tungkulin Ko*	• Nasasabi ang dahilan kungbakit nag-aaral at ang kahalagahan nito.	**Gawain at Tungkulin ng isang Letranista** • Magsulat ng mga gawain at tungkulin ng isang mag-aaral.	Guro Mag-aaral	• Malaman ang kahalagahan ng pag-aaral.
Aralin 16. *Mga Alintuntunin ng Paaralan*	• Natutukoy ang mga alintuntunin sa silid-aralan.	**Pangarap Ko sa Letran** • Gumawa ng paaralan at ilahad ang mga alintuntunin na balak mo ipatupad.	Guro Mag-aaral	• Makakapagbigay katwiran at kaalaman sa mga alintuntunin ng paaralan.
Aralin 17. *Bakit Kailangan Mag-aral?*	• Naisa-isa ang mga gawain at pagkilos na nagpapapamalas ng pagpapahalaga sa paaralan.	**Mahalaga ang Pagaaral** • Magsulat at paliwanag ang kahalagahan ng pagaaral.	Guro Mag-aaral	• Matutong magpahalaga sa pag-aaral.
Aralin 18. *Sa Bahay at Paaralan*	• Nagagamit ang mga terminolohiya sa bahay at paaralan.	**Paaralan at Bahay Kong Mahal** • Iguhit ang bahay at paaralan at magsulat ng tungkol sa bahay at paaralan.	Guro Mag-aaral	• Magamit ang mga terminolohiya at maintindihan na lubusan sa bahay at paaralan.
Aralin 19. *Mga transportasyon*	• Naiiugnay ang mga konsepto ng iba'ibang uri ng transportasyon.	**Paano Ka Nakakarating sa Paaralan?** • Iguhit kung paano ka nakakarating sa iyong paaralan. Anong transportasyo n ang ginagamit mo upang makarating dito.	Guro Mag-aaral	• Mailarawan at maipaliwanag ang pamamaraan ng transportasyon.
Aralin 20. *Mga Bagay at Estruktura sa Paligid*	• Naiisa-isa ang mga bagay at estruktura na nakikita sa paligid.	**Iba't ibang Estruktura** • Iguhit ang mga iba't ibang estruktura na nakikita sa paligid.	Guro Mag-aaral	• Mailarawan at maiguhit ang pagbabago sa mga estruktura sa bahay patungo sa paaralan.
Aralin 21. *Ang Panahon at ang Ating Kasuotan*	• Naipaliliwanag kung paano naaapektuhan ng panahon ang kasuotan sa pangaraw-araw.	**Pana-Panahon** • Iguhit ang mga damit na maaaring gamitin sa iba't ibang panahon.	Guro Mag-aaral	• Nailarawan o naiguhit ang pagbabago ng panahon.
Aralin 22. *Pangalagaan ang Kapaligiran*	• Naikakategorya ang mga kagawian at ugali na nakatutulong at nakasasama sa kapaligiran.	**Kahalagahan ng Kapaligiran** • Iguhit kung paano mo maipapakita ang pangangalaga sa kapaligiran	Guro Mag-aaral	• Naiguguhit ang iba't-ibang paraan ng pangangalaga sa kapaligiran.

ARALING PANLIPUNAN 2

Aralin	Batayang Pangnilalaman	Gawain	Mga Taong Bumubuo	Inaasahang Matutunan
Aralin 1. *Sa Ating Komunidad*	• *Napahahalagahan ang mga katangiang nagpapakilala sa sariling komunidad.* • *Nasasabi ang batayang impormasyon tungkol sa sariling komunidad* • *Nailalarawan ang pisikal na kapaligiran na kinabibilangang komunidad batay sa ilang batayang impormasyon pangalan ng kumunidad,lokasyon, taon ng pagkatatag nito, bilang ng taon at edad nito.*	**Hanapin Ang Sagot** • *Ang guro ay maghahanda ng sampu hanggang labinlimang salita na mababanggit o matatalakay sa mga susunod na linggo at isasaad niya ito sa worksheet.* • *Ihahanda niya ang worksheet sa papel at sisiguruhin niyang ang bawat mag-aaral ay may papel.* • *Sa worksheet na ito makikita ang kahon na puno ng mga pinaghalo-halong titik at nakapaloob rin sa kahong ito ang mga nakakubling salita na kaugnay sa paksang tatalakayin.* • *Sa mga worksheet na ilalaan ng guro, inaasahan na makapagsagot ang bawat mag-aaral at kanilang matukoy ang bawat salitang hahanapin sa loob ng kahon sa loob lamang ng dalawa hanggang limang minuto.*	• *Guro* • *Mga Mag-aaral*	• *Makahanap ng sampu hanggang labinlimang salita na hinihingi sa gawain* • *Maging mapagmasid sa mga bagay na nasa kanilang paligid* • *Matapos ang gawain sa tinakdang gawain*
Aralin 2. *Ang Mapa ng Ating Komunidad*	• *Nailalarawan ang sariling komunidadsa tulong ng payak na mapa.* • *Natutukoy ang mga pananda na maaaring gamiting palatandaan sa paggawa ng payak na mapa ng sariling komunidad.* • *Nabibigyang-kahulugan ang mga simbolo sa mapa na kumakatawan sa iba't-ibang anyong lupa sa isang komunidad* • *Nagagamit ang mga pangunahing direksiyon at mga pananda sa pagbubuo ng mga payak na mapa ng komunidad*	**Ang Mapa** • *Ang mga mag-aaral ay marapat na maghanda ng mga sumusunod na kagamitan: oslo paper, ruler, lapis, at krayola.* • *Ang guro ay magpapasimuno sa gawaing ito sa pamamagitan ng pagbibigay ng mga panuto.* • *Aatasan nila ang mga mag-aaral na gumawa ng mapa ng kanilang tirahan mula sa kanilang paaralan.* • *Sa pamamagitan ito ng pagguhit ng mga mahahalagang lugar, estraktura, bantayog at pook-pasyalan na malapit dito. At mahalagang tandaan ang paglalagay ng mga tanda at direksyon na gaya ng kanilang mga natalakay sa linggong ito.* • *Pagkatapos itong iguhit ay marapat na lagyan ng kulay upang ito ay lalong maging kaayaaya*	• *Guro* • *Mga Mag-aaral*	• *Makaguhit ng isang mapa na tumutukoy sa direksyon ng kanilang tirahan mula sa kanilang paaralan* • *Magamit sa gawaing ito ang mga konsepto sa direksyon na itinalakay* • *Matukoy at mailahad ng maayos ang direksyon ng kanilang tirahan mula sa kanilang paaralan*
Aralin 3. *Mga Alituntunin sa Ating Komunidad*	• *Naisasabuhay ang mga alituntuning ipinapatupad ng sariling komunidad.* • *Nasasabi ang mga alituntunin sa komunidad at nabibigyang katwiran ang pagtupad nito.* • *Nakapagbibigay ng halimbawa ng mga pagsunod at paglabag sa mga alituntunin.* • *Naihahambing ang epekto sa pamilya at komunidad ng pagsunod at hindi pagsunod sa mga alituntunin.*	**Ang Panayam kay Kap** • *Ang mga mag-aaral ay magsasagawa ng interbyu sa mga Kapitan ng kanikanilang barangay.* • *Mula sa pagpapanayam sa Kapitan o sino mang may panunungkulan sa barangay, alamin nila ang mga proyekto, aktibidad, at mga gawaing isinasagawa at ipinapatupad dito.* • *Matapos, makalap ang mga detalye't impormasyon, ito ay isusulat sa oslo paper at ilalagay sa loob ng isang polder kalakip ang mga larawan ng barangay hall at ng iyong nakapanayam.* • *Maging malikhain at maparaan sa pagdidisenyo.*	• *Guro* • *Mga Mag-aaral*	• *Maging pamilyar sa mga proyekto at gawaing isinasagawa sa kanilang komunidad o barangay* • *Maipamalas ang pagiging malikhain sa pagpresenta ng panayam* • *Makapanayam ang isa sa mga pinuno ng ating komunidad* • *Makapaglikha ng isang mini journal na tungkol sa kanilang panayam sa punong-barangay.*
Aralin 4. *Mahalaga sa Atin ang Komunidad*	• *Naipaliliwanag ang kahalagahan ng komunidad sa buhay ng batang Pilipino.* • *Nahihinuha ang kahalagahan ng komunidad sa buhay ng bata.*	**Panunumpa sa Aking Bayan** • *Sa isang oslo paper sumulat ng tatlo hanggang limang pangungusap na nagsasaad ng iyong pangakong pagbabago sa iyong sarili upang mapabuti ang iyogn komunidad na kinabibilangan bilang mag-aaral at mamamayan sa lipunan.*	• *Guro* • *Mga Mag-aaral*	• *Maipakita ang pagmamalasakit at pagmamahal sa komunidad* • *Makalikha ng pangungusap na magiging tulay sa pagbabago ng isang indibidwal*

Aralin 5. *Pag-unlad ng Ating Komunidad*	• *Nabibigyang halaga ang iba't ibang uri ng pamumuhay sa sariling pamayanan.* • *Napapahalagahan ang pagpupunyagi ng mga tao tungo sa pag- unlad ng sariling komunidad.*	**Laro ng Masa** • *Matapos talakayin ang iba't ibang pag-unlad na makikita sa ating komunidad, ang mga mag-aaral ay masusukat kung hanggang saan ang kanilang kakayanin at ito ay sa pamamagitan ng isang quiz bee.* • *Ang guro ang siyang gagawa at maghahanda ng mga katanungan na maaaring umabot mula sa sampu hanggang dalawampung katanungan.* • *Siya rin ang mamumuno sa gawaing ito. Bago magsimula ang maliit na patimpalak, hahatiin niya muna ang klase sa limang grupo at ang bawat isa sa kanila ay kinakailangang makilahok at makiisa sa laro.* • *Ang laro ay mahahati sa tatlong kategorya: Madali, Katamtaman at Mahirap at ang bawat isa ay may karampatang puntos na kapag nasagot ng tama ay ipagkakaloob sa grupong nakasagot.*	• *Guro* • *Mga Mag-aaral*	• *Magkaroon ng pagkakaisa at mapagtibay ang relasyon sa kapwa mag-aaral* • *Maalala ang bawat konseptong itinalakay sa pamamagitan ng pagsagot ng tama sa bawat katanungan*
Aralin 6. *Iba't ibang Uri ng Pamumuhay sa Komunidad*	• *Nailalarawan ang iba't ibang uri ng pamumuhay sa komunidad.* • *Nababalik-aralan ang mga terminong sangkot sa pag-aaral sa isang komunidad* • *Naiguguhit ang larawan ng sariling komunidad*	**My Community Book** • *Gumipit ng larawan ng iba't ibang uri ng pamumuhay sa komunidad.* • *Idikit ang bawat isa sa isang oslo paper at bigyan ito ng maikling deskripsyon na tumutukoy sa kung ano ang nasa larawan.* • *Pagkatapos, lagyan ito ng disenyo at gawing makulay.*	• *Guro* • *Mga Mag-aaral*	• *Maging pamilyar sa iba't ibang uri ng pamumuhay sa komunidad* • *Matukoy ang iba't ibang uri ng pamumuhay at mabigyang kahulugan ang mga ito* • *Maipamalas ang pagiging malikhain*
Aralin 7. *Ang Kwento ng Ating Komunidad*	• *Nailalarawan ang sariling komunidad sa iba't ibang panahon* • *Naihahambing ang mga pagbabago ng sariling komunidad sa iba't ibang aspekto noon at ngayon*	**Komunidad Ko, Ibabalita Ko!** • *Sa gawaing ito, inaasahan ang bawat mag-aaral na makapagbalita ng kanilang mga naihandang balita tungkol sa mga kasalukuyang pangyayari sa komunidad.* • *Sa bawat araw, ang guro ay may aatasang tatlo hanggang limang mag-aaral na magpapahayag ng kanilang mga balita sa oras ng klase.*	• *Guro* • *Mga Mag-aaral*	• *Makapagpapahayag ng balita ang bawat mag-aaral sa harap ng buong klase* • *Maging mapagmatyag at bukas ang isipan tungo sa iba't ibang pangyayari sa ating komunidad*
Aralin 8. *Ang Mga Unang Tao/ Pamilya sa Ating Komunidad*	• *Nailalarawan ang mga unang tao sa ating komunidad* • *Nasasabi ang mga katangian ng mga unang tao sa mga labi ng kasaysayan.* • *Naiuugnay ang kuwento ng mga matatanda at ninuno tungkol sa kanilang pagkatao sa kasalukuyan.*	**Alin ang Kapareha? Aling ang Naiba?** • *Ang guro ay maghahanda ng tatlo hanggang anim na pares ng mga baraha o cards na mayroong larawan ng iba't ibang sinaunang tao at pamilya noong unang panahon.* • *Ihihiwalay ng guro ang mga magkakapares at ang mga mag-aaral ay tutukuyin kung alin sa mga ito ang pares o hindi.*	• *Guro* • *Mga Mag-aaral*	• *Maipamalas ang pagkakaroon ng matalas na memorya* • *Matukoy kung alin ang magkapareha at alin ang naiiba* •
Aralin 9. *Mga Nakaimpluwensya sa Kultura Natin*	• *Naipaliliwanag ang kahalagahan ng tao sa pagsulong ng sariling komunidad.* • *Nakikilala ang mahahalagang tao o pamilya na nakaimpluwensiya sa kultura ng sariling komunidad.*	**Kultura Ko, Kultura Mo, Ipagmalaki Natin!** • *Ang bawat mag-aaral ay hahatiin sa anim na grupo.* • *Ang bawat isa ay pipili ng isang kulturang nakakaimpluwensya sa kanila at sila magmumunimuni sa mga ito.* • *Matapos mapagmunian ang mga bagay bagay, sila ay magbibigay ng mga kuro-kuro o ideya sa bawat isa upang makabuo ng isang artwork.* • *Ipinapakita sa artwork ang mga kulturang nakaimpluwensya sa ating pamumuhay bilang mga kabataang Pilipino.*	• *Guro* • *Mga Mag-aaral*	• *Maipagmalaki ng buong puso ang kulturang Pilipino sa pamamagitan ng pagguhit* • *Maging pamilyar sa iba't ibang kulturang ating namana sa ibang lahi*
Aralin 10. *Iba't ibang Pangkat sa Komunidad*	• *Nabibigyang halaga ang iba't ibang pangkat etniko sa sariling komunidad.* • *Nailalarawan ang katangian at pamumuhay ng mga pangkat etniko*	**Magmatyag, Magsaliksik, Makialam, Maging Maalam!** • *Magsaliksik ukol sa iba't ibang uri ng mga pangkat etniko na matatagpuan sa bansang Pilipinas.* • *Ibigay ang kanilang kasuotan, uri ng tirahan at kagamitan.* • *Ilagay ito sa short bond paper.*	• *Guro* • *Mga Mag-aaral*	• *Matutong manaliksik ng mga impormasyong kinakailangan* • *Maging pamilyar sa iba't ibang uri ng pangkat etniko at kung ano-ano ang mga kasuotan, tirahan at kagamitan ng mga ito.*

Aralin 11. *Pagpapahalaga sa mga Pangkat Etniko sa ating Kumunidad*	• *Nasusuri ang pinagmulan at pagbabago ng kultura at tradisyon ng kinabibilangang komunidad* • *Naipapakita sa iba't-ibang sining ang pagmamalaki sa mga tradisyong kinabibilangang komunidad* • *Nailalarawan ang uri ng panahon ng mga sinaunang Pilipino at kaugnayan ng panahon sa kanilang pamumuhay* • *Naipapakita ang paggalang, pagmamamalaki, at pangangalaga sa ating komunidad*	**Ang Mga Pangkat Etniko** • *Sa isang 1/8 na illustration board, gumuhit ng isang malaking kahon at nakapalibot sa bawat apat na sulok na ito ang apat na malaking hugis puso.* • *Ang mga mag-aaral ay pipili ng isa sa mga pangkat etniko na inyong itinalakay at kumuha/ gumupit ng larawan nito na ididikit kahong nakaguhit sa illustration board.* *Sa mga hugis puso naman isusulat ang bawat katangian, kagamitan, kasuotan at kahalagahan ng iyong napiling pangkat etniko.*	• *Guro* • *Mga Mag-aaral*	• *Mabigyang halaga ang ginagampanang papel ng bawat pangkat etnikong naninirahan sa ating komunidad* • *Maging pamilyar sa mga suporta na ating ipinagkakaloob sa kanila*
Aralin 12. *Makasaysayang Pook na Nagpapakilala ng Kinabibilangang Komunidad*	• *Naisasalaysay ang kuwento ng mga makasaysayang pook sa kinabibilangang komunidad* • *Nasasabi ang mahahalagang pangyayaring naganap sa kinabibilangang komunidad* • *Naipapakita ang paggalang, at sa pangangalaga sa mga makasaysayang pook*	**Ipakita, Ibahagi.** • *Kumuha o gumupit ng larawan ng isang pook o bantayog na kilalang kilala sa inyong lugar.* • *Maari itong rebulto, monumento o kaya naman ay sikat na pasyalan na matatagpuan sa inyong lugar.* • *Ibahagi sa klase kung ano ang tampok dito, saan ito matatagpuan at kung ano-ano ang mga karanasang iyong naranasan sa pook na ito. (Kung meron man)*	• *Guro* • *Mga Mag-aaral*	• *Maibahagi sa buong klase ang kilalang bantayog o pook na makikita sa inyong lugar* • *Matutong ipagmalaki at alagaan ang pook o lugar na ito*
Aralin 13. *Mga Tradisyon sa Ating Komunidad*	• *Naipagmamalaki ang kultura at pagkakakilanlan ng sariling komunidad.* • *Nabibigyang halaga ang mga tradisyong may kinalaman sa pagkakabuklog ng mga tao sa komunidad.*	**Watch and Learn!!** • *Ang mga mag-aaral ay mahahati sa limang grupo at sa bawat grupo ay mayroong nakatalagang lugar na kung saan ay kanilang pagsasaliksikan.* • *Inaatasan silang humanap ng tatlong mga tradisyong ginagawa sa lugar na iyon at kanila itong tatalakayin gamit ang pagpapalabas ng mga video.*	• *Guro* • *Mga Mag-aaral*	• *Magkaroon ng mapayapa at makahulugang pananaliksik at pagbibigay ideya ng bawat miyembro ng grupo* • *Makapag-pokus at manuod ng ayos upang matutunan ang mga impormasyong isinasaad ng video*
Aralin 14. *Ating mga Pagdiriwang*	• *Nabibigyang halaga ang mga kaugaliang kaugnay ng pagdiriwang na pansibiko at pangrelihiyon sa komunidad.* • *Nakikilahok sa mga gawaing kaugnay ng mga pagdiriwang sa sariling komunidad.*	**Mahalagang Okasyon, Ipagdiwang Mo!** • *Sa isang papel, isulat ang iyong pinakapaboritong pagdiriwang at paano mo ito pinaghahandaan at isinasagawa.*	• *Guro* • *Mga Mag-aaral*	• *Makapagsulat ng isang talata na naglalaman ng kahalagahan ng pagdiriwang ng isang okasyon*
Aralin 15. *Ang Sining ng Ating Komunidad*	• *Nabibigyang halaga ang iba't ibang uri ng sining ng komunidad panitikan, musika, sayaw, at isport.*	**SayAwit~** • *Ang klase ay mahahati sa dalawang grupo: ang grupo ng mananayaw at grupo ng mga mang-aawit.* • *Sila ay aatasan na magtanghal sa klase ng isang katutubong sayaw at katutubong awit na may kaugnayan sa pamumuhay sa isang komunidad (e.g. buhay sa bukid, buhay sa dalampasigan)*	• *Guro* • *Mga Mag-aaral*	• *Maipagmalaki ang kulturang Pilipino pagdating sa pag-awit o pagsayaw* • *Magtanghal sa loob ng klase sa pamamagitan ng pagkanta at pag-indak sa tugtugin*
Aralin 16. *Mga Sagisag ng Ating Komunidad*	• *Napahahalagahan ang mga pagkakakilanlan ng sariling komunidad.* • *Nailalarawan ang mga bagay, estraktura, bantayog, at sagisag na pagkakakilanlan ng sariling komunidad.* • *Nabibigyang halaga ang mga makasaysayang sagisag, estraktura, at mga bantayog na matatagpuan sa sariling komunidad.*	**Crossword Puzzle** • *Ang guro ay pipili ng sampung mga salita na kaugnay sa paksang itinalakay.* • *Sa pamamagitan ng isang crossword puzzle, ang mga salitang napili ay bibigyan ng depenisyon at ito ay nakaayos o nakagrupo kung pahalang o pababa ang salita.* • *Ang guro ay maglalaan ng papel sa kaniyang mga mag-aaral at sasagutan ito ng kanyang mga mag-aaral.*	• *Guro* • *Mga Mag-aaral*	• *Maging pamilyar sa mga depenisyong nakasaad sa puzzle* • *Tukuyin kung ano ang tinutukoy sa bawat depenisyon*
Aralin 17. *Ating mga Yamang Likas*	• *Nabibigyang halaga ang mga yamang likas na nagpapakilala sa sariling komunidad.* • *Nailalarawan ang*	**Magagandang Tanawin, Sariling Atin!** • *Sa isang bond paper, idikit ang sampung iba't ibang larawan ng mga sikat na tanawin sa ating bansa.* • *Pumili ng tatlo sa mga ito at*	• *Guro* • *Mga Mag-aaral*	• *Matutong pagyamanin at pangalagaan ang mga likas yaman n gating komunidod* • *Maging pamilyar sa iba't ibang tanawin at lugar na matatagpuan dito sa*

	sariling komunidad.			
Aralin 17. *Ating mga Yamang Likas*	• *Nabibigyang halaga ang mga yamang likas na nagpapakilala sa sariling komunidad.* • *Nailalarawan ang mga ating yamang likas.*	**Magagandang Tanawin, Sariling Atin!** • *Sa isang bond paper, idikit ang sampung iba't ibang larawan ng mga sikat na tanawin sa ating bansa.* • *Pumili ng tatlo sa mga ito at bigyan ng paliwanag kung bakit ito ang iyong pinili.*	• *Guro* • *Mga Mag-aaral*	• *Matutong pagyamanin at pangalagaan ang mga likas yaman n gating komunidad* • *Maging pamilyar sa iba't ibang tanawin at lugar na matatagpuan dito sa Pilipinas*
Aralin 18. *Nagtutulungan Tayo*	• *Nailalarawan kung paano tinutugunan ng komunidad ang pangunahing pangangailangan ng mamamayan* • *Napapahalagahan ang pagpapanatili ng pagtutulungan sa pagtugon sa pangangailangan ng komunidad* • *Naipaliliwanag ang gawain na nagpapakita ng pagtutulungan tungo sa pagkakabuklod ng mga tao sa komunidad*	**Tulong tulong Para sa Pag-unlad** • *Sa isang maliit na papel, isusulat ng mga mag-aaral kung ano ang tulong na kanilang maipaparating sa kapwa nila Pilipino.* • *At kapag tapos nang sumulat ang bawat isa, hinihikayat ang guro na tumawag ng mga boluntir.*	• *Guro* • *Mga Mag-aaral*	• *Maipakita ang pagmamalasakit sa kalikasan sa pamamagitan ng pagsusulat* • *Maibahagi sa kapwa ang mga paraan at saloobin kung paano makakatulong sa pangangalaga ng likas yaman*
Aralin 19. *Iba't- Ibang Hanapbuhay*	• *Nasusuri ang pangunahing kabuhayan sa komunidad na nakatutulong sa pamumuhay ng mga tao.* • *Nailalarawan ang mga pangunahing hanapbuhay sa komunidad na tumutugon sa pangangailangan ng mamamayan.*	**Hanep Buhay!** • *Tampok sa gawaing ito ang artwork o kaya naman ay talata na naglalarawan at nagpapakita ng hanapbuhay o trabaho na mayroon ang iyong mga magulang.* • *Ang bawat mag-aaral ay pipili ng isa lamang sa kanilang gagawing aktibidad. Pipili sila kung sila ay guguhit o magsusulat.* • *Ilalahad o ipapakita nila ang hanapbuhay na bumubuhay sa kanilang pamilya at ang mga napiling mag-aaral ay marapat na ibahagi ang kanilang mga nilikhang artwork o talata.*	• *Guro* • *Mga Mag-aaral*	• *Maipamalas ang galing sa sining* • *Maging pamilyar sa trabaho o hanapbuhay na ginagawa ng kanilang mga magulang* • *Mapahalagahan ang bawat dugo at pawis na ibinubuhos ng iyong magulang sa pagtatrabaho*
Aralin 20. *Ang Epekto ng Panahon*	• *Naiuugnay ang uri ng panahon sa pangunahing hanapbuhay sa sariling komunidad* • *Nahihinuha ang epekto ng uri ng panahon sa hanapbuhay at pinagkukunang yaman sa komunidad*	**Umulan o Umaraw, Tuloy pa rin!** • *Ang guro ay magpapapanuod ng isang palabas na tungkol sa epekto ng klima at panahon sa hanapbuhay.* • *Matapos mapanuod ang maikling palabas, ang guro ay naghanda ng mga katanungan na marapat na sagutin ng bawat mag-aaral.*	• *Guro* • *Mga Mag-aaral*	• *Maging pamilyar sa iba't ibang epekto ng panahon sa paghahanapbuhay*
Aralin 21. *Ang Epekto ng Lokasyon*	• *Naiuugnay ang uri ng lokasyon sa pangunahing hanapbuhay at pinagkukunang yaman sa sariling komunidad.* • *Nahihinuha ang epekto ng uri ng lokasyon sa hanapbuhay at pinagkukunang yaman sa komunidad*	• *Ang mga mag-aaral ay hahatiin sa limang grupo at ang bawat isa ay nakatalaga sa iba't ibang lokasyon na mayroon ang isang komunidad.* • *Sa pamamagitan ng isang maikling dula, ipapakita ng bawat grupo ang hanapbuhay na mayroon ang napili nilang lokasyon.* • *Halimbawa: ang napili ng mga mag-aaral ay ang karagatan, ipapakita nila ang buhay ng mga mangingisda at maninisid sa ilalim ng dagat.*	• *Guro* • *Mga Mag-aaral*	• *Maging mapanuri sa mga hanapbuhay na maaaring gawin sa ating komunidad*
Aralin 22. *Ating Pangangalagaan*	• *Nakaiiwas sa mga gawaing maaaring makasira sa pinagkukunan ng kabuhayan.* • *Nakatutulong sa pagsasagawa ng mga paraan sa pangangalaga ng pinagkukunan ng kabuhayan*	**Simula sa Araw na ito…** • *Susulat ang mga mag-aaral ng kani-kanilang resolusyon tungo sa pagbabago.* • *Nakasaad dito ang mga gawain, ugali o bagay na gusto nilang alisin o baguhin sa kanilang buhay upang makaiwas sa pagkakasira ng mga likas na yaman.*	• *Guro* • *Mga Mag-aaral*	• *Magkaroon ng bukas na pang-unawa sa kung paano pangangalagaan ang bawat hanapbuhay na matatagpuan sa ating bansa* • *Makapagbahagi ng nalalaman kung paano maaalagaan ang mga likas na yaman*

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The researchers came up with a study which utilized a quasi-experimental research design, specifically the Static-Group Comparison Design, which gave focus on determining the

efficacy of Performance Task Method on the performance level in Araling Panlipunan of the Grade 3 pupils of the Colegio. The Colegio was chosen by the researchers as the locale of the study not just only because of its accessibility, but also because of its goal of providing quality education among the learners through sustained research and outcomes-based instruction. The respondents of the study were the Grade 3 pupils of the Colegio enrolled in the academic year 2014-2015. They were chosen as the respondents as it is the last level of primary years of elementary and that they have already achieved the competencies for the primary level.

To gather valuable and spontaneous information, the researchers conducted a pre-survey consisted of focus group discussion and checklist. The focus group discussion was intended for the Grade School Araling Panlipunan teachers to find out the different methods and strategies they used in teaching the said subject. Consequently, the answers obtained by the researchers were used for making the checklist which was personally administered to the Grade 3 pupils. This pre-survey was done to verify if the teaching strategies of the Grade School Araling Panlipunan teachers were under the Performance Task Method.

After the conduct of the pre-survey, the researchers then proceeded on constructing the module based on the OBE syllabus and K-12 module of the Grade 3 Araling Panlipunan teacher for the teaching demonstration. Two different modules were made, one for the Lecture Method and one for the Performance Task Method, which undergone validation by the Grade 3 Araling Panlipunan teacher and the MAKABAYAN Cluster Chair. Likewise, the module for the latter involved the top five teaching activities and strategies based on the pre-survey result. Prior to the conduct of the actual teaching demonstration, a dry run was conducted by the researchers to the same set of respondents.

Consequently, the control group was taught using the Lecture Method or the conventional way of teaching. On the other hand, the experimental group was taught using the Performance Task Method which was considered as the treatment of the study. Likewise, the assignment of the respondents for the control group and experimental group involved no randomization as their Araling Panlipunan class schedules were followed. The teaching demonstration lasted for one week as this was actually the span of time a particular lesson is taught. After the conduct of the teaching demonstration, a posttest was given to the both groups using the same set of questions. Also, a Table of Specifications for the posttest was constructed.

Furthermore, a researcher-made learning styles assessment test was administered to the Grade 3 pupils to find out their general abilities as well as their learning styles preferences— whether they are Visual, Auditory, or Kinesthetic learners. These external factors, including the gender of the respondents, were taken into consideration as these contributed to the differences in the performance level of the Grade 3 pupils in Araling Panlipunan.

As the posttest result and the performances of the respondents from the both groups were analyzed and interpreted, the researchers found out that performance task method is an efficacious teaching method in teaching Araling Panlipunan among the pupils in the Grade School Department of the Colegio. Moreover, this result served as the basis for proposing an action plan that would aid in improving and amending the instruction of the Basic Education Department-Grade School.

Conclusion

Based on the findings of the study, the following conclusions were drawn:

Based on the posttest result, the experimental group who was taught using the performance task method performed better in Araling Panlipunan than the control group who was taught using the Lecture Method.

There is a significant difference between the posttest scores of the pupils in the experimental group based on their gender and general ability.

There is a significant difference between the performances of the Grade 3 pupils in the experimental group and control group.

Recommendations

In accordance with the light of findings and conclusions, the following recommendations are drawn:

The learning styles assessment test utilized during the research may be used as an instrument for determining the preferences of students in learning. Moreover, this may also be subject for modification based on the age and grade level of the respondents.

Assessment and information regarding the learning styles of the respondents may be a relevant source of information and may serve as a basis for conducting another research.

The proposed action for teaching Araling Panlipunan intended for Grades 1 to 3 may be subject for enhancement and may serve as a stepping stone for developing an action plan for higher grade levels.

The proposed action plan for teaching Araling Panlipunan may be considered using by the Colegio, specifically by the Basic Education Department-Grade School, for the next academic year and may serve as a modest contribution for the accreditation efforts of the Colegio.

The future researchers may improve the study by considering other teaching activities and strategies from the result of the pre-survey. Further modification of research could be done by employing a stratified random sampling technique among the respondents to ensure that they are heterogeneous and equally distributed among the experimental group and control group.

Biography

Ms. Norma Bardos-Villamor graduated with a bachelor's degree in Elementary Education with specialization in Preschool Education from Colegio de San Juan de Letran Calamba Philippines in 2000 where she earned Academic Excellence and Rector's Award. She obtained her master's degree in Guidance and Counseling at the Laguna College of Business and Arts in 2011. She took 18 units in Masters of Arts in Education major in Physical Education at the National Teachers College, 18 units of Music Education at Sta. Isabel College Manila and currently undertaking Doctor of Education major in Educational Management at the Laguna State Polytechnic University, Sta. Cruz, Laguna.

Presently, she is teaching in the Basic Education Department- Grade School Department and in the Tertiary School of Education, Arts, and Sciences Colegio de San Juan de Letran Calamba Philippines, she has been a member of professional organizations such as Cheerleading Association of the Philippines (CLAP), National Organization of Professional Teachers, Philippine Home Economics Association, International Federation of Home Economics, Philippine Society for Music Education and the Philippine Guidance and Counseling Association (PGCA), Laguna Chapter.

She had done several researches which made a remarkable contribution in the Colegio's academic welfare. She and her co-researchers studied the K to 12 curricular programs entitled "Parents' Perception on the Degree of Implementation of the K to 12 Curricular Program in the Primary Level of the Basic Education Departemnt of Letran Calamba" which was presented internationally at the Society of Interdisciplinary Business Research Conference in Thamassat University in Bangkok, Thailand in 2017 sponsored by the Society of Interdisciplinary Business and Economics.

She is currently working in Colegio de San Juan de Letran Calamba Philippines as a Grade School Academic Chair for Subject Music, Arts, Physical Education, Health, Home Economics and Social Studies. She is not just an educator, she is as well a researcher, a songwriter, and an environment advocate.

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PARENTING STYLES OF MOTHERS AND STUDY HABITS OF HIGH SCHOOL STUDENTS: BASES FOR IMPROVING THE ACADEMIC PERFORMANCE AMONG STUDENTS

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ABSTRACT

The study explored the parenting styles of mothers and study habits of students as bases for improving students' academic performance. A total of 224 students enrolled in the Junior High School of the K to 12 Curriculum served as the respondents. The researcher developed the main gathering instruments employed in the investigation and experts validated the content to measure the parenting styles of mothers, the study habits of students, and other pertinent variables used. The four types of parenting styles of mothers were correlated to their profile and to the four indicators of study habits of students which include making a study schedule, studying in an appropriate condition, equipping study area with supplies and materials, and preparing one's self for independent learning. The salient findings revealed that majority of the mothers practiced the educating form of parenting style to their children. It came out further that neglecting as other form of parenting style has inverse significant relationship to the study habits of students. In addition, the study habits of the students are interpreted as fair. To improve the study habits of students, it is important for teaching personnel to execute their equal share in the promotion of sound and auspicious study habits of the students. Moreover, the relationship between the school and family relative to the academic development of the students should be further strengthened through the programs of the Parents-Teachers Association.

Keywords: parenting styles, study habits, academic performance

SURVEY ON SAI GON UNIVERSITY EFL STUDENTS' ATTITUDES TOWARDS M-LEARNING

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ABSTRACT

Mobile learning (M-learning) has been popular in education over the world; however, it is still new learning approach for Vietnamese students among E-learning environment. It has seen that the exponential development of mobile devices accompanied their smart functions is an advantage to apply for learning everywhere and every time. Thus, mobile assisted language learning (MALL) is believed to serve learners' English learning. Namely, it is useful for learners' learning English at Sai Gon University (SGU), Vietnam today. Although learning through smart and mobile devices is expected to apply appropriately on teaching and learning because of its conveniences, abilities to apply such learning approach need to be assessed seriously. This paper is to present the learners' mobile learning perception and agreement as well as their psychological preparation to perceive mobile learning application at SGU. Besides, this writing listed the concepts and synthesizes data of mobile learning through a survey on two hundred EFL students at SGU with questionnaire as the research instruments included twenty questions within 20 minutes. The survey is carried out in the first semester of the school year 2017-2018; it lasted two months from September 5th, 2017 to November 5th, 2017. The qualitative approaches was used to collect and analyze the research data and the results showed that students' attitudes towards M-learning is positive and M-learning application at SGU is able to be accepted strongly.

Keywords: Mobile learning, E-learning,every time, everywhere, attitudes, Sai Gon University

Biography: *VO Thuy Linh works a an English teacher in Sai Gon University, Ho Chi Minh city, Vietnam. She is currently a Master of TESOL of Ho Chi Minh City Open University. Her research interests are teaching English pronunciation and using technologies in teaching languages, especially, mobile-learning (M-learning) is the one she is investigating for her PhD thesis. She would like to be a participant as presenter at the symposium and the main conferences of International Conference Language Teaching and Learning Today 2018 (LTLT). Her agrees that communicating in a target language frequently influences learning that one positively. This means it is more important and effective than getting high marks at language examinations. Beside researching positive teaching method, she expects chances to exchange teaching experience.*

Introduction

In the beginning of 2017, while I was doing a reading round with the students of the 5th year of a public school in the municipality of Itajaí / SC / Brazil, Teacher Judith Duarte de Oliveira Basic School, developing at these moments, reading skills before, during and after reading (SOLÉ, 1998), one fact caught the attention of everyone: a student brought a journalistic article that talked about the death of an elderly person on a traffic discussion. The students expressed outrage at this situation, and by several other manifestations of violence that were happening at school, community,city and other places on the planet. They questioned me how we could contribute to foster the situation we were living and make a change.

It was in this context that the need arose the elaboration of the "Sowers of Peace: Unite to Make a Difference" Project began. The project seeks to develop values related to peace and non-violence through meaningful experiences to the lives of all beings around the planet.

In order to trigger students' prior knowledge of the project, I decided to ask them to represent, through drawings, what peace meant to them. After that moment, each student presented and explained their drawings to the others. This initial situation provided a conversation about the different meanings of what an ideal Culture of Peace would be like. As I reviewed the presentations, I recorded their words and realized that they were experiencing superficial knowledge of the subject, reflecting common-sense responses. They expressed generalizations and that revealed that the students had a big lack of information about what a Culture of Peace is.

Knowing the students' conception about this theme allowed me to recognize their knowledge, limitations and cultural influences and, above all, made it possible to verify that I had a long way to go, so I planned this project to meet the diversity of students with content and challenging activities that could promote a meaningful understanding of what a Culture of Peace is, because at times of so many wars, conflicts and intolerance, there's nothing better than to awake in people the desire to become peacemakers. With this project I sought to sow a seed of peace in every heart, for I believe that peace and education are inseparable aspects of civilization.   No civilization is truly progressive without education and no educational system is truly civilizing unless it is based on the universal principles of peace (DANESH, 2011).

Goals

In developing the project ″Sowers of Peace: Unite to Make a Difference ″ I sought to develop values relating to peace and non-violence through meaningful experiences on the lives of all beings on the planet.

Other objectives of the project were: To understand the importance of peace and to know its different approaches; develop peaceful and respectful behavior among all members of the community; to collaborate in the development of a culture of peace and non-violence; to develop an environmental awareness for the preservation of nature and living beings; to discuss actions that can be developed in schools and other environments that develop peaceful, supportive and anti- bullying attitudes ; to encourage reading and creativity in order to develop the potential of communication, the pleasure of listening and reading books and texts of various textual genres; to practice reading as a democratic practice, fundamental in the formation of critical sense and citizenship, developing the language skills of speaking, listening, reading and writing; to carry out activities with newspapers, magazines, books, videos, movies, paintings, internet, for the elaboration of an knowledge that culminates in the joint work of all the school staff, collaborating for the development of a culture of peace and non-violence inside and outside of the school.

Curricular Contents

Because it was an interdisciplinary project, I tried to work in contents that included as many subjects as possible and that aroused the interest of students and the school community. Among the contents covered during the project, I highlight: reports of experience: personal, professional and social experiences; quality of life; concepts of peace; movements of peace and non-violence in the past and present; peaceful resolution of conflicts (anger management, non-violent language and behavior); bullying; protection and environmental sustainability; charts and tables; textual genres, among others. The project would be supplying the need of knowledge to the Culture of Peace, not only covering information about the topic, but also providing the students with experience, since in addition to the research and theoretical studies, students are being proposed practical activities throughout the project.

Development

The "Sowers of Peace: Unite to Make a Difference " project began in 2017 during a reading wheel with thirty 5th graders. Most of these students were nine and ten years old. We had four students at the age of twelve, with a history of school fail. The class was quite heterogeneous. It had many students with difficulties of reading, writing, mathematical reasoning, among others. Among these, there were also six students with intellectual disabilities (one in the syllabic hypothesis of writing and three in the syllabic-alphabetical hypothesis (FERREIRO; TEBEROSKY, 1985), one with dyslexia, one autistic and one handicapped due to cerebral palsy.

The fact that this was a class with enough difficulty of learning and having so many students with special educational needs was not enough to stop the development of this project, on the contrary, it encouraged me to work even harder. According to Ausubel (1988), it is indispensable for there to be meaningful learning that students are predisposed to learn meaningfully. to him meaningful learning is understood as a process in which new information, assimilated in a stable and useful way, must interact with certain relevant ideas previously existing in the cognitive structure of the subject.

As I mentioned before, before carrying out any activity I needed to know what they understood about Culture of Peace and knowing the students' conception about this theme allowed me to recognize their knowledge, limitations and cultural influences so I could meet the diversity students with contents   and challenging activities that could promote a meaningful understanding of what a Culture of Peace is.

After the diagnosis I felt the need to awaken on the students the desire to become active participants on the project, interacting and contributing with suggestions to create a Culture of Peace, so I did a reading and oral interpretation of the story " The Young and the Stars of the Sea ". In summary, the text shows an example of how, with small attitudes, we can make a difference wherever we are. The students understood the message, and what was initially a simple idea of research on the Culture of Peace, became a great challenge since the interest of students increased and new ideas emerged throughout the development of the project, which will be described throughout this report.

Following up the project, we discussed a short text about peace, with reading and oral interpretation besides activities with the "La Paz", from the Conjunto Nova,

and "Heal the World " by singer Michael Jackson. I also used a projector to introduce students to the work "War and Peace", by the Brazilian artist Candido Portinari, which is at the UN headquarters in New York.

Following the activities, I began to read the book "The Little Prince" by Antoine de Saint-Exupéry. Every day, before starting activities, I read to the students a few chapters of it, until I finished it. Abramovich (1997, p. 23) states that it is super important to read to students, even if they already know how to, because according to him [...] "When the child knows how to read, his relationship with the stories is different, but he continues to feel great pleasure in listening to it." It is also worth noting the importance of shared reading for the formation of readers, because according to Colomer, "sharing works with other people is important because it makes it possible to benefit from the competence of others to build meaning and gain the pleasure of understanding more and better books. Also because it allows to experience literature in its socializing dimension, making the person feel part of a community of readers with multiple references and complicities " (COLOMER, 2007, p.143).

As we read, there were some very significant reflections, including on bullying, which led me to research and organize a series of activities un one of the chapters that the students liked the most: The Prince and the Fox dialogue. From this, a phrase from Saint-Exupéry (2015, p. 70) was taken up. "The essential is invisible to the eyes," and I emphasized that this attitude of the students was essential to help build a more dignified life for all.

A very significant moment was when I started making books about peacemakers who left their mark on the world. For that I took the students to the computer lab to investigate and meet some peacemakers. After their names were listed, students made the choice of five who wanted to know better, Martin Luther King, Mahatma Gandhi, Nelson Mandela, Mother Teresa of Calcutta and Anne Frank. From then on the students were divided into five groups to research their history in more detail and later on to make books about it. After the research, I gave each group a block of paper and explained to the students how to assemble a book, guiding step by step how they should write it: cover, back cover, cover page, introduction, references ... This block would be the draft of the book which, when completed, would be published. They also made a selection of well-known sentences and a Quiz. After the completed drafts, the students typed in the computer lab and I helped them choose the images. I took a computer technician to craft the artwork and print the books, which are part of the "Peace Sowers Collection".

In addition to the written production of the books, I questioned the students how we could the knowledge of these peacemakers to people who, unfortunately, can not read or who have a vision problem. That's when a great deal of uneasiness arose in everyone: how do you approach these people with such inspiring stories? How to provide the enchantment for reading with such difficulties?

We decided to produce, along with printed books, audio books with stories read by students and recorded on CDs. The students were raving about the idea.They began to train reading to produce the audiobooks of the "Peace Sowers Collection". The students' parents also got involved and started rehearsing their children and helped me in the process of recording the audio books. In partnership with the computer lab teacher, an application of the "Peace Sowers Collection" was also produced.

I also organized a space in the School Library in order to promote the access of the Culture of Peace knowledge to the whole community. In order to fulfill this objective, I have requested donations from various agencies and entities that develop humanitarian projects, among them UNESCO, which has already sent me several books and information materials.

Another activity I did in the " Sowers of Peace " project was to suggest to the students to create a logo to be printed on T-shirts that would be used in an event in celebration of the International Day of Peace, which would take place on September 21. The students designed and was chosen, through a vote the best logo. We also chose the song "Sou da Paz" from the group Cia Tribe of Dance, and when I showed the video and told the students that we would rehearse this dance to perform at the event, many of them said that it was very difficult and we would not be able to do it because of the complexity of it. At this point we were interrupted by a student who, very motivated, began to quote the phrase of Martin Luther King: " If you can not fly, run. If you can not run, walk. If you can not walk, crawl, but keep moving forward anyway. "And he continued: "Who said we can't do it? We will try! If it does not looks the same, that's okay! Let's do it our way. But let's do it! "Everyone looked at her and understood the message. I confess that I was moved and speechless, and I realized that when one person is trying to influence another to live in peace, he is sowing one seed of good in the heart of the other.

On the following days we organized the event in commemoration of the International Day of Peace, which was established in 1981 by the UN. On this day is celebrated non-violence and world peace among nations. The event happened in front of the Historical Museum, downtown in

Itajaí. In addition to participating in the "Sowers of Peace" Project, which is being developed at the school, students also participated in the International Art and Literacy Project, Pinwheels for Peace, "planting" wind-tugs with messages of peace in the gardens of our city. We made 1000 wind-tugs, involving all the students at the school, and spread them on the gardens of our city, with thoughts about peace, anti-bullying, non-violence, among others, and drawings visually expressing their feelings. They were placed in the gardens as a public statement of the search for the Culture of Peace. The wind spread thoughts and feelings about peace to the whole country, and to the world. In addition, there were artistic presentations on the theme, recitation of poetry, distribution of leaflets with phrases of the researched peacekeepers, distribution of balloons, face painting and distribution of tree seedlings. Parallel to this event, our school made reflections on peace and a minute of silence in favour to it. Then a collective hug was held for peace in the world. The event was a success and was widely publicized on the press.

With all that has been developed and experienced, I realized that the project could not be completed in 2017, since due to the great importance of this issue, it must be worked constantly in schools, so in early 2018, I realized a dream that I had long aspired to: the creation of the "Peace Sowers Newsletter".

The idea of the informative one came from the observation of the news published in the mass media. Every day, we are bombarded with television images, video games, music, and articles from newspapers or magazines that give more importance to conflicts and war. And most of them only transmit negative information, such as crimes, corruption, drugs, forgery, abuse, bullying, among others. Violence has become commonplace and accepted as part of our society and for some it is a life style.The new generation, the generation of our students, our children, is growing believing that the world is just that. They don't have good references and inspirations as examples. They need to know that for every person who does evil, there are thousands who do good and that their stories are not shared.

Danesh (2016) says that education and the media are centered on conflicts, attaching great importance to them and always giving priority to news about violence. So children are trained to conflict, but they never learn about peace. In this sense, the practice of education for peace is an opportunity to promote the total well-being of the students, since they will be treated with justice and equality, promoting individual and social responsibility for both educators and students.

As I mentioned at the beginning of this story, we all want to achieve peace. We want to have inner peace, interpersonal peace, peace in work, peace in our families and communities, but for that to happen, peace needs to become more than just a word. It is precisely at this point that the "Peace Sowers Newsletter" wants to make a difference by giving tips and showing examples of inspiring stories that will influence future generations.

With a monthly circulation of 3000 thousand copies with 12 pages, and also in the digital format, the "Peace Sowers Newsletter " addresses several topics in the sections on Quality of Life, Health, Family Space, Ecology, Sustainability, Interviews with Inspiring People, Traveling in History with Peacemakers, UN News, and a wide range of knowledge and information to add to these, and   that contribute to the individual and collective good, benefiting as many people as possible and promoting the Culture of Peace.

In addition, it seeks to increase and stimulate reading and textual production of students, providing an improvement on the quality of reading and writing through printed dissemination, accessible to the entire community, and through online dissemination. To support this mission, I managed to establish partnerships   with entrepreneurs interested in participating in a project that brings many benefits, bringing vital information, timeless, enabling growth for all, and in various dimensions.

For the elaboration of the informative, we first visited the premises of a famous newspaper of the city, where they followed the stages of the process of creation and logistics of it. In another moment I made the presentation of the ID and information for the whole school community, and since I have been working in school for 25 years and have already given classes for students of all grades, I was able to assemble with students from various classes, sections of the newsletter. Activities of consultation, research, interviews, photographs and visits were made, seeking material to compose the information. With the team responsible for the sections we select the subjects and the materials suggested sent by several students, which will be part of the month's newsletter. The students of all classes, teachers, parents and collaborators, are actively involved in the making of the informative and this contributed to that, in general, the students perceived the power that their words have

The information is distributed free of charge to the entire community and for each of the 20 sponsors, 100 copies are sent out so they can distribute to their clients, friends and employees.

Produce and distribute a free vehicle with key information to life, information for the good, information that touches and that can benefit many people, is what is at the base of the project, talking about the reach of thousands of other people who can become seeders of peace by causing this current of good to be transmitted to the number of people.

It is worth noting that in 2018, inspired by my project the previous year, the whole school is working, throughout the school year, the theme of the Culture of Peace, developing the Interdisciplinary Project Reading in Quality of Life "Ciranda for Peace". The interdisciplinary project of reading is done around a pleasant process of teamwork, which involves the integration and engagement of teachers, students and parents, with a view of changing habits for a better life.

Conclusion

The UN (2017, online) states that there are currently almost 7.6 billion people living on Earth, so how can we establish a blueprint for all these people to live in peace? I believe that as the world is made up of billions of individuals, each individual can develop personal peace practices to create a sense of inner peace that will expand into their personal relationships with the community and the world at large. It was with this conviction that I sought to develop skills, attitudes and knowledge with cooperative and participatory learning methods in an environment of tolerance, care and respect. At all times I realized that, through dialogue and research, students became involved in a shared learning path, taking responsibility for their own growth.

In selecting the activities I tried to make the rescue of the learner's knowledge and the contextualization of the content with their experiences and reality. Not failing to critically analyze each of them, both in relation to learning, and in relation to the construction of values, such as respect, love and friendship, essential for students. The realization of diversified activities made it possible to reach cognitive abilities regarding differences and difficulties of students, improving their performance in the process of knowledge construction and social integration. As I developed the activities that had been planned, I realized that I was on the right track. The students were losing their shame, and even those who had difficulty reading and writing began to read orally and to write more easily. When analyzing writing samples from some students at the beginning and end of 2017, I checked how far they had progressed and it's appropriate writing.

When students are learning through peace education, the techniques of their education should reflect the values   that this education conveys.   Students who learn that their opinions are valued, but do not receive a mechanism within the school to express their opinions, will see the contradiction and may not learn the necessary aspects of education for peace.   For this reason, it was essential not only teaching about peace in the classroom, but creating a culture of peace in school.

I am aware that I have not been able to completely change the attitudes of all students, but I can say that I was able to make everyone reflect the situations presented, which I consider very important.

Although obstacles were encountered throughout the development of the project, such as students who had difficulties, and especially the struggle against time and the need to work on other content while carrying out the activities, learning occurred much more intensely, students to have fun and get more involved in the process.

With each activity performed, I realized something that could have been done differently. As an educator, I am always looking to improve my work in the classroom, and with the project I planned was no different. All the activities had something very special, highlighting the making of the books of the "Peace Sowers Collection" and the "Peace Sowers Newsletter", which required a great involvement of the students and is having an excellent evaluation of the readers.

Methodological strategies related to reading wheels, play activities, laboratory work, interpretation of texts, discussions, among others, undoubtedly promoted the participation, interest and understanding of the contents addressed, as well as provoking a greater stimulus to the issues related to reading and the lives of my students in society. We know that the role of the teacher is fundamental, both as a mediator and as an active participant in the activities, so the students felt motivated as I encouraged them to work. With the development of this project was also created a learning environment in which all students were participants subjects of all stages of the same. In addition, there was great involvement of families and community. Many parents who rarely came to school are partners today and are present in their children's school life and in the development of school projects.

After these activities I noticed a great change in the students and the way they analyzed everything around them. They began to be more partners in the school, helping to care for younger children; helping to avoid conflicts during the entrance and recreation and route home on the school bus; signaling problems they observed in the school environment, such as garbage thrown on the floor, bathroom, wasting of snacks by some students, and lack of care with school materials, in the end, they started to discuss about actions to be developed in the school, and in other environments, that developed peaceful, solidary and anti-bullying attitudes . They called themselves the "Peacemaking Squadron".

As a peacemaker, the most important thing I have in mind is that I should be the example for the students, for I understand how crucial it is that the educator be the model of the kind of behavior he wants to see in his students. What you do is as important as what you say. If we model kindness, understanding, and empathy, our students will learn kindness, understanding, and empathy. If we model intolerance and aggression, they will learn to be intolerant and aggressive. Children learn much more from what they observe than from what is spoken. Nolte and Harris (2009) point out an important aspect on this point of view:

Children are like sponges. They absorb everything we do, everything we say. They learn with us all the time, even when we do not realize that we are teaching. So when we adopt critical behavior - complaining about them, others and the world around us - we are showing them how to condemn and criticize others. We are teaching to see what is wrong in the world, not what is right (NOLTE; HARRIS, 2009, p.15).

All of us, teachers, parents, friends and family have a duty to show what is best and act as role models. Children will not show prejudice or hatred against anyone of race, religion, culture, sexuality or disability, unless they are led to believe that it is different. Through our work, we plan to contribute to the extermination of all differences between people so that we can all live feeling safe, happy and at peace. Through our work, we plan to contribute to the extermination of all differences between people so that we can all live by feeling safe, happy and at peace. "That our children are part of a future that, little by little, eliminate fear, hunger, prejudice and bigotry - a future that accepts every person on our planet in the family of humanity" (NOLTE; Harris, 2009, p 142).

I was very impressed with the implementation of this project, but I continue to seek alternatives to build peace in and out of school, along with improving teaching and learning,

without ever losing hope that many changes and new constructions are really possible. With small attitudes and developing activities involve a lot of dedication, love, time, respect and affection, we can bring more joy and dignity to people, often forgotten, abandoned and marginalized.

Many consider these ideas too illusory and dreamy, but for me it is "hope," a desire that we can do more to change the world and the reality in which we live. If we did not have the hope that the current situation could change, what would we be doing in the classroom? Otherwise it would not be possible to change the education, in the school, or in society. The teacher teaches and educates because he believes that it is possible to live in a more dignified and just world for all humanity.

BRIEF BIOGRAPHY OF THE AUTHOR

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"SOWERS OF PEACE - UNITED TO MAKE A DIFFERENCE": REPORT OF A SUCCESSFUL EXPERIENCE DEVELOPED ON A PUBLIC SCHOOL IN THE CITY OF ITAJAÍ / SC / BRAZIL

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ABSTRACT

All of us want to achieve peace. We want to have inner peace, interpersonal peace, peace in work, peace in our families and communities, but for that to happen, peace needs to become more than just a word. I believe that I have developed a project that can motivate future generations to build a more supportive and sustainable world, where we will find respect, safety and dignity for all.

It all started in early 2017, while I held a reading wheel with 5th graders from a municipal public school. At that moment, one fact caught the attention of all: a student brought a journalistic text that spoke about the death of an elderly man in a traffic discussion. The students expressed outrage over the acts of violence that were happening in our school, community, city and elsewhere on the planet. They questioned me how we could contribute to foster the situation we were living. It was in this context that the need arose the elaboration of the Project "Seeders of Peace: Unite to Make a Difference" started. The project, which began with 5th graders and extended to the other students of the school, sought to develop values related to peace and non-violence through meaningful experiences to the life of all beings on the planet, because in times of many wars , conflicts and intolerance, nothing better than to arouse in people the desire to become seeders of the Culture of Peace. when selecting the activities, I sought to rescue the knowledge of the student with the contextualization of their experiences and reality, analyzing critically each

of them, both in relation to learning and in relation to the construction of values, such as respect, love and friendship, things that are essential for students.

As the activities were being developed there was a significant improvement in learning and a change in the way students analyzed everything around them. They began to become more partners at school, signaling problems they observed in the school environment and suggesting actions for the awakening of peaceful, supportive and anti- bullying attitudes . In addition, there was a strong involvement of families, business people, the community and the media.

I also found that, through dialogue and research, students became involved in a shared learning path, taking responsibility for their own growth, evidenced in the making of books, audiobooks and applications on five peacemakers who made a difference in history, and mainly, in the production of a School Newsletter with monthly circulation of 3000 copies.

Keywords: Peace, teaching, education, learning, transformation

USING REFLECTIVE / REFLEXIVE PRACTICE TO STAY F.O.C.U.S.E.D. IN A COMPLICATED WORLD

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ABSTRACT

We learn a lot by doing. Yet we learn even more when we think about what we are doing! This conference paper for the West East Institute at the Harvard Faculty Club will showcase preliminary research findings grounded on a pioneering pedagogical innovation designed to help our students learn BETTER, learn FASTER and learn MORE than they are used to when faced complex unsolved problems, issues and challenges. Our study proposes that if we are to nurture the next generation of thought-leaders for a complicated world, we need to cultivate in our students a habit of mind for reflection and reflexion so as to open their thinking, feeling and acting towards the importance of "OTHERNESS": Other forms of reasoning, other forms of logic, other forms of explanations and other ways of knowing. The importance of all this takes us back to the advice of the great philosophers / thinkers that to have a better life, we need to improve our abilities to reflect / reflex about our situated contexts. This competency is grossly under-utilized in our education systems (more broadly) and poorly cultivated in practice. Our study showcases the importance of this reflective/ reflexive practice for our students grounded on an innovative pedagogy called "Staying F.O.C.U.S.E.D." where we captured evidence-based data on how our students are thinking, feeling and acting when they are confronted with real world unsolved problems, issues and challenges (during university coursework and during their internship placements). We designed an online data capturing system so that students can track their progressive reflections through weekly reflections before doing / reflection-in-action (while doing) / and reflection-on-action (after doing). These reflections/ reflexions are fed back to the

students in real-time through dashboard of graphics similar to a fitness App (bar charts, pie charts, frequency diagrams and textual word cloud analysis) designed to engage active learning and in the process taking our students' lives to a whole new level.

(Please click on this link to see the impact of the "F.O.C.U.S.E.D." framework: https://goo.gl/ yixKH9)

Keywords: Complicated world; Staying focused; opening up alternatives; reflective/ reflexive practice; thinking, feeling, acting; transfer of learning; knowing-doing gap; pedagogical innovation; contextual learning; active learning; fitness App.

About the Author: Dr Robert Wright has been a university level educator for the past 30 years. He is a multi-award winning teacher and researcher. He sits on the Editorial Review Boards of the Academy of Management Learning & Education (AMLE), Organizational Research Methods (ORM) and is the Associate Editor of the Journal of Management Education (JME). He previously served on the Editorial boards of Academy of Management Review (AMR) (2011-2017) and Journal of Organizational Behavior (JOB) (2002-2006). His research on "How useful are the strategic tools we teach in business schools?" was awarded Best Paper of the Year (in 2014) for the Journal of Management Studies, and in 2016 received the Emerald Citations of Excellence Award for high impact research. Outside of academia he is a Fellow and served on the Executive Council of the Hong Kong Institute of Human Resource Management between 1998-2012 and was associated with them for over 20+ years. He is a Fellow of the Australian Institute of Management and Fellow of the Hong Kong Institute of Directors. Dr. Wright is a graduate of executive development programs in IMD in Switzerland, and the Harvard Business School.

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A CRITIQUE OF TWO GIFTEDNESS POLICIES IN DUBAI: PROVISION PROGRAMS FOR GIFTED AND TALENTED STUDENTS IN HIGHLY-RATED SCHOOLS

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ABSTRACT

This study is a critique of the giftedness policy, of two British private schools, in Dubai, in the UAE. The purpose of this critique is to discuss and analyze the differences and similarities concerning giftedness development, in two highly-rated private schools in Dubai. These policies are to be evaluated based on international standards, set by Van Tassel-Baska, and entitled the "Five Attributes of High-Quality Giftedness Policies." This qualitative research relies mainly on the content analysis of the provision programs component of these policies. Findings of this research reflect few similarities such as the statement of the provision programs, as well as many differences such the definitions of giftedness and talentedness. Even though these schools are highly rated, their giftedness policy evaluation reveals that the provision programs of giftedness are not of high quality. As giftedness education is relatively novice in the UAE, this critique recommends schools to follow international standards of giftedness policies in developing their relevant policies. Moreover, researchers are suggested to study the implementation of the procedures derived from these policies.

Keywords: Gifted, Talented, Giftedness Policies, Provision Programs

1. Introduction

Gifted education is developing in the United Arab Emirates (UAE) quickly. However, the Ministry of Education (MoE) and its affiliated federal education authorities mainly prioritizes students with special education needs rather than gifted and talented students (Al Ghawi 2017). To ensure efficient giftedness education, schools should establish suitable giftedness policies, out of which processes and procedures are derived.

Giftedness policy is essential in giftedness education and should become mandatory, especially that gifted and talented students fall under the umbrella of students with special education needs. Thus, this research is designated to analyze the giftedness policy of two schools, highly rated by the Knowledge and Human Development Authority (KHDA), the federal education authority of Dubai, in the UAE.

1.1 Statement of the Problem

Thriving to make the UAE one of the best countries in the world by its Golden Jubilee, the country's government has developed the UAE Vision National Agenda for the year 2021. Attaining a first-rate education system is one of the pillars of this seven-year plan (UAE Vision 2021 2018). Therefore, the MoE has developed an aligned strategic plan for the years 2017-2021. Ensuring consistency between schools and the MoE, all schools should originate their strategic plans, policies, and procedures from the ministry's strategy. Innovation, inclusion and quality assurance in education are the critical components of this plan (UAE Ministry of Education 2018).

The main aim of elevating the country's quality of education is its economic development Pursuing excellence in education requires the country to focus on gifted students who, if optimally identified, nurtured and developed, could significantly contribute to economic prosperity. However, not all schools are efficiently working on these students, who are valuable assets to the country.

1.2 Purpose and Objectives

The purpose of these two giftedness policies critique is to discuss and analyze the differences and similarities at the level of giftedness development in two highly-rated private schools in Dubai.

Also, these policies are to be evaluated based on international standards of giftedness policies set by Van Tassel-Baska (2006).

Hence, one objective of this research is to examine the divergence or convergence of these policies regarding giftedness provision programs. Besides, the second objective is to investigate to what extent these policies are matching attributes of high-profile giftedness policies (Van Tassel-Baska 2006). Finally, according to the analysis results, some modifications of the policies shall be recommended to achieve a unified development of giftedness compartment of the policy.

1.3 Research Questions

The overarching research question of the study is: How is giftedness developed in these highly-rated schools in Dubai based on the studied giftedness policies?

In addition to the locus of the research, the study will examine the following sub-questions:

1- To what extent are Dubai giftedness policies identical regarding developing giftedness?

2- To what extent does the "provision programs" component of Dubai giftedness policies match the attributes of high-profile giftedness policies?

3- How could these policies be enhanced to ensure optimal development of giftedness?

1.4. Rationale for the Study

The rationale of the study is the importance of giftedness equity. Passow does not consider giftedness education a luxury or appendage; instead, it is a necessity (1979). As equity is a right to education, gifted students need support to optimize their potential (UNESCO 2013).

The Special Education Department, part of the MoE, is concentrating more on supporting disabilities than developing giftedness (Al Ghawi 2017; Special Education Department 2018). Nevertheless, the elaboration of high-quality giftedness policies should become a primary interest of education authorities in the country. In the shade of inclusion, all gifted students should be supported by the education system, just like students with disabilities. According to the MoE, gifted and talented students are part of students with special needs because they require provision programs, distinct from the mainstream students (Special Education Department 2018).

It is important to highlight that the term giftedness throughout this research implies both gifted and talented students. On the one hand, the critique of these two policies on giftedness shows the proactive initiative of these two highly-rated schools in giftedness education. On the other one, this critique presents a foundation on which high-quality giftedness policies could improve.

2.   Literature Review

2.1. Conceptual Analysis

2.1.1 Difference between Gifts and Talents

As the terms "gifted" and "talented" are socially-constructed, their definitions have significantly evolved, throughout history (Robins 2010). For example, Leonardo Da Vinci, the Italian artist, and scientist has been considered both gifted and talented during the Renaissance era while Napoleon Bonaparte, the leader of the French Revolution, has been recognized gifted (Allsop 2011; Dugdale-Pointon 2006). However, by the beginning of the twentieth century, researchers' interest in studying giftedness and talentedness has been stimulated by the economic and political factors relevant to that era (NAGC 2018).

However, a disagreement in defining giftedness persists till today due to the Nature versus Nurture debate. Based on the Nature approach, a gifted child is someone born possessing a superior natural ability. In contrast, based on the Nurture approach, a gifted child has "exceptional aptitudes or abilities in one or more domain" which could be developed if supported by his environment (NAGC 2018). Distinguishing between gifts and talents is crucial. According to the National Association of Gifted Children, a talent means a "particular ability in art and design, music, PE" (NAGC 2018).

2.1.2 Giftedness in the UAE

Even though the UAE education system is comparatively new and has faced many difficulties, its significant evolution is the result of the constant governmental support (Gaad et al. 2006). "School for All" initiative has marked a major turmoil of the MoE. Therefore, the Special Education Department has addressed more attention toward the category of gifted and talented students. A general framework for identifying, developing and evaluating gifted and talented students has been proposed in its "General Rules for the Provision of Special Education Programs and Services (Public & Private Schools)" in 2010. The Special Education Department

defined gifted and talented students combinedly. Gifted and talented students possess an ″outstanding ability or aptitude in one or more areas of intelligence, or creativity, or academic achievement or special talents and abilities such as oratory, poetry, drawing or handicrafts, sports, or drama, or leadership capacity, etc.″ (Special Education Department 2010 p.61). However, the difference between a gift and a talent has not been articulated in this statement.

Furthermore, the Special Education Department has also suggested a platform to identify and monitor such students, the personnel required to support them and potential services to develop them. However, each federal education authority of the UAE such as the Knowledge and Human Development Authority is following different frameworks and definitions for giftedness (KHDA 2017a).

2.1.2 Giftedness and Talentedness Policy

As defined by the UNESCO (2013), a policy is ″a predetermined course of action established as a guide toward accepted objectives and strategies of the organization″ (UNESCO 2013). As per the definition, a policy in giftedness education provides a concise and clear overlook of the school′s identification and supporting programs systems for all stakeholders. According to the UNESCO handbook on education policy analysis, education policies play an essential role in education management (UNESCO 2013). Even though policies mark a bureaucracy, any strategy is generated from a policy; out of which, a plan is constructed. In other words, the firm policy is the backbone of the plan. Also, for a policy to be successful, it should be aligned with the vision, mission, and objectives of the organization or the specific school in this condition (UNESCO 2013).

 As the MoE has affirmed that gifted and talented students require special needs, it is mandatory for each school in the country to build a Gifted and Talented Policy, also recognized as Giftedness Policy. The latter should concisely highlight the following blocks: (1) the rationale of the policy, (2) aims of the policy, (3) the definition of giftedness and talent followed by the school, (4) stakeholders′ role in the implementation of this policy, (5) the identification process of the gifted and talented students, (6) the in-class and extra-curricular provision programs and resources needed, (7) the evaluation and monitoring gifted and talented students, (8)the policy review process with the relevant date (Vasilevska 2011). Each one of these components complements each other. Once each school prepares a complete policy, efficient strategies and plans could be implemented to support these students. Some of the blocks are common for any

policy such as the rationale of the policy and others are the core components of giftedness policies such as the identification process of the gifted and talented students.

According to researchers, multiple giftedness provision programs aim to develop giftedness. For example, "acceleration" could be offered by having a child skip grade levels in all subjects or one specific subject. Also, "enrichment" is an alternative approach intensively explained later in Renzulli's models. As per researchers, enrichment is implemented through curriculum changes, in-class activities or extra-curricular activities (Renzulli and Renzulli 2010; Reis and Renzulli 2009; Special Education Department 2010; KHDA 2017a)

2.2. Theoretical Framework

2.2.1 The Three Ring Concept of Giftedness

According to Renzulli, the development of giftedness requires the fulfillment of three characteristics. Firstly, a student should possess various "above average abilities." Secondly, he should be creative. Finally, he has to be task committed. Without these three characteristics, a child cannot develop his giftedness (Renzulli 1984). Correspondingly, the role of the school is to stimulate creativity and task commitment to developing giftedness.

Derived from the Three Ring Concept of Giftedness, the "Schoolwide Enrichment Model" is established to identify and to develop giftedness (Reis and Renzulli 2009). Proven to be effective, this program is customized to suit the different types of giftedness and talents and is culturally unbiased. Besides, it has been used by thousands of schools in the USA and around the world. Renzulli keeps on reviewing and updating this model with his research (Reis and Renzulli 2018). As the name indicates, this model highlights the role of the whole school in enriching gifted students. Enrichment for Renzulli is a plan for a child to optimize his success in the field of interest or giftedness.

2.2.2 The Differentiated Model for Giftedness and Talent

 Francoys Gagne has developed this model aimed at identifying and developing giftedness (see Appendix D). According to Gagne, a talented person is a someone who was able to build and optimize his giftedness (Gagne 1985). In other words, it is a higher level of giftedness, unlike the different definition of talent previously explained. This model illustrates how environmental and intrapersonal factors, called "catalysts," develop giftedness into talentedness. Giftedness for

Gagne is considered of natural abilities in various fields. However, catalyzers transform these superior natural abilities into talents. On the one hand, the environmental factors are divided into three blocks: the milieu such as the culture, the individuals such as the family and teachers and the provisions supporting giftedness. On the other one, the intrapersonal factors are divided into two parts: the traits (physical and mental) and the goal management such as awareness and motivation (Gagne 1995).

In this context, the role of the school is to support gifted students with the enrichment provisions, catalyzing him to become talented. Suggested enrichment provisions could be at the level of the curriculum, acceleration, and grouping (Gagne 1995). The model is widely used in international schools and is also considered unbiased and effective (Education ACT 2018).

2.3. Review of Related Literature

Giftedness education, part of which is giftedness policies, has evolved significantly around the world. Mainly, intragovernmental organizations such as the UNESCO and the European Union have set standards for giftedness policy. Also, countries, states, and schools have by themselves elaborated their own (Education ACT 2018; ETSN 2018).

Nevertheless, according to Mansfield, giftedness policies in the USA are still considered as colonial and discriminating, thus, require additional reforms (Mansfield 2016). Giftedness education is deemed to be customized to an elite group of students rather than covering all the social and cultural differences in the USA (Mansfield 2016). Besides, the country is wasting many of the potentially gifted students rather than developing them because schools of such minorities do not possess the needed resources for developing them (Davidson et al. 2004). Similar findings are of a research studying giftedness policies and procedures in South Australia. Not all gifted students are provided with the adequate support by their schools due to the social differences (Krisjansen and Lapin 2001).

Also, giftedness policies can be discriminating based on the perception of intelligence. Sternberg and Zhang consider that giftedness is based on high level of intelligence reflected by the IQ test, the Intelligent Quotient. Hence, people with high IQ scores are relatively limited, making giftedness restricted (Sternberg and Zhang 1995).

However, Gagne, from his side, has attempted to demonstrate that giftedness is common to all social classes and cultural backgrounds. In other words, anyone may have the different superior

abilities and competencies. Thus, supportive giftedness education would develop these students into talented ones (Gagne 2007). In contrast to Sternberg and Zhang, Gardner identified different types of intelligences that cannot be measured by the IQ test. These intelligences also imply the urge to develop them (Gardner 1995).

Consequently, releasing a high-profile giftedness policy is quite complicated. Throughout the twenty-first century, developing a complete giftedness policy has been the concern of various researchers. Van Tassel-Baska has established the Five-Component of Gifted Education Policy. In addition to the foundation of any education policy, the components include (1) the identification, (2) the program, curriculum, and service, (3) personnel preparation, (4) program management (5) assessment and evaluation (2006). This model is from the most commonly adopted ones in giftedness policy till today (Massgifted.org 2016). Moreover, to evaluate a given giftedness policy, Van Tassel-Baska has formulated the Five Attributes of a High-Quality Giftedness Policy. The attributes consist of policy clarity, comprehensiveness, connectedness, feasibility for implementation and being research-based (Van Tassel-Baska 2009).

2.4. Situating the Current Study

According to Al Ghawi's, schools are aware of the giftedness policy platform provided by the MoE (2016). She also added that the policy released by the MoE is not the same as the ones implemented in the schools she studied (Al Ghawi 2017). To confirm her findings, a comparison between the MoE giftedness policy and the KHDA inspection framework 2017-2018 issued by the federal education authority of Dubai demonstrates inconsistency. On the one hand, the definitions of giftedness and talentedness are dissimilar. On the other one, the models used to develop giftedness are unidentical (KHDA 2017a). Hence, this research is determined to conduct a content analysis of two giftedness policies in the same emirate of Dubai. This analysis is grounded in the Five Attributes of a High-Quality Giftedness Policy to evaluate the giftedness provision programs stated in the studied policies.

3. Methodology

3.1. Research Approach

The emancipatory theoretical paradigm underpins this critique as it seeks for giftedness equity. Today's education systems still undermine gifted students, around the world. Not only would the research examine current giftedness policies in Dubai, but it also seeks a reform or an upgrade of the currently used policies.

This research is qualitative because it is founded on a qualitative content analysis of two giftedness policies of two schools in Dubai, in the UAE. Specifically, the in-class and extra-curricular provision program component is to be critically analyzed based on the Five Attributes of a High-Quality Giftedness Policy. Even though the programs outlined in the policy are the scope of this study, they shall not be examined in isolation from the relevant rationale, definitions, and objectives.

3.2. Data Collection

These giftedness policies are retrieved from the schools' official website. This research compares these policies analytically. Similar regarding curriculum and of high KHDA rating, these schools present several demographical, cultural and structural differences.

The first school policy examined is the one of Dubai English Speaking College, a private school in Dubai, which implements the British curriculum. Also, most of its students and teachers are of British nationality. DESC is a mixed school of boys and girls; with an age range between 11 and 18 years. The number of SEND students includes the gifted and talented ones. In addition, its tuition fees are expensive due to its outstanding performance over the past six years (KHDA 2017b).

The second school policy examined is the one of the School of Research Science, a private school in Dubai, which also uses the British curriculum. In contrast to the DESC, most of the students are Emirati whereas as most of the teachers is British. This school is a segregated school of boys and girls; with an age range of 3 to 18 years. The gifted and talented students are part of the SEND (KHDA 2017c). With the very good rating in the last inspection report, the school's tuition fees are expected to jump significantly, relatively to other Emirati private schools, yet less than the DESC ones.

3.3. Delimitation and Limitations

One of the study delimitations is the focus on the provision programs stated in the giftedness policies. Another one is the evaluation of the policies as a source of documents rather than their practice. Even though these policies do not reflect how these two studied schools manage giftedness, they shall provide a roadmap for concerned giftedness stakeholders.

Nevertheless, this critique is limited in several ways. One the one hand, it does not reflect a full inclusive image of giftedness policies in Dubai, at a micro level, and in the UAE, at a macro level. On the other one, only a part of the examined policies is evaluated.

3.4. Ethical Considerations

As the giftedness policies are posted online, the researcher has not directly contacted the schools for approval of taking part in the study. Publishing documents on official website implies that the latter are not confidential. Such policies shall only be used for research purpose.

4. Data Analysis and Findings

The content analysis of this study is of the provision program component of the selected giftedness policies. Nevertheless, this analysis cannot be held without taking into consideration the foundation of any policy: the rationale, aims, and definitions.

Based on the content analysis of these two giftedness policies, the data are to be analyzed based comparative thematic analysis: (A) foundation of the policy: rationale, aims and definitions (B) provision program for giftedness (C) verification of this policy through the KHDA inspection reports.

(A) Foundation of the policy:

(i). Rationale:

The giftedness policy rationale of DESC is extensive, of two pages, as it explains in detail the "Growth Mindset" of the school. In simple terms, the school is designed to support the enrichment of all its students, whether gifted or not. Thus, this marks a deviation from giftedness. In contrast, the giftedness policy rationale of the School of Research Science is brief where it merely states why the school supports the development of gifted and talented students.

(ii). Aims:

DESC does not provide explicitly stated aims. Its giftedness policy aims are embedded within developing all the students of DESC. This school believes that all students could excel in at least in one of their field of interest. However, the School of Research Science has a list of explicitly stated aims. They range from identifying to developing gifted students while training teachers and involving parents.

(iii). Definitions:

DESC explicitly distinguishes between the meanings of gifted students and talented students. However, these definitions are not of the KHDA Inspection Framework set by Gagne. Nevertheless, the School of Research Science does not distinguish among gifted students and talented ones, just like the Ministry of Education. This fact implies that the school is not employing the KHDA required definitions.

(B) Provision program:

As previously stated, DESC provides a table full of enrichment programs for all students, divided into subjects. To help gifted and talented students, the school prepares an Advanced Learning Program intended to customize an enriching plan suitable for fulfilling individual student's needs. However, the School of Research Science explains the exceptional use of acceleration. Additionally, a list of extra-curricular activities and in-classroom challenging activities is visibly stated.

(C) Verification of the use of these policies:

Based on the last KHDA inspection reports of the studied schools, gifted and talented in-class and extra-curricular activities are stated to be innovative and precise. The primary factor of these success stories is the high-quality teachers, who effectively challenge gifted students. However, each one of them should modify and improve other parts of the gifted education such as monitoring and identification giftedness (KHDA 2017b; KHDA 2017c).

5. Interpretation, Discussion, and Recommendation

As previously discussed, the data obtained from giftedness policies shall be evaluated based on the Five Attributes of a High-Quality Giftedness Policy: (A) clarity, (B) comprehensive, (C) connected, (D) feasible and (E) consistent with giftedness research (Van Tassel-Baska 2009).

(A) Clarity:

DESC giftedness rationale and aims are not clear because the reader would understand that this policy is tailored to all the students of the school. Even though the definitions of gifted and talented students are explicitly stated, there is no distinction between the corresponding programs for each category of students. Also, as previously mentioned, there is an apparent overlap between the supporting programs used to challenge all the students and the provision programs used for gifted education. As for the School of Research Science has a more precise structure of rationale, aims and supporting programs even though there is no distinction between the meanings of gifts and talents.

(B) Comprehensiveness:

At the level of the studied component of the giftedness policy, DESC is not comprehensive because it does not specify what is particularly offered to gifted and talented students. However, by stating that ALP shall be customized for the different gifted and talented students connotes that this category is heterogeneous. In other words, not all gifted and talented require the same provision programs (Reis and Renzulli 2009). In contrast, the School of Research Science represents a more comprehensive explanation of each of the supporting program even though gifted and talented students are considered as one group.

(C) Connectedness:

DESC's giftedness policy shows less of internal connectedness relatively to the School of Research Science one. However, although extensively, the DESC shows how its giftedness policy is related to other education policies of the school by linking giftedness to different subjects and through expecting high achievement from all students. Unlike the DESC policy, the School of Research Science shows that giftedness policy is isolated from the rest of the school policies.

(D) Feasible:

There is no clear indication in the policy of its feasibility. However, as exploring the KHDA Inspection Report of each one of these schools, there is clear evidence that DESC and the School of Research Science are financially and practically prepared to provide gifted and talented students with the stated supportive programs.

(E) Consistency with giftedness research:

The two policies show that they are matching the research updates in giftedness to a certain extent. However, apparently, the School of Research Science cannot apply all the findings of these research due to cultural and social reasons. The typical example is its inability to implement acceleration due to social reasons as mentioned in the policy. Here, the difference between the nationalities of the students in the two schools dictates the asymmetry.

As a result, this content analysis shows that the two policies are dissymmetrical. Firstly, their structure is different as previously stated. Secondly, an apparent contradiction is demonstrated by defining the keywords of giftedness and talentedness. Thirdly, even though provision programs are indicated, their structure and content vary. Finally, social and cultural factors play an important role in policy-making. On the one hand, due to its high expectations from all its students, DESC does not segregate between gifted and talented students and the mainstream students who are of high achievers. On the other one, the School of Research Science cannot implement all the named enrichment activities that other schools use due to social perceptions and stereotypes (The School of Research Science 2017).

Moreover, none of these school use or implement the suggested plan of Francoye Gagne recommended by the KHDA. Their deviance from this DMGT model has not affected their inspection rating. Also, the Ministry of Education, with the support of the federal education authorities such as the KHDA, should reform its giftedness policy to guarantee that there is no significant disparity among schools. Also, giftedness education should be financially supported by the government because such students are investments of high returns.

Finally, all giftedness policies should follow one structure based on the five components. However, not all schools are efficiently working on these students, who are valuable assets to the country. For quality assurance purpose, they also must follow the five attributes used in the data analysis of this study. Nevertheless, consistency with the research part should include the flexibility to adapt to different cultures and social factors of the students.

A study on giftedness in Hong-Kong supports the need for flexibility. In specific, this stated investigation evaluates the effectiveness of giftedness education policies within the same attributes of this critique. The findings suggest that these attributes are more relevant in the USA and cannot match the culture of the Hong-Kong. Moreover, these examined policies have

become outdated relatively to the quick change in giftedness research when it comes to identification and supporting programs of giftedness. Also, it is not easy to have all the five components of these policies complementing each other (Phillipson et al. 2011).

6. Conclusion and Suggestion for Future Research

The following conclusions could be drawn from this study. To sum up, the content analysis shows that the studied schools possess supporting programs for giftedness. However, these policies are not yet of high quality because they do not abide by the Five Attributes of a High-Quality Giftedness Policy. Furthermore, many dissimilarities exist in the giftedness policy component studied.

Researchers should examine other components of giftedness policies in Dubai and other emirates of the UAE. Additionally, as only highly-rated private schools are examined, studies of schools with other standards may promote different results. Further research on the public sector may lead to other findings. Lastly, this content analysis has only examined the policy as a document without assessing its effectiveness. Hence, the effectiveness of giftedness policies in the UAE is also worthy of exploration.

Biography:

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